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Master Thesis

“ The benefits of using demonstration method in teaching English Language to design students -
the case of the high professional school "Centre of Competence" in Skenderaj, republic of
Kosovo “

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Declaration of Authorship

I hereby certify that this thesis has been composed by me and is based on my own work, unless stated otherwise. No other person's work has been used without due acknowledgement in this thesis. All references and verbatim extracts have been quoted, and all sources of information, including graphs and data sets, have been specifically acknowledged.

Date:

Signature:

Fitore Nebihi Dragaj

Acknowledgments

At first, from the bottom of my heart I give many thanks to God for giving me the opportunity to come till here.

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My two families deserve special thanks since they always were and still are by my side in every single situation, specifically, my husband and two children who are my greatest treasure and motivation in this life.

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Therefore, thank you to all that I have met in my way until here. Moreover, it is worth mentioning, this master thesis is dedicated to the most important people in my life, my children, Nisa and Nektar.

Abstract

The thesis tries to examine if the usage of demonstration method to teach English Language in high school, specifically to students of design, is beneficial and effective for their proficiency as second language learners. The demonstration method is considered worth exploring since teachers and students are the ones who benefit from it. Hence, demonstration method is regarded as a very useful method for teaching and learning process because it helps teachers and students to clarify, practise and understand things better.

To measure the impact of demonstration method in the process of teaching and learning, qualitative and quantitative methods are conducted. This study took place at the high professional school ‘‘ Center of Competence ‘‘ located in the municipality of Skenderaj and the participants that have been selected for the study were English Language professors as well as design students of tenth, eleventh and twelfth grade. These students learn English as a second language and their level of English is intermediate. Thus, the study included three English professors and eighty - eight design students who had to accomplish two dissimilar questionnaires and the data collected from them covered their perceptions as well as reactions towards the demonstration method and its efficiency. It is worth mentioning, the questionnaires are carefully analyzed.

Additionally, 88 design students had to do an experiment too (controlled and experimental ones) just to see if demonstration method is more helpful and applicable than other methods. The duration of the survey was a month and the sessions were conducted two days a week.

The answers of every professor and student showed the approach and interest in improving their level of English for their future profession.

The findings of this study are expected to be gainful for the current and future English instructors, design students and everyone who wants to learn English Language.

Keywords: *influence, demonstration method, students, teachers, beneficial . . .*

Abstrakti

Teza përpiket që të kontrolloj nëse përdorimi i metodës demonstruese për të mësuar Gjuhën Angleze në shkollë të mesme, në mënyrë specifike tek nxënësit e dizajnit, është e dobishme dhe efektive për aftësitë e tyre si nxënës të gjuhës së dytë. Metoda demonstruese është konsideruar si e vlefshme për t'u njohur pasiqë mësimdhënësit dhe nxënësit janë ata që përfitojnë nga ajo. Prandaj, metoda demonstruese është konsideruar si një metodë shumë e dobishme për procesin e mësimdhënies dhe mësimnxënies sepse ajo i ndihmon mësimdhënësit dhe nxënësit të sqarojnë, praktikojnë dhe kuptojnë gjërat më mirë.

Për të matur ndikimin e metodës demonstruese në procesin e mësimdhënies dhe mësimnxënies, metodat cilësore dhe sasiore janë zhvilluar. Ky hulumtim ka zë vend në shkollën e mesme profesionale “ Qendra e Kompetencës ” me vendndodhje në komunën e Skenderaj-it dhe pjesëmarrësit që janë zgjedhur për këtë hulumtim ishin profesorët e Gjuhës Angleze si dhe studentët e dizajnit të klasës së dhjetë, njëmbëdhjetë dhe dymbëdhjetë. Këta nxënës mësojnë Gjuhën Angleze si një gjuhë të dytë dhe niveli i tyre i Gjuhës Angleze është mesatar. Pra, hulumtimi përfshinte tre mësimdhënësit e Gjuhës Angleze dhe tetëdhjetë e tetë nxënësit e dizajnit të cilët kanë përmbushur dy pyetësor të ndryshëm dhe të dhënat e mbledhura prej tyre përfshijnë perceptimet e tyre si dhe reagimet ndaj metodës demonstruese dhe efektshmërisë së saj. Ia vlen të përmendet, pyetësorët janë analizuar me kujdes.

Përveç kësaj, 88 nxënësit e dizajnit kanë bërë një eksperiment gjithashtu (të kontrolluar dhe eksperimental) vetëm për të parë nëse metoda demonstruese është më shumë e ndihmueshme dhe e zbatueshme sesa metodat tjera. Kohëzgjatja e hulumtimit ishte një muaj dhe mbledhjet janë zhvilluar dy herë në javë.

Përgjigjet e secilit profesor dhe nxënës shfaqen qasjen dhe interesimin në përmirësimin e nivelit të tyre të Gjuhës Angleze për profesionin e tyre të ardhshëm.

Rezultatet e këtij hulumtimi pritet të jenë fitimprurëse për mësuesit e Gjuhës Angleze, nxënësit e dizajnit të tanishëm dhe të ardhshëm dhe çdonjërin që dëshiron të mësojë Gjuhën Angleze.

Fjalët kyqe: ndikim, metoda demonstruese, nxënësit, mësimdhënësit, e dobishme . . .

Title of the thesis:

“ The benefits of using demonstration method in teaching English Language to design students - the case of the high professional school "Centre of Competence" in Skenderaj, republic of Kosovo “

Translation of the title in Albanian:

“ Përfitimet e përdorimit të metodës demonstruese në mësimdhënie të Gjuhës Angleze të nxënësit e dizajnit - rast studimi nga shkolla e mesme profesionale “Qendra e Kompetencës” në Skenderaj, republika e Kosovës “

Translation of the title in Macedonian:

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CHAPTER I: INTRODUCTION

Teaching is a very noble profession because it shapes the character of an individual and also the future of him or her. Sharing ideas, thoughts, giving and receiving feedback, consuming himself or herself for others, is something so valuable, therefore, teaching is considered as a holy profession because teachers are the ones who do the best for a bright future of their students. Teaching a second language is a process that looks for a great amount of time in planning every single part of it, therefore, teachers' responsibility is doubtless the hugest. According to Moore (1998), teaching is a challenge that requires long hours of work and preparation. Moreover, "it requires skill in planning and skill in the classroom" (Moore, 1998, p. 3). Teaching a second language, especially English, which is the most spoken language around the world, requires suitable methods that make teaching and learning comprehensible, creative and interactive for students. Such a method is demonstration method that is considered an inseparable part of Teaching and Learning process since it enables teachers and learners to explain, learn and understand topics easier as well as better.

Linguists shared different views about the demonstration method. Based on them, the demonstration method is beneficial and it has a positive impact on all learners. For instance, Brophy (1986) discovered that demonstrations do influence learners' attitudes towards science in a positive way. Furthermore, Jenkinson and Fraiman (1999, p. 283) reported that "demonstrations open many exciting opportunities for teachers in their delivery of information and many exciting possibilities for learning in a classroom". So, demonstration as a teaching and learning method includes many resources such as: pictures, flip charts, sound recording, games, digital tools, posters, PowerPoint, blackboard/whiteboard, graphs and so on which help teachers and students gain needful information.

The usage of demonstration method in English classes increases students' motivation and interests toward learning English as a second language. In addition, it plays a noteworthy role in developing students' knowledge. According to Peachey (2017), "most teachers have accepted and are willing to engage with the process of sifting through the available resources and looking for ways that these can support and augment their students' learning" (Peachey, 2017, p. 2). So,

the above-mentioned method can be contemplated as a powerful method since it helps students to become more originators and to improve their English skills.

Many teachers believe that the demonstration method provides an essential feature for understanding concepts, therefore, this study aims to investigate how teachers use demonstration method in a classroom situation and how demonstration method can be effectively used to enhance learning, understanding, and achievement of learners, but specific attention will be on the benefits that this method offers to high school design students.

Thus, the first chapter mostly deals with the background of the study, significance and purposes of the study, structure of the study as well as objectives of the study – general and specific ones.

1.1. Background of the study

English is considered as a universal and international language since it is widely used and spoken. McKay (2002, p. 12) says that “ as an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies “. The utmost role of English has been known all over the world since loads of materials on the Internet are in English.

As it is mentioned above, English enables people, particularly students to communicate with the world who can do that through spoken and written language, but also through pictures, videos, games, and so forth.

In addition, English language is increasingly used in education. It is an important subject and it is being taught and learned in all primary and secondary schools around the globe, and the same happens in my country too. English teachers’ duty is to find out the best methods to help their students acquire English language. One of the best methods of teaching English is through demonstration method which can influence teaching and learning positively. “ Effective teaching should provide learners with the potential to actually remember more material for the future use ” (Woodburn & Obourn, 1965, p. 320) that is why, English teachers should add this method in English classes to make teaching process more attractive, interesting, and

approachable for learners. Therefore, “ effective teaching requires a great deal of thought, preparation and design “ (Trowbridge & Bybee, 1990, p. 149).

Nowadays, learning and teaching through new methodologies have changed completely the teaching/learning situation for students and teachers as well. It is worth mentioning that, teaching methods, specifically demonstration method, are also suggested from the new curriculum of Kosovo, because according to it, teaching methods are very efficient and useful to teach English to students. In my country, there are some schools where the lack of tools does not enable them to implement teaching methods in classes. On the other hand, the target school – the high professional school “Centre of Competence” in Skenderaj, Republic of Kosovo, has convenient conditions which facilitate teaching and learning processes.

So, teaching methods, in a specific way demonstration method, are the most direct and effective methods for students to learn, that is the real reason which pushed me to investigate this topic.

1.2. Significance and purposes of the thesis

Education is a very impressive issue for every country as well as in every sphere of life, and it is the same for my country too. Teachers in my country try to find various and necessary methods in order to create positive vibes and enjoyable atmosphere in the classroom, to give enough dose of information, to motivate his/her students, to keep them active through the class, to make them express themselves freely and to conduct interactive activities. Thus, the most attractive and motivational method of learning a foreign language is sure demonstration method.

Teaching language is not an easy task and it needs to be interesting enough to remove the anxiety of the learners. For this reason, “ language teachers tend to adapt different methods to teach language more effectively and more interestingly “ (Mamun, 2014, p. 12). I have been teaching English for years and during my teaching experience, I have noticed that students, in general, are more interested and catcher to learn English through the usage of demonstration method because it enables them to see, hear and touch things in practice. Further on, students find its usage more appealing as well as agreeable. In addition, this method leads students to creativity. Hence, one

of the greatest indicators that made me investigate this particular topic is the big impact of the aforementioned method in the process of teaching and learning.

One way or another, the thesis tries to discover if demonstration method helps design students to enrich their English vocabulary, to understand the topics better and to elevate their four main English skills, more particularly, the thesis aims to investigate the benefits of the usage of demonstration method in English classes with high school design students.

The results of this study will be important and helpful not just to me as a researcher of this thesis, but also to design students and their English professors since all of them will be more informed about the importance, use and influence of demonstration method and its enormous improvement on personal and educational level.

1.3. Structure of the study

The master thesis consists of five chapters and these chapters are separated into such parts: introduction, literature review, methodology, findings and discussion as well as the conclusion part. Every chapter is segregated into different subplots.

The first chapter is introduction and it provides a general overview of the usage, importance, impact, and benefits of demonstration method. Moreover, it deals with the background of the study, significance, and purpose of the thesis, structure of the study as well as goals of the study, including general and specific ones.

The second chapter is about literature review. It deals with the meaning and definition of demonstration method, continuing by the reason for its usage into the classroom. Additionally, the second chapter involves the importance, influence, and benefits of using demonstration method in teaching English language to design students.

The third chapter discusses all the methods and study rules. This chapter presents information about the design of the study, research questions and hypotheses, population and sample as well as data collections and instruments.

The fourth chapter presents study results and discussions, so the chapter covers the results taken from design students and English professors' questionnaires. Besides this, it also covers the results taken from the experiment and post – test which is done only with design students of three grades. The outcomes of the three appreciated instruments are also followed by a discussion related to them. Likewise, chapter four also analysis the three hypothesis one by one and provides their verification.

The fifth chapter as the last one of this research concludes the progress of it. In a specific way, it deals with the overall conclusions of the study, its limitations, and recommendations for future research studies. All the relevant and useful references, as well as resources, are structured in the bibliography section since the appendices are structured by the end of the thesis.

1.4. Objectives of the study

1.4.1. General Objectives

- The thesis attempts to highlight the effectiveness of teaching and learning English Language by using demonstration method. Thus, the goal of this thesis is to find out if English professors use the aforesaid method while teaching English to students of design and if such students understand lessons/topics better with the presence of demonstration method.

1.4.2. Specific Objectives

- To discover if demonstration method is beneficial, effective and supportive for teaching and learning
- To identify if demonstration method develops and enhances design students' English skills
- To define whether demonstration method is more efficient than other methods.

Summary

The introduction chapter defines the importance, influence, and benefits of the utilization of demonstration method in teaching English language to high professional school design students of tenth, eleventh and twelfth grade. The target students attend their secondary studies at ‘‘Centre of Competence’’ which is a high professional school in the municipality of Skenderaj, Republic of Kosovo. Except this, the introductory part determines the aim of the research and the objectives, too.

CHAPTER II: LITERATURE REVIEW

2.1. Introduction of literature review

The following chapter deals with the research about demonstration method as the most supportive and helpful method in teaching English Language to high school learners, in particular, to design students of the high professional school.

As one of the most famous world linguists, David Crystal (2003) claims “English is a global language because it develops a special role that is recognized in every country” (p. 3). Hence, English Language has been accepted and used as an international language all over the world. Apart from being used as a mother tongue in many countries, English is being used in many countries as a second language as well as a foreign language. Generally, English is being used and taught in all schools around the world. “English, like all languages, is full of problems and difficulties for the foreign learner. Some of these points are easy to explain but others are more tricky” (Swan, 1995, p. xi). Thus, English professors have to be so attentive in choosing the right teaching methods.

Teaching and learning are considered as very impressive processes and they require the greatest efforts from teachers. Eisner (1985) says that teaching is an art because it is designed to support internal process of learning. As Nieuwoudt (1998) explained, teaching is

A purposeful and complex educational human act of one person intentionally and within a specific context, engaging into a live and guided interaction with another person, in order to enable the latter to attain a preset goal of acquitting certain knowledge, skills, attitude or values. (p. 6)

On the other hand, “learning is defined as a change in behavior, for better or worse. Throughout his or her life, an individual acquires new patterns of inner motivations or attitudes, and of overt (external) behavior” (Shergill, 2012, p. 196).

According to Dean, Lauer, and Urquhart (2005) “without high-quality teachers, we cannot realize the goal of high achievement for all students” (p. 1). It means, English language teaching and learning processes need hard work, patience, dedication, and the most important one, wish, therefore, teachers must be well prepared and use proper methods in order to have positive outcomes. Bastias et al. (2011) claimed that,

Throughout history, there have been many approaches for the teaching of English. All of them have been used during a period of time and then have been replaced by new approaches that proposed new ways for helping foreign students to reach a better proficiency of English as second or foreign language. (p. 4)

The demonstration method to teaching and learning undoubtedly stimulates more than one sense – the sense of vision, the sense of hearing and in isolated situations, and the sense of touch. This as concurred by (Laird, 1985, p. 30), increases the rate of assimilation by students. English professors practice demonstration method more than other methods because according to them, such a method would help their students to learn faster and easier, and to comprehend lessons preferably. In addition, it plays an important part in teaching and learning processes since it helps both teachers and students to figure out things better by using the sense of seeing and touching and it makes lessons more effective, clear, stimulus, realistic, and dynamic. It is said many times that a picture is worth more than a thousand words, so demonstration method (including illustrations, photos, videos, films, songs, advertisements, flashcards, flip charts, posters, PowerPoint, technology, drawings, etc) helps students to understand the real meaning of the content and seize attention. Therefore, “ by providing a wealth of opportunities for discussion, reading and writing, all students should be able to develop their ability to communicate and thus enhance confidence in their own language abilities ” (Skolverket, 2011, p. 11).

Design students learn better by showing and watching a variety of videotapes, pictures, materials, reading textbooks which intent to show different types of clothes (old ones/new ones), processes of cutting and knitting, designing portfolios, keeping sketches, and so forth. The Macmillan English Dictionary (2007) defines design as the decision how something will be made, including how it will work and what it will look like, and often to make drawings of it (p.

399). So, the aforesaid tools help design students to learn suitable English words with regard to their study field. In this case, they fortify their vocabulary. Furthermore, by clarifying nouns, adjectives, colors, shapes, size, numbers, actions design students learn new words and try to describe people, their clothes, their size, and kinds of stuff by combining words and creating longer sentences. So, the demonstration method facilitates students' learning and it has the power to stimulate them as well. Besides this, it helps professors of English to make their lessons more enjoyable, interesting, and productive for their learners.

2.2. What is demonstration method?

Demonstrations are a valuable tool for every educator. Roadruck (1993) assumed that,

Demonstrations only become a teaching tool when the educator helps the learners to assimilate concepts by carefully designing, arranging and practicing the demonstration, planning questions to be asked, and following up the demonstration with a thorough discussion. (p. 1025)

Towns & Grant (1997, p. 819 - 835) noted that “ in order to develop significant learning, students must process information actively. Cooperative learning activities can create an environment where students actively pursue their tasks by sharing insights, ideas, and representations, providing feedback, and by teaching each other “. Thus, demonstration method is a method that helps students to better understand the subject, to improve students' perceptions of their learning efficiency, and also to enhance the students' achievements. The target method should be implemented from an early stage of life, first by parents at home and then by teachers, at school. As Duncan (2005) noted for teachers to develop children's attitudes about reading and writing as they hear and watch how readers, writers, and speakers think and act because good attitudes toward reading and writing generate confidence. In this case, teachers can demonstrate the confidence they have as readers and writers. They can also demonstrate that risk taking and approximating are parts of learning, and that – while reading and writing are sometimes challenging – it's worth in the end (p. 1).

Demonstration method should be applied in all lessons by all professors, more particularly by English professors in English lessons. According to Tersoo,

Demonstration method is based on demonstrating skills, principles, and theory via performance, movie, slide presentation, live display etc. Such method is often used by teachers in training and technical educational systems. It works perfectly well at universities, colleges, and institutions that study crafts, biology, nature, design and different sciences (Tersoo, 2017, p. 3).

One way or another, demonstration method has always been part of teaching and learning process since it facilitates teachers' teaching and students' learning. Besides this, demonstration method is a very attractive, positive and effective method as well. It encourages students to be more creative, interactive, in the flesh and to show more personal expressions. Price and Brooks (2012, p. 420 - 427) claimed that demonstrations improve students' performance on practice assignments, laboratory investigations and exams, as well as enhance students' understanding of concepts.

Demonstration method can be presented in various forms. Trowbridge and Bybee (1990, p. 234) outline the different ways in which demonstrations can be presented. These include:

- Lecture/teacher demonstrations;
- Teacher/learner demonstrations;
- Learner/group demonstrations;
- Individual learner demonstrations;
- Guest demonstrations;

The above mentioned authors argued that the way demonstrations are presented impacts on the learners' concept formation.

2.3. Why demonstration method?

It is said that, demonstration method plays a very important role in the educational system, including both teaching and learning. This method influences the way how teachers

teach and how learners learn. Demonstration method can help all teachers, regardless of the subject they teach, but especially it helps teachers of English language. Further, it increases students' motivation and interests toward learning new English words, phrases, terms, and concepts. In this way, it enriches students' vocabulary and it helps English learners to understand the meaning of words. Similarly, Hofstein and Lunetta (1982, p. 2004), in their comprehensive reviews, came to the conclusion that demonstrations have the potential to enhance learning, motivation, and attitudes.

Teaching methods, notably demonstration method offer different activities which help design students to improve their language skill and to increase their general awareness of English. For example, Meyar et al. (2003) have shown that,

Demonstrations encourage student involvement, since they are less teacher – oriented and give students an opportunity to produce questions and to become more active in the learning process. This in turn can motivate students to undertake an initial inquiry and also provides a learning opportunity, because it helps create mental links between new and previous learning. (p. 431 – 435)

Next, Gardner (1978, p. 558) suggested that “ demonstrations may enable learners to evoke ‘wow’ experience. This consequently can increase their curiosity and enhance their reasoning abilities “. In addition, “ it may have an impact on students’ achievements “ (Gerber, Cavallo & Marek, 2001, p. 535 - 549). So, demonstration method is a very beneficial and effective method for all students, but mainly for students of design and it is so important to be well organized and well managed by English professors and students of the target study field.

2.4. The importance of using demonstration method in English classes with design students

Using demonstration method in the teaching process is one of many pedagogical interventions that have been adopted for enhancing students' interest. Demonstration method

involves illustrating a point in a lecture or a lesson, therefore, this method has a great importance in the process of teaching and learning because it facilitates design students' process of understanding.

According to (Thurber, 1965, p. 129) a demonstration is a showing, in this way, English teachers use body movements to illustrate or demonstrate. Further on, they use images, drawings, plastic glasses, plastic straws, plastic beans, plastic chopsticks, overhead projectors and computers, materials, clothes and so on. Visual aids are also used to supplement the demonstration. For every single demonstration, English teachers say adequate English words in order to comprehend them easier and faster. This supports Petersen's opinion who said that "A demonstration is the repetition of a series of planned actions designed to illustrate certain phenomena" (Petersen, 1965, p. 90).

Design students learn English easier with visual pictures. Alesandrini (1981) aligns himself with this line of reasoning when he argues that learning is improved when pictures or drawings supplement verbal materials. Moreover, he asserts that, when learners are given a chance to draw their own pictures while studying, and are asked to generate mental pictures while reading or studying, they will conceptualize and understand with ease. (p. 358)

2.5. The influence of using demonstration method in English classes with design students

Demonstration method is believed to be important for education, hereupon, it is a productive teaching method. Next, it is a decision about materials and ideas to offer learning. According to Akinbobola and Iktide (2011, p. 130 - 138) demonstration is a method of teaching concepts, principles of real things by combining explanation with handling or manipulation of real things, materials, or equipment.

Demonstration method has a positive influence on all students. Based on McCabe (2014, p. 175) words this method is effective for long – term memory retention and appropriate to college students' study skills. So, the method definitely helps students to remember things for a longer time. Further, the target method also kindles the interactions between the students and the teachers.

Design students get a great deal more out of visual information than verbal information, featuring spoken and written words. Demonstrations provide a multi – sensory means to describe a concept, idea, or product that may otherwise be difficult to grasp by verbal description alone (Cabibihan, 2013, p. 125 - 149). Wherefore, English professors of the high professional school apply this method with design students.

Taking into consideration its importance as well as its influence, the demonstration method is the most widely used for the acquisition of practical skills as it includes the verbal and practical illustration of a given procedure. Hereto, this method is highly effective because it has active participation of the students, it means, it engages them and improves their learning. That is why Iktide and Edet (2013, p. 5 - 13) said that demonstration method is gender friendly. All in all, demonstration method is implemented at all levels of teaching and learning since it has a significant impact on students' achievement.

2.6. The benefits of using demonstration method in English classes with design students

Demonstration method as a teaching method offers many benefits to all students in general, especially to students of design. English professors find this method as a method with great advantages ergo they usually use it in their English classes. Some of the benefits that demonstration method offers design students are:

- Design students improve their understanding (complex skills and principles);
- Design students gain necessary skills;
- Design students elevate writing skills;
- Design students meliorate thinking skills;
- Design students see the process live and understand it;
- Design students make familiar with English concepts;
- Design students apply theoretical knowledge practically;
- Design students expand their vocabulary, and so forth.

A well-known author, Moore (1998) claimed that,

Demonstration method increases students' motivation and achievement, establishes a positive atmosphere, actively involves students, makes learning seem worthwhile, cultivates self – esteem, capitalizes on student interest and prior knowledge, capitalizes on student ideas, capitalizes on curiosity and challenges students as well. (p. 309 – 310)

So and so, the demonstration method bids securely sources and points of view in order to make sure more participation and engagement in the classroom and to keep design students attentive and active.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction of the research design and methodology

Chapter three deals with the design of the study, continuing by research questions as well as hypotheses. Next, it covers population and sample and finally, it discusses data collections and instruments. So, this chapter provides specific details and proper data about the aforesaid issues.

3.2. Design of the study

In order to discover if the usage of demonstration method offers benefits in the process of teaching and learning English language with students of design, qualitative and quantitative methods are applied. The study took place at the secondary education level and the main participants of it were high school design students of tenth, eleventh and twelfth grade who regularly attend their secondary studies in the high professional school “Center of Competence” in Skenderaj, Republic of Kosovo. This school is located in the suburb of the city. Students of design were chosen intentionally, because of their field of study. Furthermore, three English professors who work in this high professional school took part in the research as well.

Questionnaires and experiments were used as instruments to collect data for the survey. The questionnaires done with English professors and design students assembled data about the demonstration method’s utilization, influence, and benefits. Meantime, the experiments were done only with students of design of three grades. They were divided into groups and learned the topics based on the coursebooks offered by the Ministry of Education here in Kosovo and based on various demonstration sources.

After each experiment, high school design students entered a post–test and the findings taken from it defined the best, the easiest and the most comprehensive method for them to learn English language.

3.3. Research Questions and Hypotheses

The main purpose of this study is to investigate the benefits and effectiveness of using demonstration method in the process of teaching and learning as a key method to adjust help for design students to learn English language faster, easier and better.

In order to achieve this goal, the study was based on six main research questions and three hypotheses.

Research questions:

1. Do English professors use demonstration method in the teaching process?
2. What is the role of demonstration method in teaching and learning English?
3. Does demonstration method help students of design in their lessons?
4. Why is the demonstration method needed in English classes?
5. What are the benefits of demonstration method?
6. Does the use of demonstration method increase design students' motivation and confidence in learning a second language?

Main hypotheses have been determined as follow.

Hypotheses:

First hypothesis: The utilization of demonstration method in the process of teaching English Language has a positive influence on the learning progress of design students.

Second hypothesis: Demonstration method is the essential method of teaching and learning English Language since it can contribute to substantial gain in language accuracy and language proficiency.

Third hypothesis: Using demonstration method in the process of teaching helps English professors to explain topics easier and clearer.

3.4. Population and sample

The study settled down at the secondary education level and the target population was part of a professional school, hence, the study was conducted in the high professional school ‘‘Centre of Competence’’ in Skenderaj, Republic of Kosovo and it was focused on the benefits of the demonstration method in English classes to design students. This school was selected because it is the only professional school in the city where I live and work.

The participants in this study were high school English professors (totally, three - one female and two males). The first male has over ten years of English teaching experience, the second one has about seven years of English teaching experience and the female has about five years of English teaching experience. Besides English professors, part of this research were also design students of 10th, 11th and 12th grade (only three classes and in total 88 students – all of them are females). Their age is 16-18 and they belong to the same level of English language proficiency which is intermediate, hereupon, the target sample of participants was chosen consciously by me.

Thus, professors of English language and students of design filled in the questionnaires, whiles eighty – eight design students took part in the experiment session.

The high professional school ‘‘ Centre of Competence ‘‘ in Skenderaj, Republic of Kosovo is a very well equipped school. This school consists of over 650 students, 25 – 30 students per class. About 45 professors work in this school and all of them are adequate, well prepared, well-trained as well as well organized. There are some different study directions for students:

- Design direction
- Architecture direction
- Construction direction
- Electro direction

The high professional school ‘‘ Centre of Competence ‘‘ in Skenderaj, Republic of Kosovo owns splendid conditions for teaching and learning, featuring design room (where design students can cut and knit), further on, it has a computer center, a library, a large gymnastics hall, as well as a meeting room, a big restaurant only for professors and students of the school which offers delicious and fresh cooked food, drinks, snacks, coffee, and so forth. Next, this school has a wide

and well-decorated yard with some benches where students can rest before/after school or during the breaks, a grand basement, and offices for professors, too.

According to the great conditions that the marked school bids, all students of it, in a specific way, students of design have the possibility to carry out theory into practice.

It is worth mentioning, the inside and outside scenery of this school is very astonishing. Indoors, there are many drawings, pictures, graphics, clothes, uniforms prepared by design students with other students' collaboration.

In this school, the classes start at 08:00 o'clock in the morning and end at 12:30 in the afternoon, with the exception of practical hours. Studying hour lasts 40 minutes. Students of design have English language classes twice a week.

3.5. Data collections and instruments

The instruments used in this study were questionnaire and experiment. The study took place in classrooms. Ethical permission from the school's principal was obtained for the allowance of the study. Wherefore, English professors and design students of the high professional school filled in two different questionnaires. Such questionnaires (Appendices 1 and 2) contained 10 questions each with multiple choices. Their aim was to measure professors and students' opinions, ideas, and perceptions regarding the demonstration method. The responses of English professors and design students showed that the demonstration method is present in their classes and it offers fairly benefits.

The study took two months, from February to April, while both of the questionnaires took up to 10 minutes to fulfill and their personal data were confidential. The questionnaire for students was in English and in Albanian language (Appendix 3) as well just to make sure that the students understood the given questions. Further, the students were allowed to ask questions in relation with any difficulty or obstacles they met during the procedure of fulfilling the questionnaire.

Design students of the three grades did three different experiments. Three diverse topics/lessons were explained to them. The classes were divided into two groups. The first groups learned the

topic through demonstration method meanwhile the second ones learned the same topics as well but through different approaches/methods. The first groups learned the topics based on pictures, YouTube videos, flipcharts, PowerPoint presentations, online games, whereas the second groups learned them through the activities that are on the course books (Headway – Pre – Intermediate, Intermediate, Upper–Intermediate, fourth edition).

At the end, after each lesson students were assessed through a post-test and the purpose of this was to show if students of design comprehend English topics better with the presence of demonstration method or with the help of other methods. The outcomes taken from the post–test indicated that the demonstration method is more effective than the other methods.

All the mentioned data are gained and pretty carefully analyzed as well as discussed to figure out the benefits of the demonstration method in English classes with design students.

CHAPTER IV: STUDY RESULTS AND DISCUSSIONS

In general, chapter four gives details and data about design students' questionnaire, English professors' questionnaire, experiment, and post-test, too. These data are obtained for two months. Chapter four also discusses the main results taken from the above instruments. Qualitative and quantitative methods have been used in the form of questionnaires, experiments, and post-tests. So, questionnaires, experiments and final post-tests were done in the high professional school "Centre of Competence" in Skenderaj, Republic of Kosovo with three second language teachers and eighty – eight English language second learners/design students of tenth, eleventh and twelfth grade. All these participants, professors and students, felt free to be part of this research and felt glad for their contribution, as well.

Hereinafter are presented as well as discussed the answers and outcomes taken from design students' questionnaire, English professors' questionnaire, experiment, and post – test, too.

4.1. The results and discussion from design students' questionnaire

The questionnaire for students of design included ten questions. Every question was a multiple-choice question. As it is cited above, eighty – eight design students took part in the completion of the questionnaire which was thoroughly related to the usage, prominence, efficiency, and benefits of the demonstration method in the process of learning English language. This questionnaire intended to prove the first hypothesis: *"The utilization of demonstration method in the process of teaching English Language has a positive influence on the learning progress of design students"*.

The questions and responses of design students' questionnaire are submitted and analyzed as below:

1. Do you like using demonstration method in the classroom?

Based on the first question of the questionnaire, all the participants of it (eighty – eight design students) shared the same response and all of them said that they like using demonstration method in the classroom.

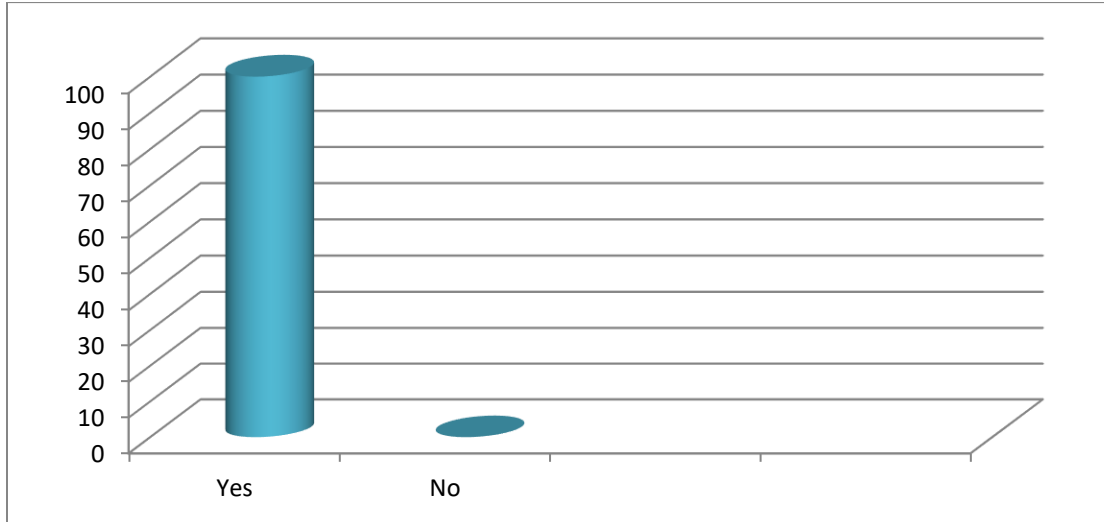


Chart 1: The responses of design students according to the first question of the questionnaire.

So, the chart shows that:

- 100% of design students answered **YES**
- 0% of design students answered **NO**

2. Is it easier for you to understand English language through pictures, videos and games?

According to the second question of the questionnaire, all design students answered positively. The chart below tells design students' responses:

- 0% of them chose **NO, IT ISN'T**
- 10% of them chose **IT IS SOMEHOW**
- 30% of them chose **YES, IT IS**
- 60% of them chose **IT IS FAR EASIER**

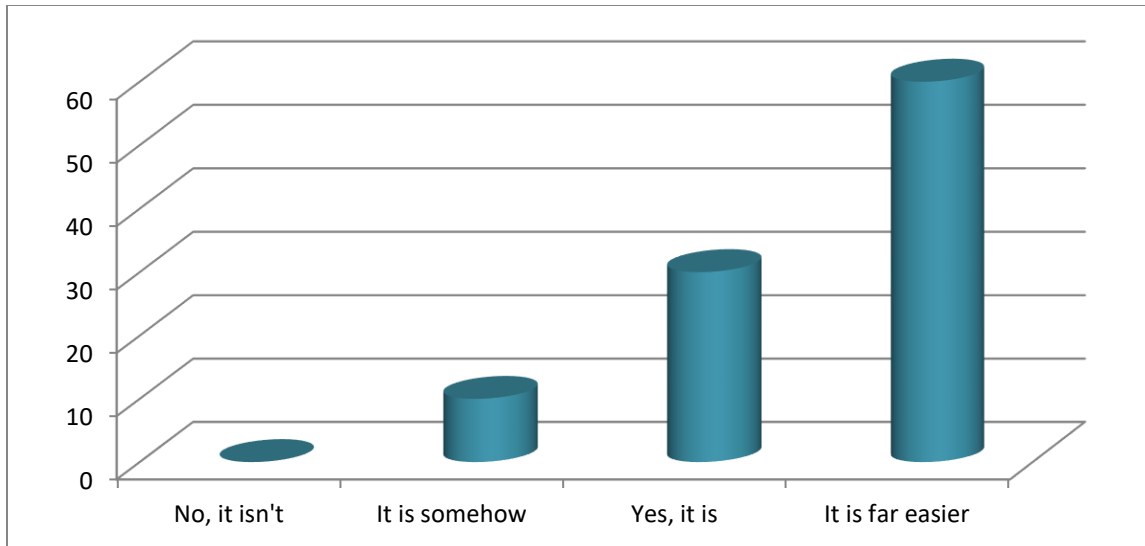


Chart 2: The responses of design students according to the second question of the questionnaire.

3. What is the impact of the demonstration method in your level of English?

Design students agreed that the demonstration method impacts their level of English. The chart below tells it all.

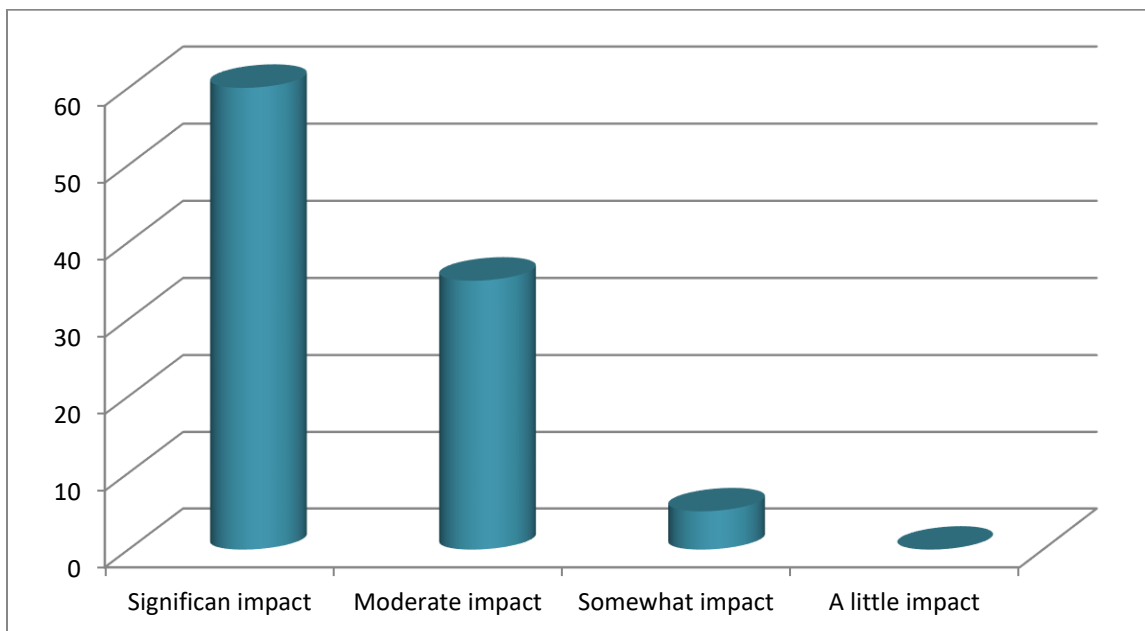


Chart 3: The responses of design students according to the third question of the questionnaire.

Chart three shows that:

- 45 design students circled the option: **SIGNIFICANT IMPACT**
- 35 design students circled the option: **MODERATE IMPACT**
- 8 design students circled the option: **SOMEWHAT IMPACT**
- 0 design students circled the option: **A LITTLE IMPACT**

4. Do you think that by using demonstration method your learning is more effective?

In accordance with design students' responses, the demonstration method, definitely, makes their learning more effective. In further details, the chart explains it.

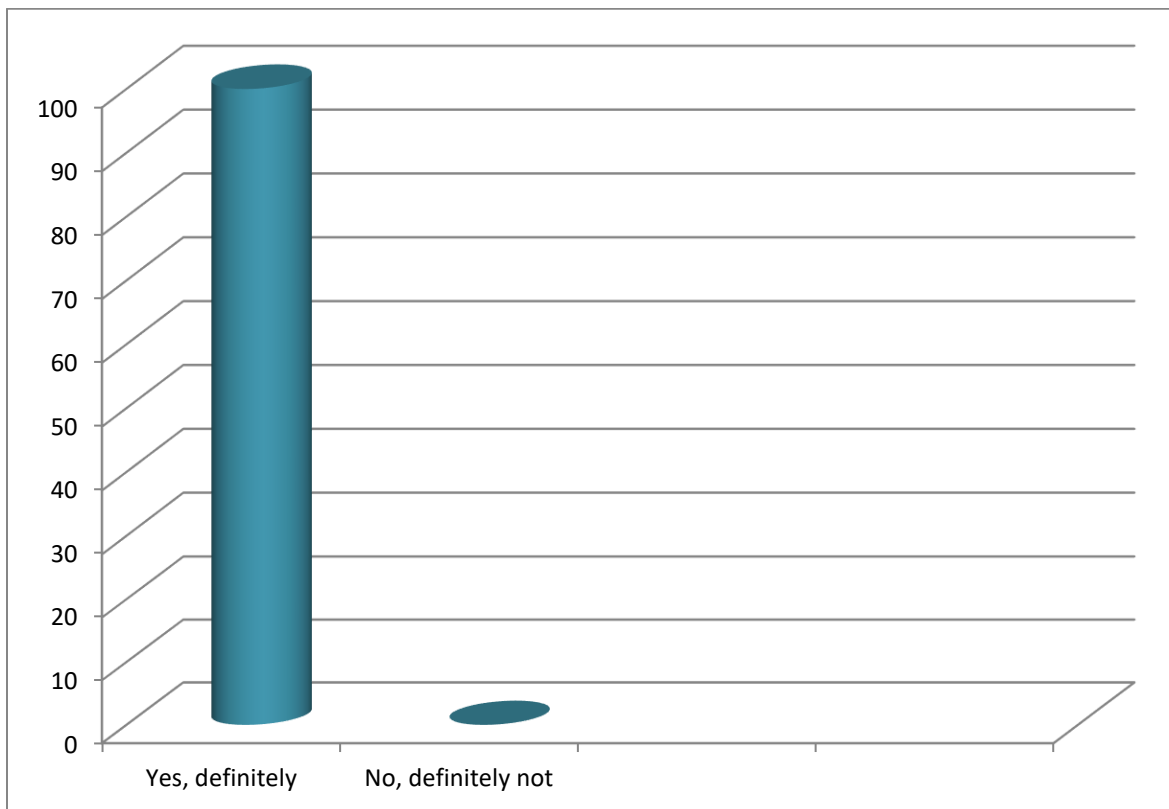


Chart 4: The responses of design students according to the fourth question of the questionnaire.

Thus, based on the results, all design students selected the option **YES, DEFINITELY** and none of them **NO, DEFINITELY NOT**.

5. Does the usage of demonstration method affect your longer remembering of English content?

Below are the results of the fifth question. It shows that the demonstration method affects design students' longer remembering of English content. Hence, each design student chose the same alternative **I THINK IT DOES** whilst no one chose the other alternative **I THINK IT DOESN'T**.

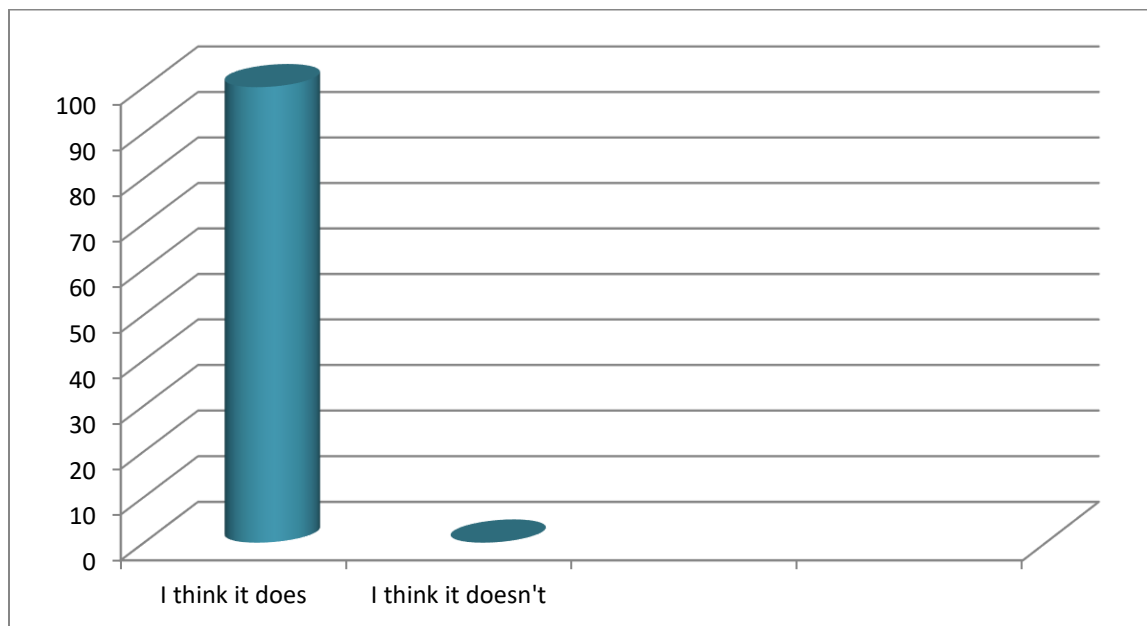


Chart 5: The responses of design students according to the fifth question of the questionnaire.

6. Do you think that demonstration method in English lessons help you to develop your English aptitude?

With regard to this question, students of design find demonstration method as a helpful method to evolve their English capacity. Here are the answers of the students:

- I don't think so (0%)
- It doesn't help me (0%)
- It helps me (50%)
- I think it is very helpful (50%)

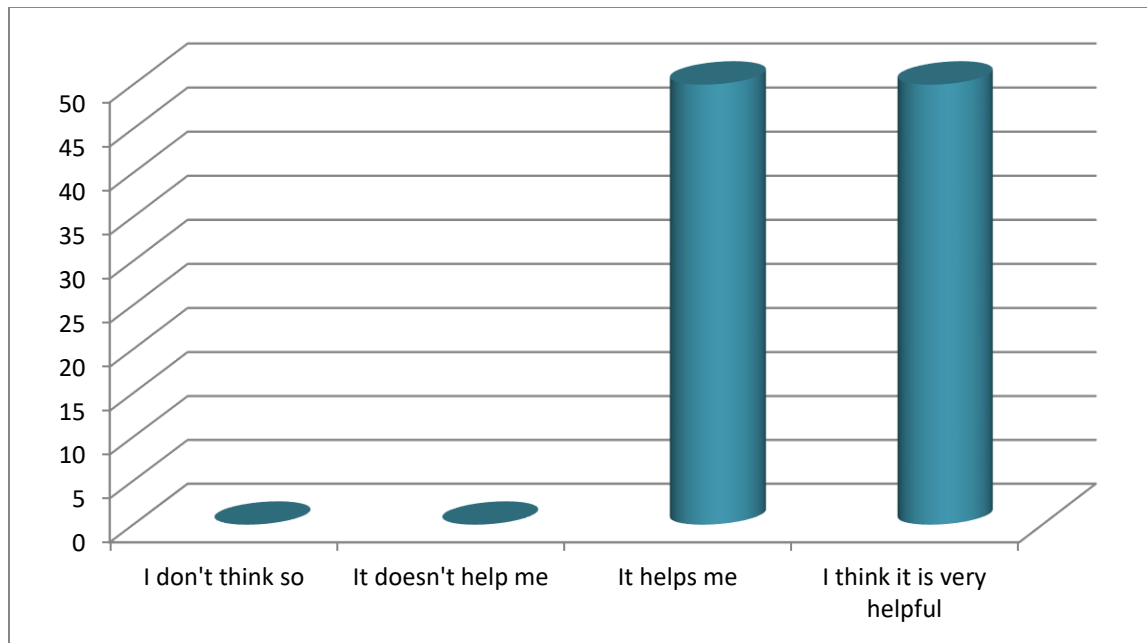


Chart 6: The responses of design students according to the sixth question of the questionnaire.

7. Does the application of the demonstration method ascend your learning interests?

In connection with the seventh question of the questionnaire, design students gave these reactions.

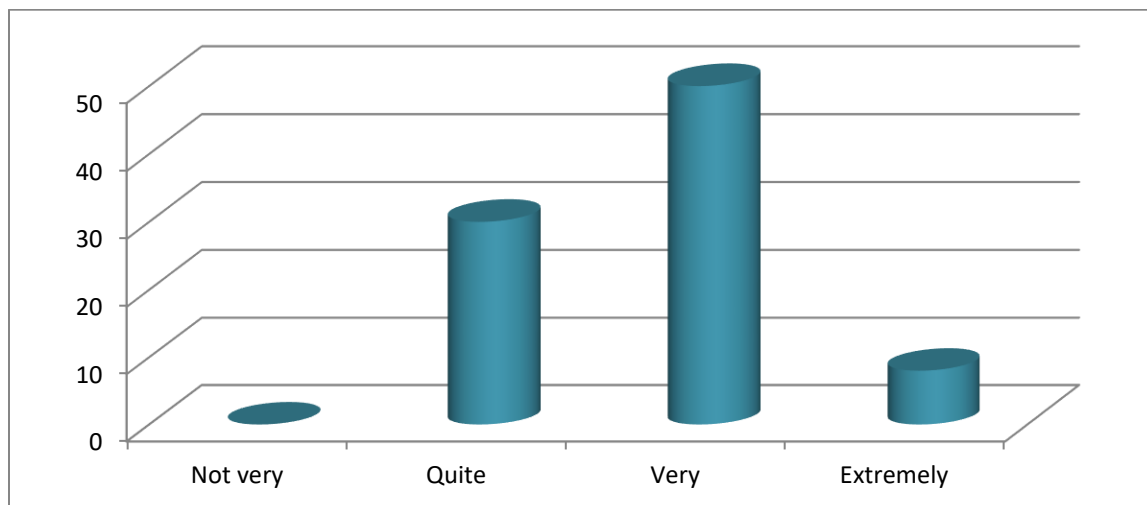


Chart 7: The responses of design students according to the seventh question of the questionnaire.

The chart above visibly explains that the application of demonstration method makes students of design arise their learning interests. As can be seen, the outcomes of this question are:

- ❖ 0 design students declared for **NOT VERY**
- ❖ 30 design students declared for **QUITE**
- ❖ 50 design students declared for **VERY**
- ❖ 8 design students declared for **EXTREMELY**

8. Do you fancy learning English language by using demonstration method, including audio visual, presentation, slides show, pictures etc?

In connection with this question, all design students indicated that they enjoy learning English language by using the demonstration method with all its types. 80% of them decided for **VERY MUCH**; 20% decided for **ABOUT AVERAGE**; whereas 0% of design students decided for two other options **NOT VERY MUCH** and **NOT AT ALL**.

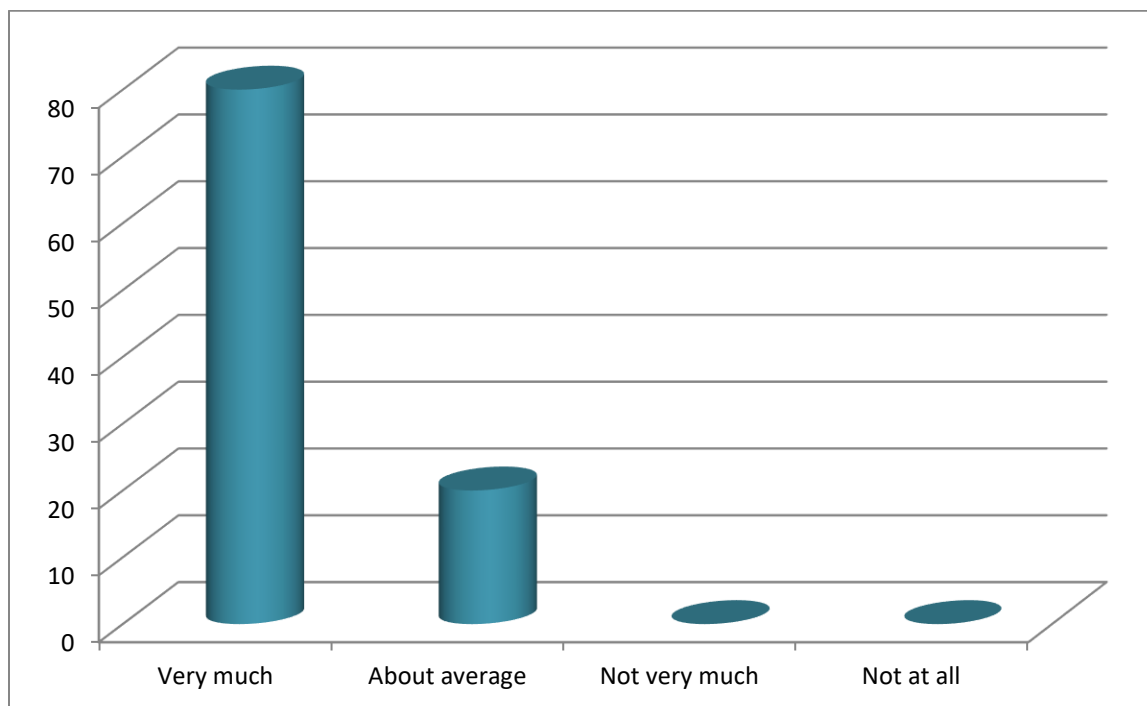


Chart 8: The responses of design students according to the eighth question of the questionnaire.

9. Does demonstration method facilitate the completion of your English tasks?

Every design student thought that the demonstration method absolutely makes easier the fulfillment of their English homework/tasks. Here are also the results.

✚ 100% or 88 design students answered for **YES, ABSOLUTELY**

✚ 0% or 0 design students answered for **NO, ABSOLUTELY NOT**

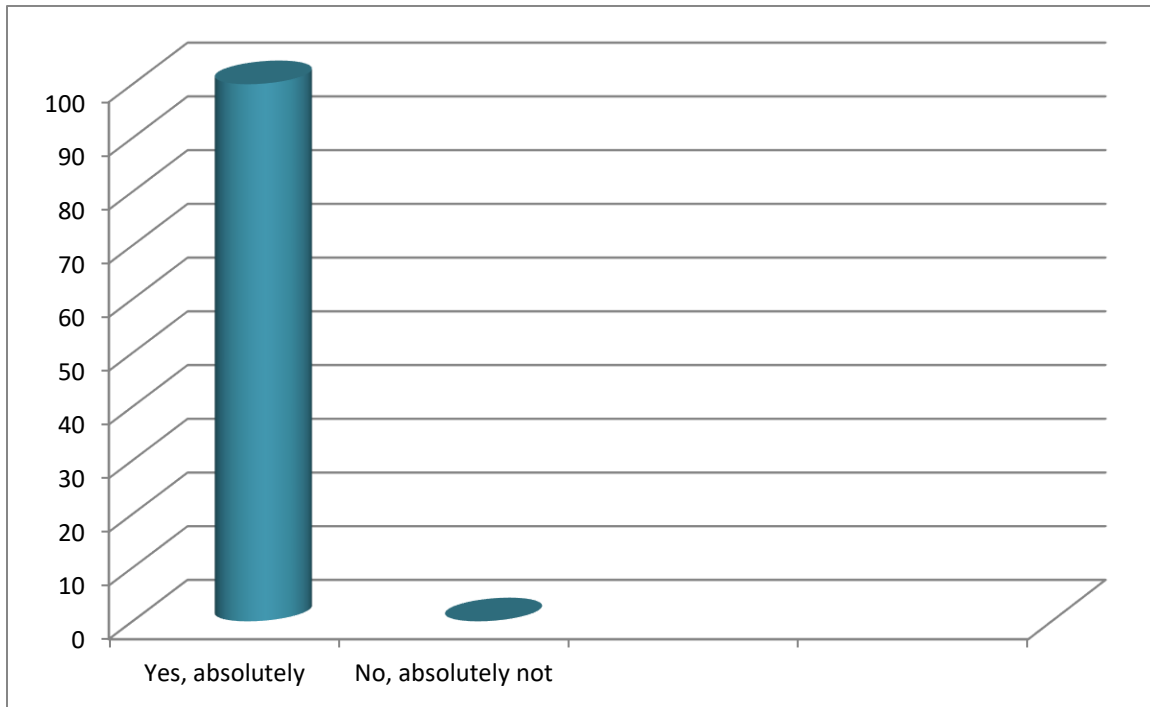


Chart 9: The responses of design students according to the ninth question of the questionnaire.

10. Does the utilization of demonstration method in English classes expand your creativity?

According to design students, demonstration method expands their creativity. Further on, are the findings and the chart as well that clarify design students' point of view.

◆ All design students (88) selected the option: **IT EXPANDS MY CREATIVITY**

◆ No one selected the option: **IT DOESN'T EXPAND MY CREATIVITY**

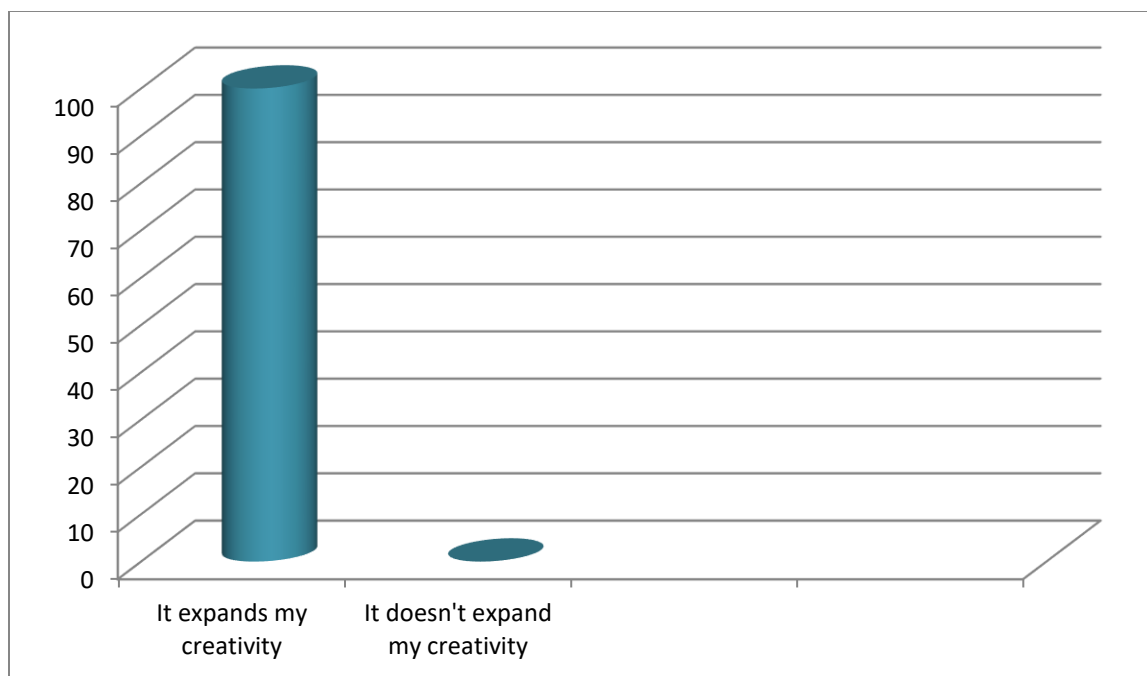


Chart 10: The responses of design students according to the tenth question of the questionnaire.

The intent of design students' questionnaire was to show the usage, importance, efficiency as well as benefits of demonstration method in learning English language. The charts and results above show that design students of the high professional school "Centre of Competence" in Skenderaj, Republic of Kosovo like using demonstration method in their classes, predominantly in English classes. Demonstration method, incorporating pictures, videos and games, makes the process of learning easier for students of design. Withal, it impacts design students' level of English and it makes their learning more effective. Besides these, the demonstration method affects their longer remembering of English content, it helps them to blossom their English proficiency, and most importantly, it raises their learning interests. Design students enjoy learning English by using this method since it relieves the completion of their English homework and leads them to creativity.

Hereby, demonstration method has a positive influence on all students, primarily to students of design who consider this method as a contributory one for their English lessons. Teachers have a heart for service to others ergo they use demonstration method often with learners due to its

gainful inquiry and rhythm. So and so, the demonstration method is practically a necessity and inevitability in English classes with design students.

When teachers are in a positive state, their minds will ‘broaden’ (Fredrickson, 2011, p. 6) and they will be open to thinking more creatively, seeing more options, and using proper teaching methods, in this case, using the demonstration method which makes design students ready for the real world of communication, creativity and progress by offering many impressive benefits and forehands. Furthermore, it prepares them for exams. This method is available, entertaining, and convenient. It supports good merit, it ensures precise definitions and it keeps students focused on the tasks. Thereunto, the demonstration method supports schoolboys/schoolgirls to gain new erudition, enlarges their level of comprehension, and generates an emotion of accomplishment. Summarizing, the demonstration method is a kind way of capturing something fresh, useful, and enthralling.

4.2. The results and discussion from English professors’ questionnaire

The questionnaire was realized with only three English professors who work in the high professional school “Center of Competence” in the municipality of Skenderaj, Republic of Kosovo. This questionnaire was attained just to get necessary information about the demonstration method, involving its usage, significance, performance, and benefits in the process of teaching English language. The questionnaire for professors of English covered 10 multiple-choice questions. Actually, it was told to them that all these data will stay confidential and they will be used only for this study. In addition, the purpose of English professors’ questionnaire was to prove the second hypothesis, which is: ‘ ‘ *Demonstration method is the essential method of teaching and learning English Language since it can contribute to substantial gain in language accuracy and language proficiency* ‘ ‘.

The questions and responses of English professors’ questionnaire are submitted and analyzed as below:

1. How many years have you been teaching English Language?

In the first question of the questionnaire, English professors had two available options to select; **More than 10** and **Less than 10**. One English professor chose the first option meanwhile two others chose the second one.

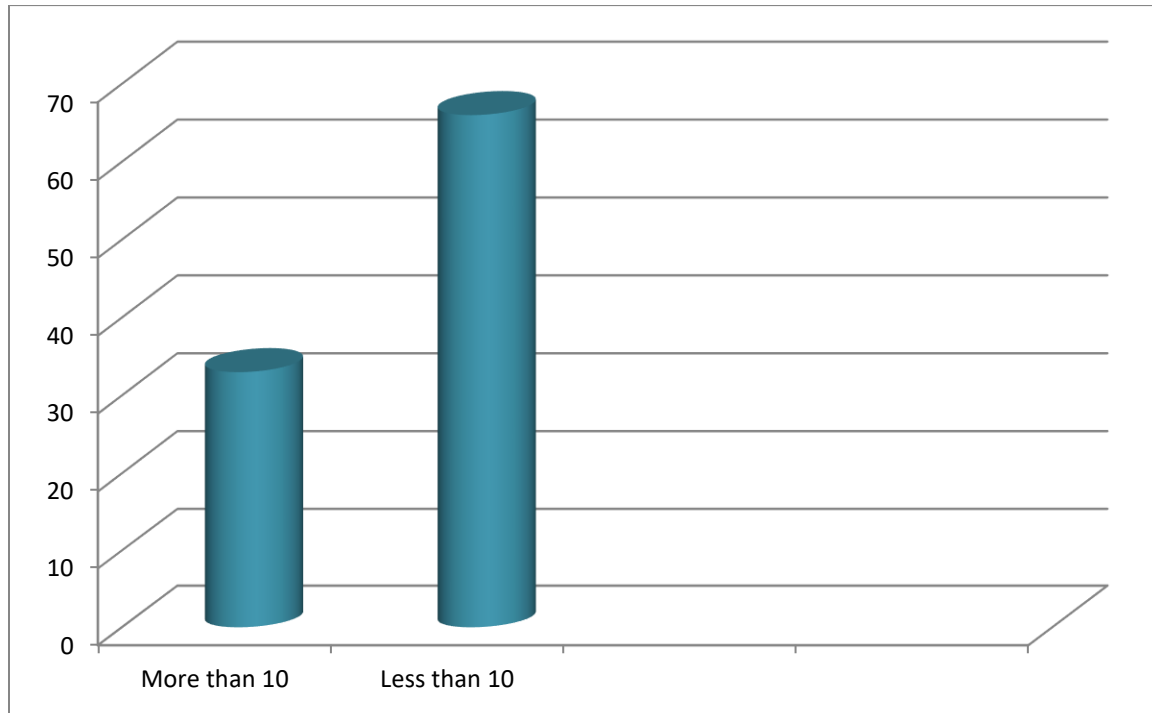


Chart 1: The answers of English professors in accordance with the first question of the questionnaire.

2. Do you apply the demonstration method in your English classes with students of design?

Three English professors reacted positively. All of them use demonstration method in their English classes with design students.

Thus, 100% or three English professors chose the option **YES**; 0% or none of them chose the option **NO**.

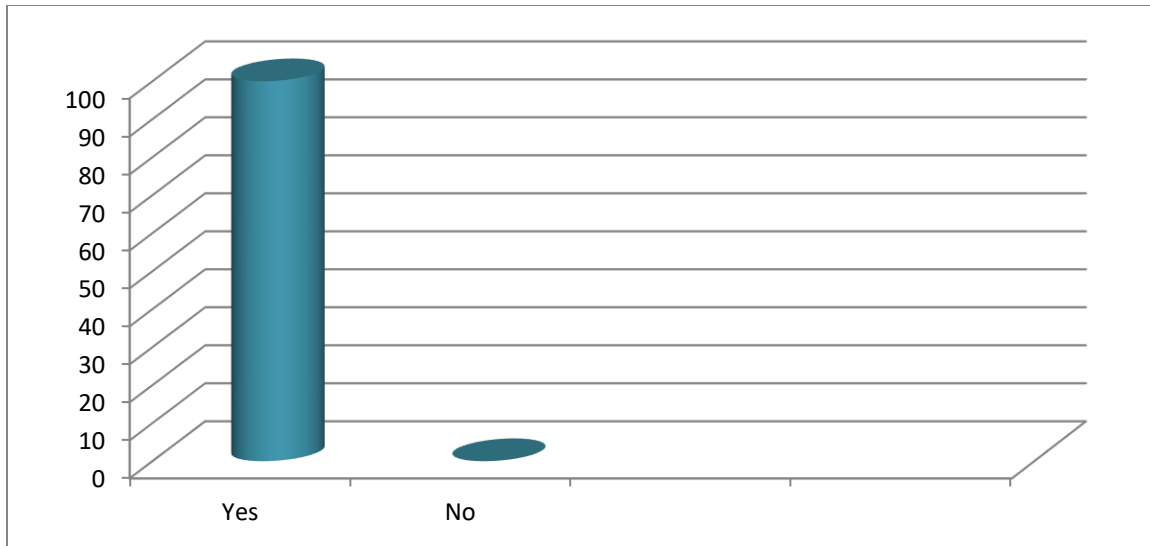


Chart 2: The answers of English professors in accordance with the second question of the questionnaire.

3. Does demonstration method help you to teach in your classroom?

The chart hereinafter presents that the demonstration method helps English professors in their English classes. Hence, three of them selected this option: **IT HELPS ME A LOT**.

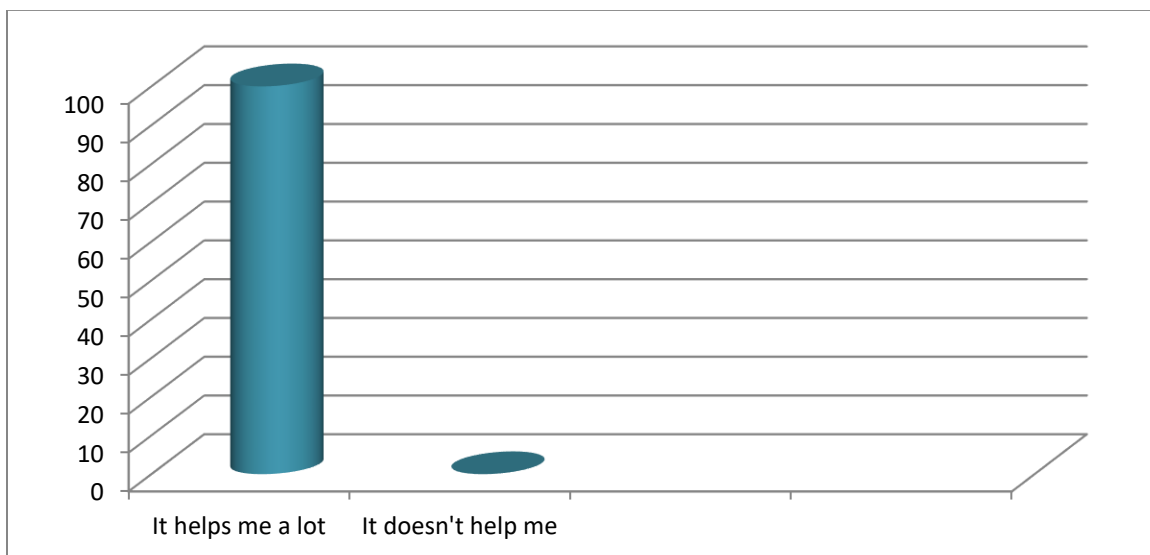


Chart 3: The answers of English professors in accordance with the third question of the questionnaire.

4. Do students of design like the usage of this method in your English classes?

Three English professors of the high professional school pointed out that most of the design students like the usage of demonstration method in English classes. So and so, everybody selected this alternative **MOST OF THEM**, whiles nobody selected the other alternatives: **ALL OF THEM; A FEW OF THEM; NONE OF THEM.**

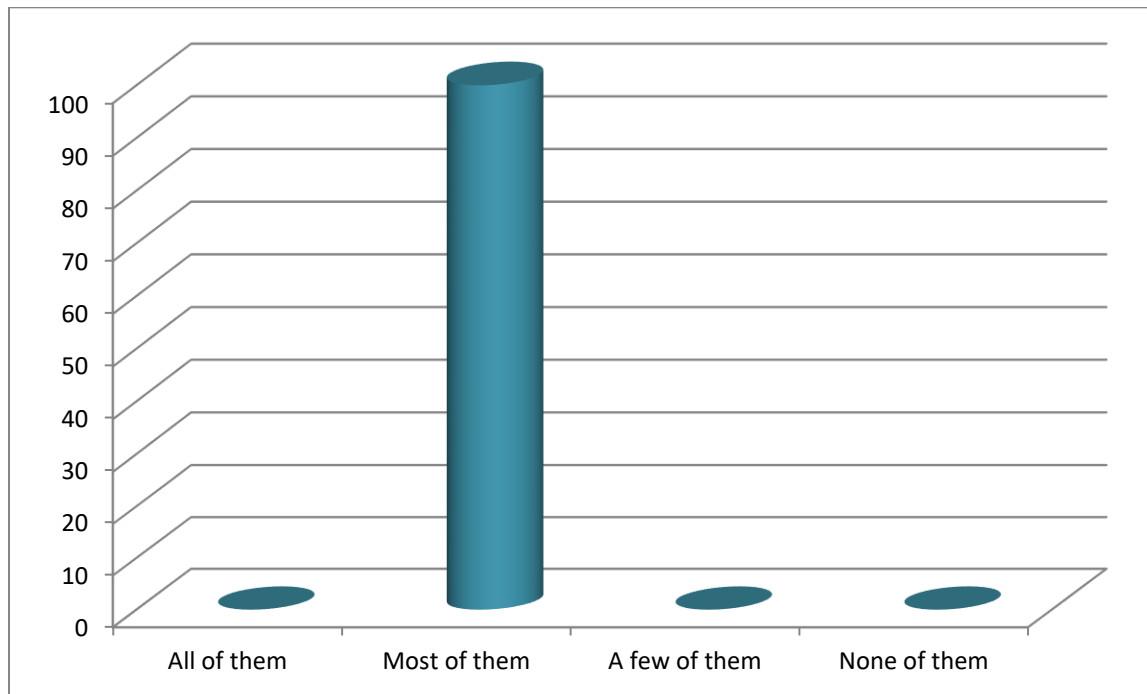


Chart 4: The answers of English professors in accordance with the fourth question of the questionnaire.

5. Is demonstration method profitable to students of design?

Taking into consideration three English professors' answers, demonstration method is profitable for students of design.

One English professor said that **IT IS VERY PROFITABLE** to design students; Two English professors said that **IT IS PROFITABLE** to design students; further on, none of them said that **IT IS SOMEWHAT PROFITABLE** and **IT IS NOT PROFITABLE.**

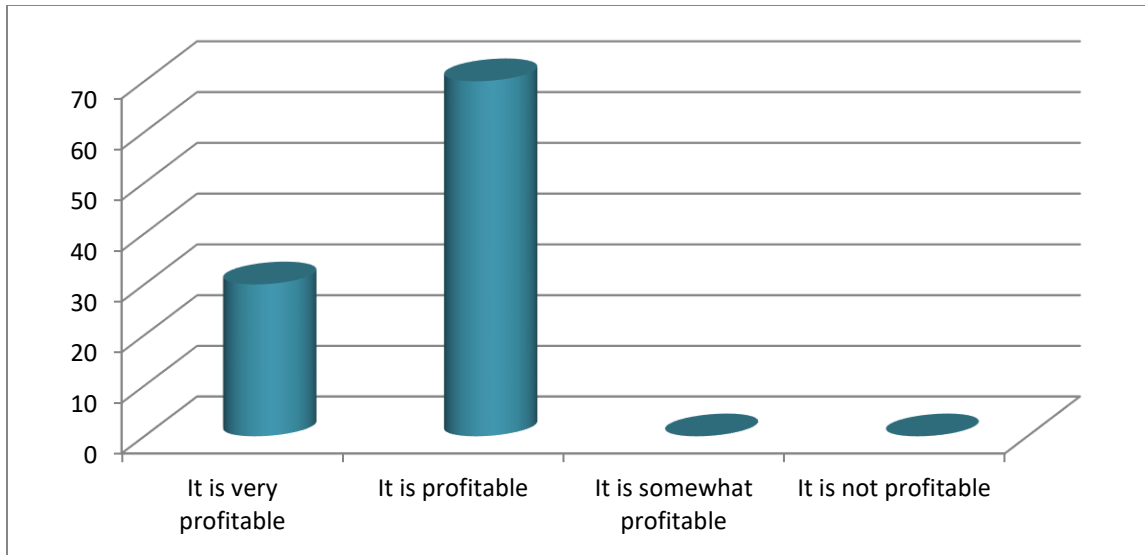


Chart 5: The answers of English professors in accordance with the fifth question of the questionnaire.

6. Does demonstration method grow design students' learning encouragement?

Based on this question, three professors of English language agreed that demonstration method, surely, boosts design students' incentive to study.

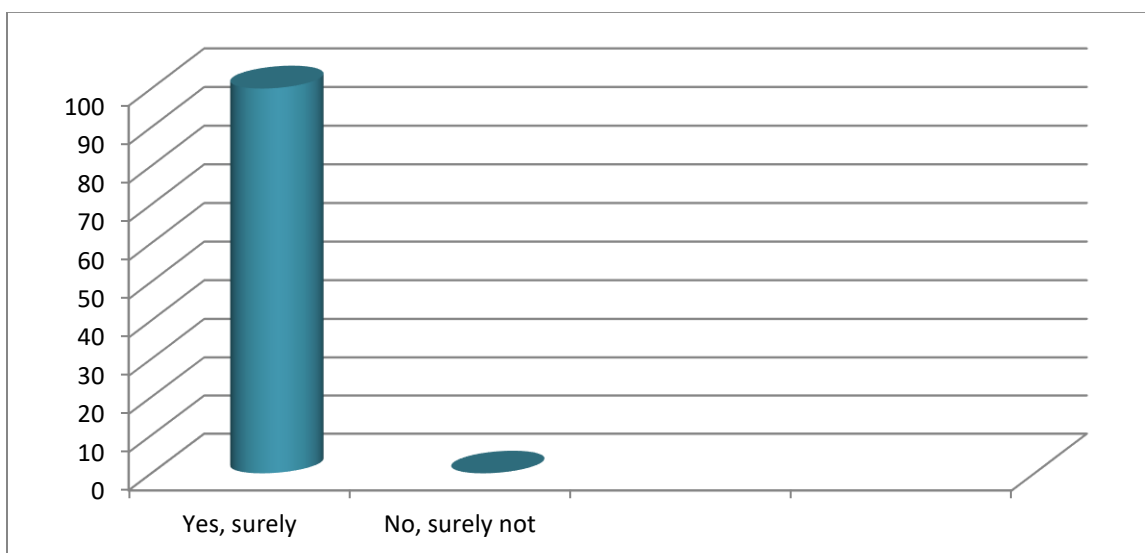


Chart 6: The answers of English professors in accordance with the sixth question of the questionnaire.

The chart above showed that 100% of participants in this questionnaire or three English professors selected the first option **YES, SURELY**; meantime none of them selected the second option **NO, SURELY NOT**.

7. Do you agree that the demonstration method help design students add abilities in English Language?

In this question, three English professors reacted in a positive way as well. This means, they gave positive answers.

- ◆ Two English professors decided for **STRONGLY AGREE**
- ◆ One English professor decided for **AGREE**
- ◆ No one decided for **DISAGREE** or **STRONGLY DISAGREE**

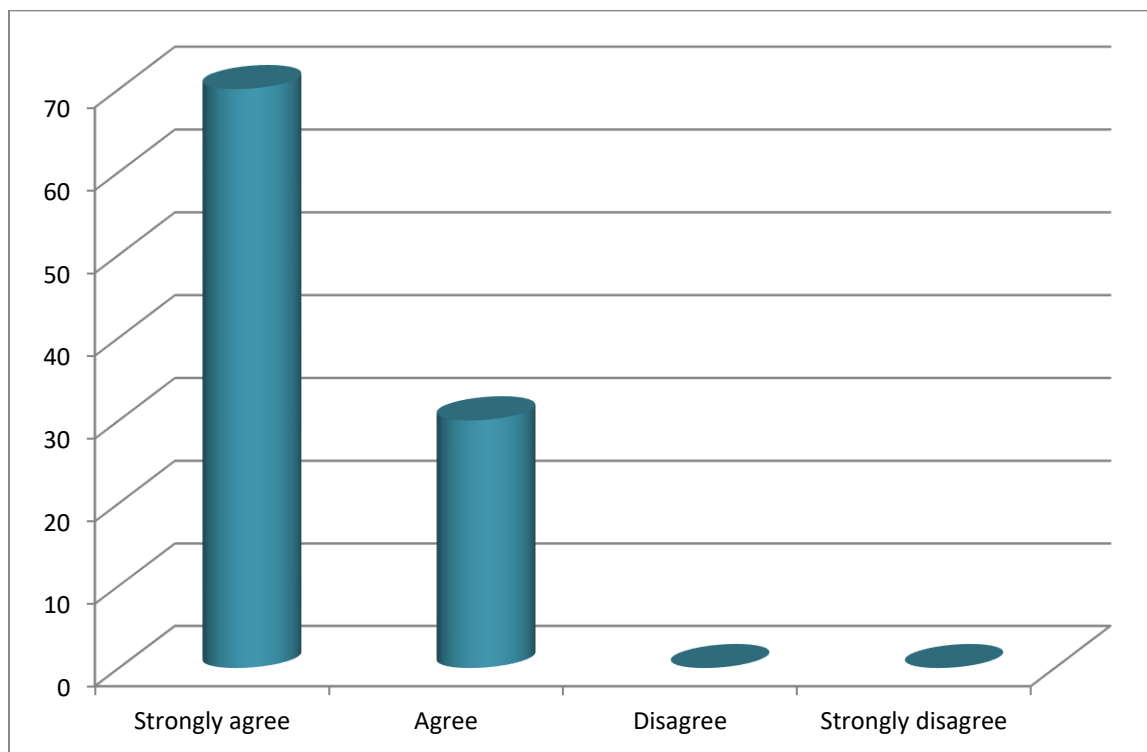


Chart 7: The answers of English professors in accordance with the seventh question of the questionnaire.

8. Do you think that demonstration method is a facilitator in explaining English content to students of design?

Positive responses were given to this question, too. Three professors of English language consider the demonstration method as a facilitator since it helps and facilitates their explanation of English content. This conclusion came because everyone chose this choice: **I THINK SO** and nobody chose the next choice: **I DON'T THINK SO**.

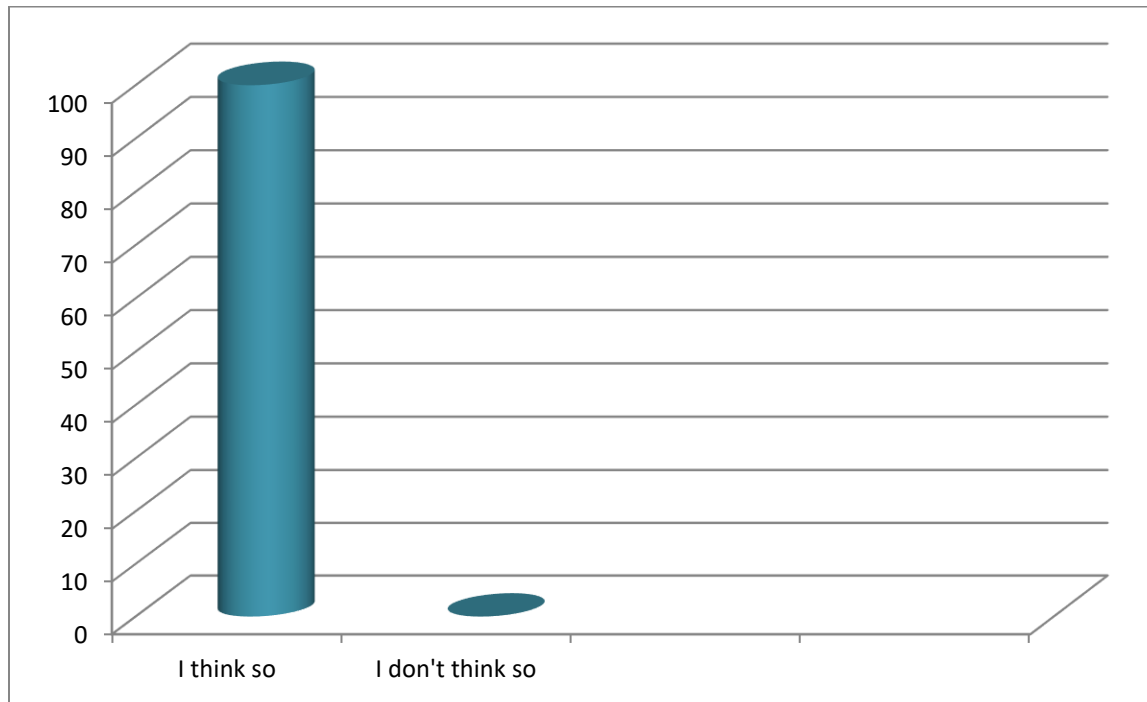


Chart 8: The answers of English professors in accordance with the eighth question of the questionnaire.

9. According to your opinion as an English professor, does demonstration method help your design students to develop their creativity skills?

As it can be seen by the chart below, three English professors had the same opinion about this question. Three of them considered the demonstration method as a helpful one in evolving design students' creativity aptitude.

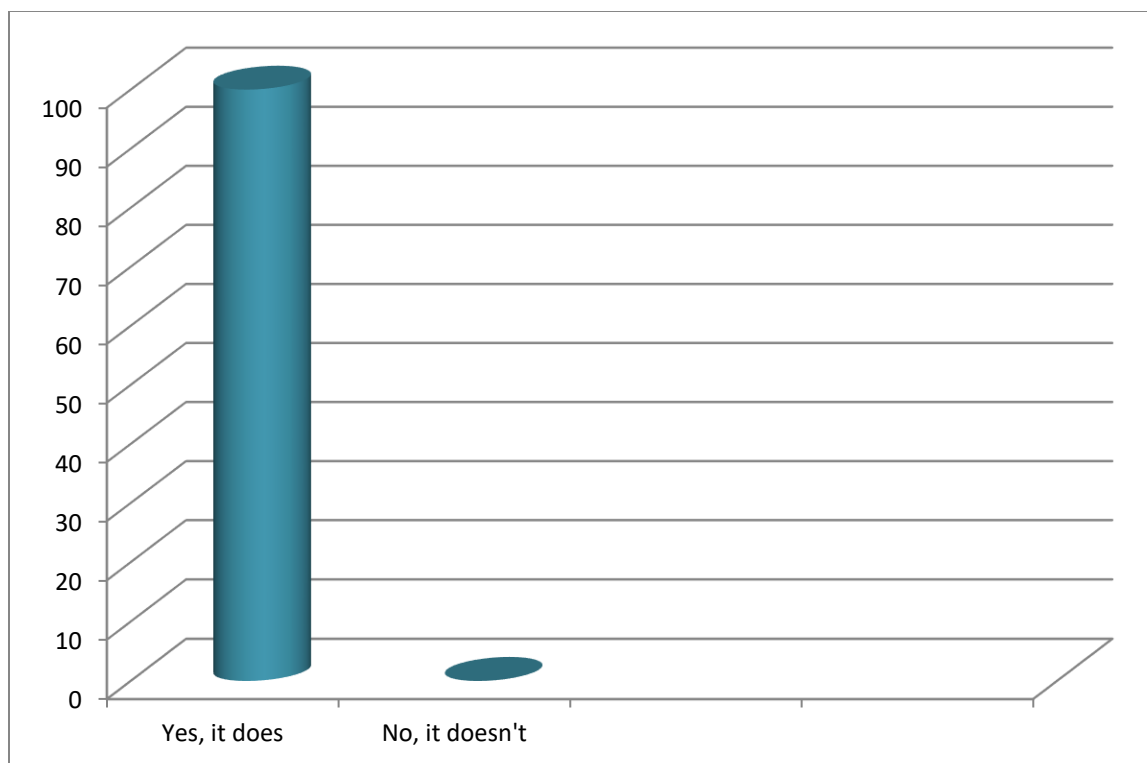


Chart 9: The answers of English professors in accordance with the ninth question of the questionnaire.

10. Does demo method keep your students of design as active participants in your English lessons?

In the last question of English professors' questionnaire, three of them again responded positively. Their answers made me understand that the demonstration method keeps design students active while learning English language.

The answers are as below:

- One English professor circled this option **ALWAYS**
- Two English professors circled the next option **USUALLY**
- No one circled the last two options **OFTEN** and **RARELY**.

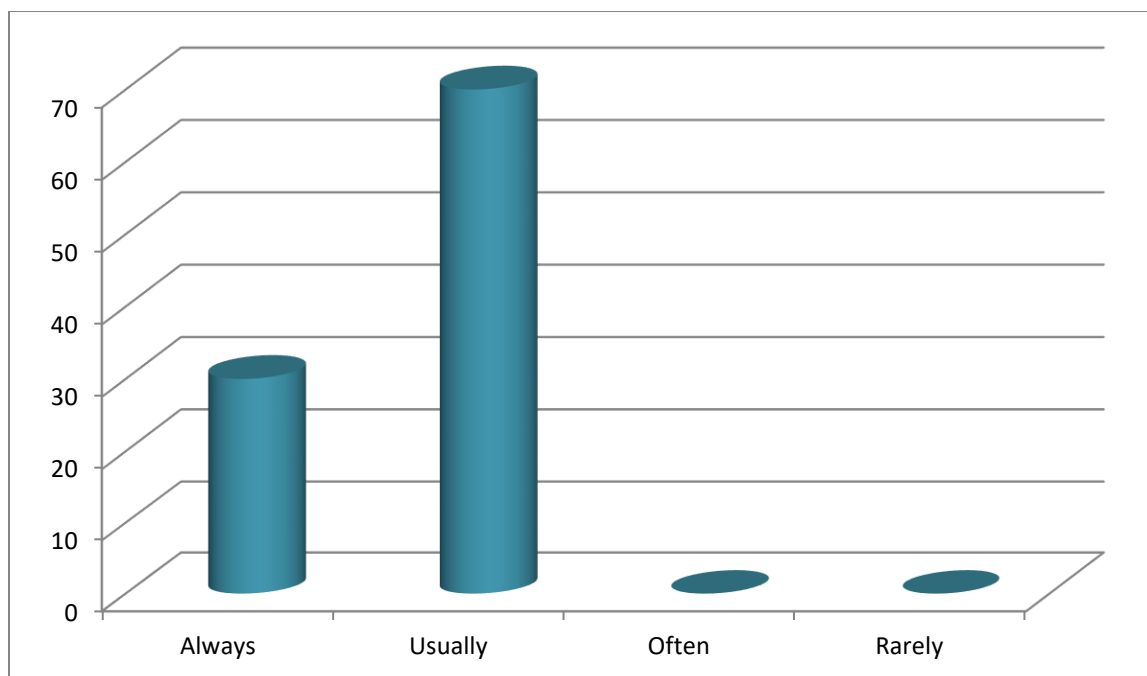


Chart 10: The answers of English professors in accordance with the tenth question of the questionnaire.

The goal of English professors' questionnaire was to get essential inquiry about the use, significance, efficiency, and benefits of demonstration method in the process of teaching English language to students of design. The charts and the outcomes above indicate that three participants in the questionnaire (three English professors) utilize demonstration method in English classes with design students since this method is profitable for them, increase their stimulus to learn English language, supports them in enhancing English proficiency, and significantly it blossoms design students' creativity skills. It is worth mentioning, design students prefer demo method in their English classes and it keeps them engaged in activities. Three professors of English language consider demonstration method as a helper and facilitator in the process of clarifying English content.

To sum it up, the demonstration method has a positive impact on English professors since it is a proper method to use in their teaching process. Teachers are expected to be instructional experts, classroom managers, and, to a limited degree, counselors. Thereunto, teachers have to make observations, write objectives, select materials, plan cognitive sets, plan closures, and develop

evaluations (Moore, 1998, p.16) ergo, demonstration method helps them to reach their purposes and objectives of English lessons. Hereto, the demonstration method makes English professors to be creative. It enables them to prepare presentations in order to express their ideas more volubly as well as to use images and to make possible learning new words by them. Based on the opinion of two well - known authors, Edmund Dudley and Erika Osvath (2020, p. 79) students are surrounded by images: they are on the classroom walls, in the books they work from, and on their mobile devices. Images speak to us: we have a personal relationship with them.

4.3. The results from the experiment and post – test

Eighty – eight design students were participants in the experiment session. Such students were students of tenth, eleventh, and twelfth grade. The experiment intended to find out if students of design understand English content better with coursebooks or with the support of demonstration sources. Besides this, this experiment intended to verify the third hypothesis *“Using demonstration method in the process of teaching helps English professors to explain topics easier and clearer”*.

Design students of each grade were divided into two groups, the first and second group. The first groups learned English topics based on the material taken from their class books (Pre - Intermediate, Intermediate and Upper-Intermediate, fourth edition) (Appendices 4, 5, and 6) whereas second groups learned the same topics as well but with the furtherance of demonstration sources, featuring: images, videos, flip charts, posters, PowerPoint, and so forth.

THE FIRST EXPERIMENT – TENTH GRADE

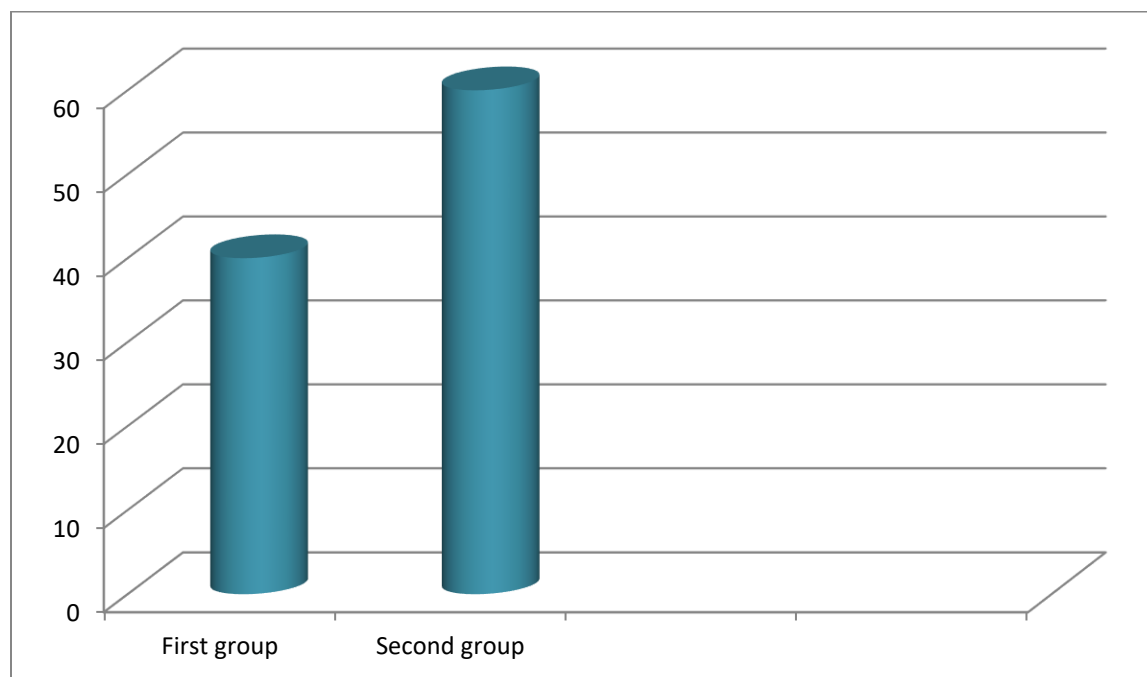
The first group of tenth grade learned the topic **“Whatever makes you happy”**. The required sources for the explanation of this topic were student’s book, notebooks, pens, pencils, chalk, and the blackboard. In the introduction part, English professor used the brainstorming technique and encouraged design students to share things they like doing and things they make them happy. So, in this way, the class got engaged and provided at least one thought. In the main part of the lesson, design students were incited to read two short texts. The texts were about the granny DJ

and the SuperJam millionaire. After getting the meaning of unknown words, they started talking about two foremost characters in the texts, Ruth Flowers and Fraser Doherty. The learners discussed their profession, personal life, hobbies, and obviously they mentioned their prefer things that actually make them feel joyful. In the last part of the lesson, the educator separated students in pairs and motivated them to practice a short interview, imaging they are famous people like the two characters in the learned texts. Such interviews covered questions like these: Do you like being famous? ; What pushed you to choose this profession? and so on.

The second group of tenth grade learned the aforecited topic as well but with the backup of demonstration sources, such as: YouTube, speakers, radio, pieces of paper, station game, dice, flashcards, and images. In the first part of the lesson, English professor presented some YouTube videos. Some famous designers around the world talked about their life, things what make them happy, their dreams, wishes, their profession, and so forth. It seemed design students were interested to watch such videos since one way or another, their actual study field is related to theirs. This section became more seductive when students of design started sharing similar or dissimilar ideas with celebrities. In the runner-up part, the second group of design students also had the opportunity to hear and read about the granny DJ and SuperJam millionaire. In this term, they recovered listening and reading skills. It was enabled by the recourse of speakers and radio. The learners got the messages of the two texts and understood the ambitions of the protagonists, then in a piece of paper, they wrote their future goals and distributed them with classmates. Lastly, design students were divided into four groups, by three or four students per group, and each group had something different to do, for instance, the first group had a list of questions connected to the present topic and the members had to roll the dice in order to ask and answer the questions; the second group had to pick up a flashcard and to imitate or describe it. The flashcards were about clothes, designers etc. The participants in the group thought and tried many times until they found out the correct word; the third group had to read a short text about personal and professional life of a designer and to illustrate what they figured out from the text; and the fourth group had to write a brief essay with this title ‘‘Can design help you be happier?’’. The time for those activities was flexible and the groups moved around the whole class to complete all the tasks for every station.

The first and second group of design students learned the same topic which intended to extend their vocabulary, speaking, reading, and listening skills. So, to measure which group imparted the topic better, a post-test was done with them. That test (Appendix 7) involved 10 questions and they were linked to design students' aptitude assembled during the explained topic.

The chart below shows the outcomes taken from the post-test done with design students of tenth grade:



The outcomes of design students' comprehension in connection with the post-test.

The diagram clearly presents that the second group understood better the topic with the integration of demonstration sources in the teaching and learning process.

THE SECOND EXPERIMENT – ELEVENTH GRADE

The first group of eleventh grade learned the topic “ **Passions and fashions** “. The necessary sources for the explanation of this topic were student's book, notebooks, pens, pencils, chalk, and the blackboard. Initially, English professor used the discussion technique by asking design students to talk about their passions as immediate and prospective designers. Thus, the

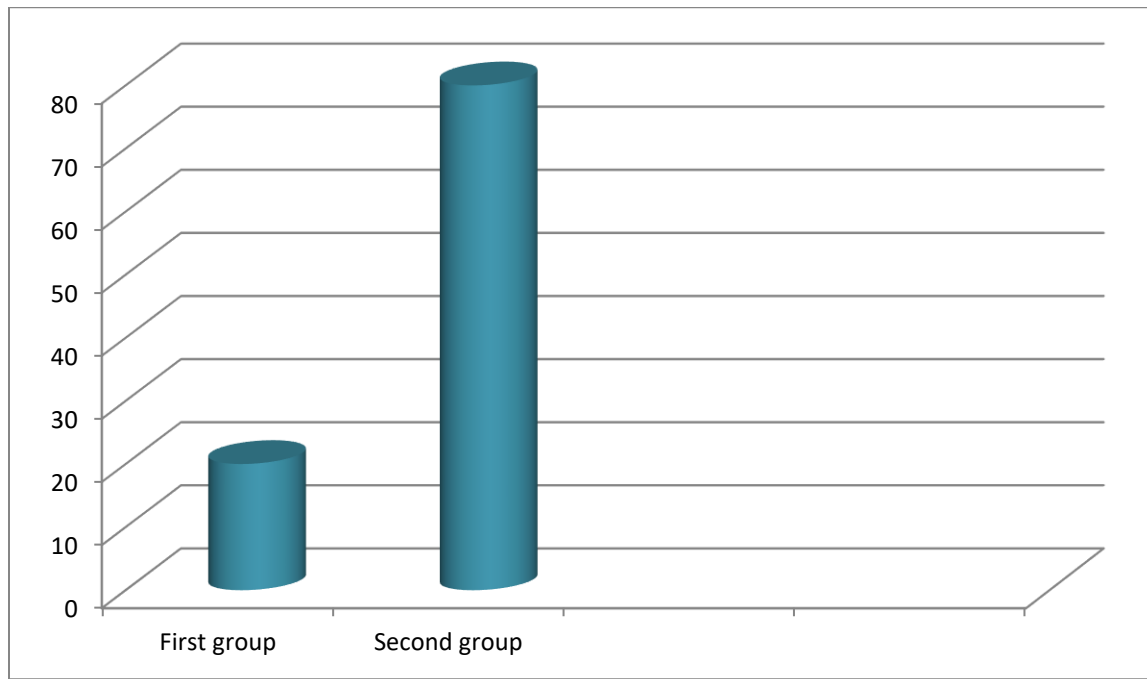
introduction part led them to the interaction between each – other. Ongoing, design students had the likelihood to read and learn about a very famous author and billionaire, Joanne Kathleen Rowling. Learners read the thorough text separated into parts. They read about her early years, school days, her fans all over the world, her passions, and so forth. They got the meaning of unfamiliar words and the plot of the text. Into some pieces of paper, they wrote JK Rowling's passions and on the other side of the paper, they wrote their passions. In the last minutes of the lesson, peers shared their thoughts about the writing pieces. Among others, they emphasized their ambitions, yen, and chances to attain like Joanne Kathleen Rowling.

The second group of eleventh grade learned the topic “ Passions and fashions ” too. English teacher started the class by doing an intermediate conversation on clothing and fashion. Students of design enjoyed it pretty much because all girls preferred discussing their favorites. Next, the headteacher did a PowerPoint presentation by giving her learners the chances to know more about Joanne Kathleen Rowling who is a famed author. That PP presentation covered hints about personal and professional life of the aforementioned character. Her life passions were also pointed out. In order to know J. K. Rowling much closer, images of her were part of the presentation, too. After that presentation, the leader of the class did some questions about Mrs. Rowling. The questions were in relation to the presentation and design students answered them correctly so, it means they understood the PP presentation and received indispensable information about renowned Joanne Kathleen Rowling. Some of the questions were: When and where was she born? ; Who is her favorite hero? ; What is her passion? and so on. In the reflective part of the lesson, design students answer such questions in pairs, but this time they had to answer about themselves.

Thus, two groups of eleventh grade learned the same topic. That topic had an intention, to dilate design students' vocabulary and to meliorate their writing skills. To check which group captured better the topic, a post–test was done with each student. Actually, it was an essay with this topic “My true passion”. The essay intended to assess design students' writing, featuring spelling, relevance, the flow of paragraphs, punctuation, and so forth.

The hereinafter graph shows the outcomes obtained from the post–test, in our case, the essay done with design students of eleventh grade.

As it can be seen further on, design students of the second group did better in the essay since most of them used a broader vocabulary and predominantly they used new words learned through the lecture.



The outcomes of design students' comprehension in connection with the post – test.

THE THIRD EXPERIMENT – TWELFTH GRADE

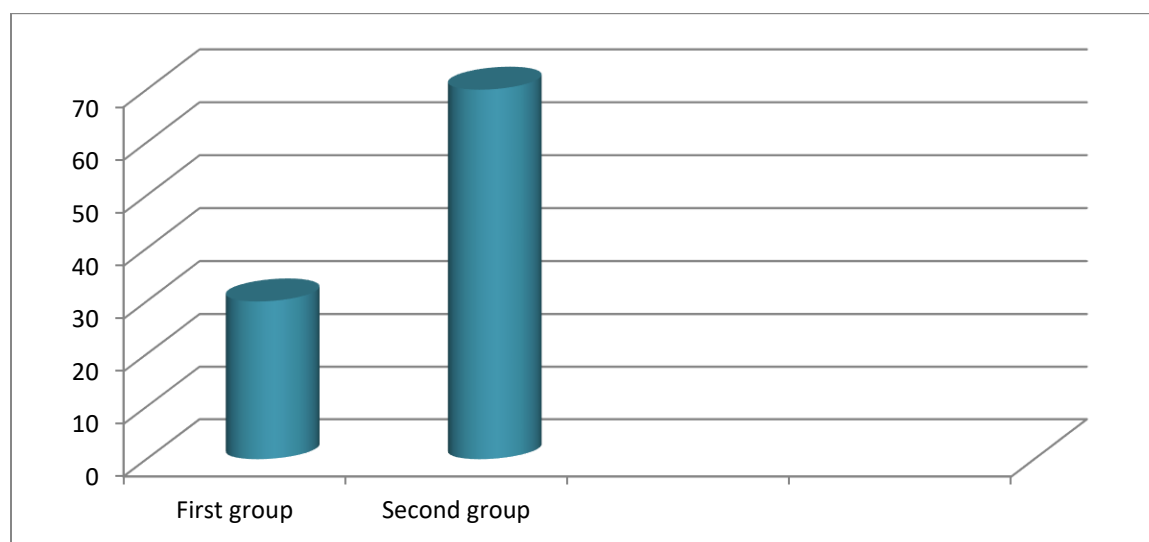
The first group of twelfth grade learned the topic “ **Looking ahead** “. The topic was about future tense and imperative sources for its enlightenment were student’s book, notebook, pen, pencil, chalk, and the board. At the beginning of the lesson, the instructor wrote some adjectives through the blackboard (good, fabulous, frightening, spectacular, peaceful, valuable, important, unchanging, etc.). In this case, English professor did a question: How do you see your future? and stimulated design students for debate. In the next part of the lesson, their professor expounded future tense forms, its significance, and its application, too. In addition, their English professor provided some examples, wrote them on the blackboard and defined affirmative, negative, and interrogative forms. In order to know if design students grasped the forms of the future tense, the educator stimulated them to read a dialogue in their coursebook and to circle or

underline verbs in the future tense. After the discussion of such verbs, in the last part of the lesson, design students were encouraged to give some other examples in the learned tense.

The topic ‘‘Looking ahead’’ was also taught to the second group of twelfth grade. Their English professor clarified that topic via PowerPoint presentation, but as soon as the lesson started, the headteacher showed a video in front of them. The video was about some students around the world who talked about their plans for the future. Students of design seemed to enjoy their telling and once they are done with the video, they told their future plans, too. Further, professor of English with the sustenance of PowerPoint explained the significance, application, and all the forms of the future tense. Many examples of that tense were also comprised in the presentation. In order to figure out if design students comprehend the future tense and its forms, professor prompted them to impart some examples on their own and altogether discussed each one.

Like it was cited above, two groups of twelfth grade learned the same topic. The purpose of that topic was to improve their grammar skills and to extend their ability. In order to check if learners figured out the future tense, a post-test (appendix 8) was realized with them. Factually, the test was a multiple-choice test and it had ten questions. All of the questions were associated with the future tense.

The underneath table shows the results received from the post-test conducted with design students of twelfth grade:



The outcomes of design students’ comprehension in connection with the post – test.

This table evidently presents that the second group of students did better in the test in comparison with the first group of students.

The goal of the experiment and post-test was to uncover if students of design understand English units better based on their class book or with the foundation of demonstration sources. The graphs and findings above made us consider that images, videos, PowerPoint presentation, are regarded as very profitable and helpful demonstration sources for the style of design students' better comprehension. Additionally, such sources and some others as well make English professors treat English subject simply and clearly. On the other hand, they keep design students interested in learning English language who relish English lessons via the above sources.

A good organization is one that enables the good life for its members (Peterson, 2006, p.282) wherefore, it can be said that the demonstration method is beneficial and efficient for all students of design since it makes English lessons more interactive, attractive, and interesting. It upgrades design students' English skills and lexicon, too. Taking into consideration all its benefits, the demonstration method is essential for teaching and learning.

4.4. The analysis of first hypothesis

The first hypothesis of this thesis was *“The utilization of demonstration method in the process of teaching English Language has a positive influence on the learning progress of design students”* and it was proven through design students' questionnaire.

4.5. The analysis of second hypothesis

“ Demonstration method is the essential method of teaching and learning English Language since it can contribute to substantial gain in language accuracy and language proficiency ” was the second hypothesis of the thesis and such hypothesis was verified via English professors' questionnaire.

4.6. The analysis of third hypothesis

The third hypothesis was supported and proved by experiment and post–test. So, this hypothesis was: *‘‘Using demonstration method in the process of teaching helps English professors to explain topics easier and clearer’’*.

CHAPTER V: CONCLUSION, LIMITATIONS AND RECOMMENDATION

5.1. Conclusion

As it was pointed out above, the focus of this thesis was on the benefits of demonstration method in teaching English language to students of the high school, virtually to students of design direction field. The whole study was matured in the high professional school ‘‘Centre of Competence’’ in Skenderaj, Republic of Kosovo. This thesis had a key intent. It reputed to detect if teaching demonstration method brings useful and effectual profits. In this research took part eighty – eight students of design as well as three professors of English language. All of the partakers were members of the marked school who completed two questionnaires with different questions. One questionnaire was for design students whereas another one was for English professors. Meantime, in the experiment participated only design students of tenth, eleventh and twelfth grade. Questionnaires and experiment were the instruments which found out the purpose of the thesis, involving the perspectives and opinions of the participants toward the use and benefits of demonstration method.

The thesis was parted into five parts (introduction, literature review, research design and methodology, study results and discussions, and conclusion, limitations, and recommendation, too). In the introduction part are processed the backdrop of the study, importance, and aim of it, how it is structured as well as objectives of it. The second part, literature review, dealt with the meaning of demonstration method, its significance, use, impact, and most impressively benefits of it in the teaching system to design students of the high professional school. Research design and methodology handled the manner how the thesis is conducted, minutely it disputed the methods, research questions, hypotheses, population, sample and instruments, too. As the most eventful part of this thesis was study results and discussions which constituted the outcomes taken from the questionnaires and the experiment. Such outcomes were so contributory in the realization of this thesis.

The significance of this study stands in the correlation between students and teachers’ questionnaires. Design students’ questionnaire aimed to collect data about the benefits of demonstration method of teaching in English lessons. Eighty – eight participators in the

questionnaire showed a confident stand to the demonstration method and its profits, it means they answered positively. They asserted: demonstration method makes easier and more effective their process of learning, it also grows their English level, and adds their consideration to study.

On the other hand, English professors' questionnaire also intended to obtain pertinent information about the usage and benefits of demonstration method during English lessons. Three questionnaire takers indicated a positive mien towards demonstration method by virtue of it assists their teaching process, it tends to be very supportive and it helps to achieve their teaching goals.

One way or another, the purpose of the experiment was to make the difference between traditional and modern methods, more specifically to determine if design students understand English preferably when they learn it with the promotion of book content or with the backing of demonstration method and its sources. The findings accumulated from it proved that modern methods, in our case, demonstration method is much more effective and beneficial for students of design who grasp English better through it just because it maintains them always concentrated in English lessons and they fancy enjoy learning by it.

The thesis had three hypotheses and all of the hypotheses were defended by the used instruments. The first hypothesis was *“The utilization of demonstration method in the process of teaching English Language has a positive influence on the learning progress of design students”*. This hypothesis was certified based on the results taken from the design students' questionnaire who committed that demonstration method impacts positively in their advancement as English language learners.

“Demonstration method is the essential method of teaching and learning English Language since it can contribute to substantial gain in language accuracy and language proficiency” was another hypothesis of this study, more precisely the second hypothesis which was confirmed through the results of English professors' questionnaire. Teachers of English language confided that demonstration method is an elemental teaching method which effects English language teaching.

While the third or the last hypothesis was *“Using demonstration method in the process of teaching helps English professors to explain topics easier and clearer”* and this hypothesis was verified through the experiment and post – test. The results received from them showed that demonstration method makes the process of teaching and learning easier and clearer for all teachers and students.

According to the achieved results it can be brought out that demonstration method tends to be a very impressive method in today’s schools and very profitable, effective as well as successful for the process of teaching and learning. This means, demonstration method has made a positive amendment in the entire education process because it changed the method of learning to read from the book and write from the board. Also most of the researchers who have studies in this field claim that it is impossible to avoid demonstration method from the education domain. So, in conclusion, the target method has started a new era of education by offering learners the opportunity to learn, present, express and create through different ways and it always tries to keep all students, especially students of design engaged, encouraged and interested in learning English language.

5.2. Limitations of the study

This thesis provided important data in regard to demonstration method and the benefits it offers to English professors and design students. The study has successfully attained the objectives and purposes of it, but while I was attempting to reach what I actually intended, I encountered some difficulties/limitations.

Some of them are as followed:

- ◆ The basic and the worst limitation throughout the realization of this research study was Covid-19. It was a pandemic time that did not allow me to actualize the purpose in that way I planned.
- ◆ Fortunately, I had the opportunity to realize the experiment in the beginning of March but I did it for three lessons only. The school was closed and I could not achieve more. Anyway, I got the results I was striving for and such results validated that demonstration

method has a positive impact to design students who comprehend English content better when they learn through demonstration method.

- ◆ Design students and English professors' questionnaires were realized online. It was a little bit difficult to assign online meetings for every single student and to share the questionnaire to them but thanks to their English teachers I made it faster and easier, most significantly I overtook the outcomes I was seeking for and proved that demonstration method is very beneficial and effective for both teachers and students.
- ◆ Another limitation is the prior lack of this kind of research, it means not enough and useful materials in this field that is why a broader research, similar to this one is necessary to do for English professors and design students.
- ◆ As a limitation of this research can be considered its realization in only one school. By this I mean, if design students of other professional schools in republic of Kosovo would be part of this research, then more thoughts, ideas and responses would lead to more believable outcomes.

5.3. Recommendation

This thesis was about demonstration method and its benefits in the process of teaching, specifically in teaching English language to design students of the high professional school. The title of this thesis was very interesting and so stimulating to accomplish it. By the way, there are some recommendations taken from the outcomes of the used instruments.

Some of the recommendations are listed below:

- It is recommended to all English teachers to investigate on such topics since they are really helpful for immediate and future English language learners.
- Besides this, it is also recommended to all English bachelor, master or doctorate students to look into the same topics because their impact is so important and useful for their studies and profession.
- Broader comparisons between different high professional schools in the republic of Kosovo are recommended in order to get more generalized data and results in regard to usage and benefits of demonstration method.

- Moreover, it is recommended to attend trainings which are really necessary for those teachers who still use traditional methods while teaching their subjects.
- Next, trainings about ICT (Information and Communication Technology) are pretty required since some teachers still do not integrate demonstrational sources in the teaching process.
- Students need motivation to learn, therefore it is recommended to apply new teaching methods, strategies and techniques in order to raise the quality of their learning.
- Except students, teachers need motivation too, hence, it is recommended to have a strong support for teachers by school, then by the Ministry of Education in their municipality, and also by the Ministry of Education, Science and Technology, Republic of Kosovo.

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Appendix 1

South East European University

Questionnaire

The purpose of this survey is to find out the benefits of the demonstration method in teaching English Language. The data from the survey will be used as part of Master Thesis in the English Language Teaching Department, South East European University. The information will remain confidential. The questionnaire will take up to 10 minutes of your time.

Gender: **M** **F** (please circle)

1. Do you like using demonstration method in the classroom?
 - a) Yes
 - b) No
2. Is it easier for you to understand English language through pictures, videos and games?
 - a) No, it isn't
 - b) It is somehow
 - c) Yes, it is
 - d) It is far easier
3. What is the impact of the demonstration method in your level of English?
 - a) Significant impact
 - b) Moderate impact
 - c) Somewhat impact
 - d) A little impact
4. Do you think that by using demonstration method your learning is more effective?
 - a) Yes, definitely
 - b) No, definitely not

5. Does the usage of demonstration method affect your longer remembering of English content?
 - a) I think it does
 - b) I think it doesn't
6. Do you think that demonstration method in English lessons help you to develop your English aptitude?
 - a) I don't think so
 - b) It doesn't help me
 - c) It helps me
 - d) I think it is very helpful
7. Does the application of the demonstration method ascend your learning interests?
 - a) Not very
 - b) Quite
 - c) Very
 - d) Extremely
8. Do you fancy learning English language by using demonstration method, including audio visual, presentation, slides show, pictures etc?
 - a) Very much
 - b) About average
 - c) Not very much
 - d) Not at all
9. Does demonstration method facilitate the completion of your English tasks?
 - a) Yes, absolutely
 - b) No, absolutely not
10. Does the utilization of demonstration method in English classes expand your creativity?
 - a) It expands my creativity
 - b) It doesn't expand my creativity

Appendix 2

South East European University

Questionnaire

The purpose of this survey is to find out the benefits of the demonstration method in teaching English Language. The data from the survey will be used as part of Master Thesis in the English Language Teaching Department, South East European University. The information will remain confidential. The questionnaire will take up to 10 minutes of your time.

Gender: **M** **F** (please circle)

1. How many years have you been teaching English Language?
 - a) More than 10
 - b) Less than 10
2. Do you apply the demonstration method in your English classes with students of design?
 - a) Yes
 - b) No
3. Does demonstration method help you to teach in your classroom?
 - a) It helps me a lot
 - b) It doesn't help me
4. Do students of design like the usage of this method in your English classes?
 - a) Most of them
 - b) All of them
 - c) A few of them
 - d) None of them
5. Is demonstration method profitable to students of design?

- a) It is very profitable
 - b) It is profitable
 - c) It is somewhat profitable
 - d) It is not profitable
6. Does demonstration method grow design students' learning encouragement?
- a) Yes, surely
 - b) No, surely not
7. Do you agree that the demonstration method help design students add abilities in English Language?
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
8. Do you think that demonstration method is a facilitator in explaining English content to students of design?
- a) I think so
 - b) I don't think so
9. According to your opinion as an English professor, does demonstration method help your design students to develop their creativity skills?
- a) Yes, it does
 - b) No, it doesn't
10. Does demo method keep your students of design as active participants in your English lessons?
- a) Always
 - b) Usually
 - c) Often
 - d) Rarely

Appendix 3

Universiteti i Evropës Juglindore

Pyetësor

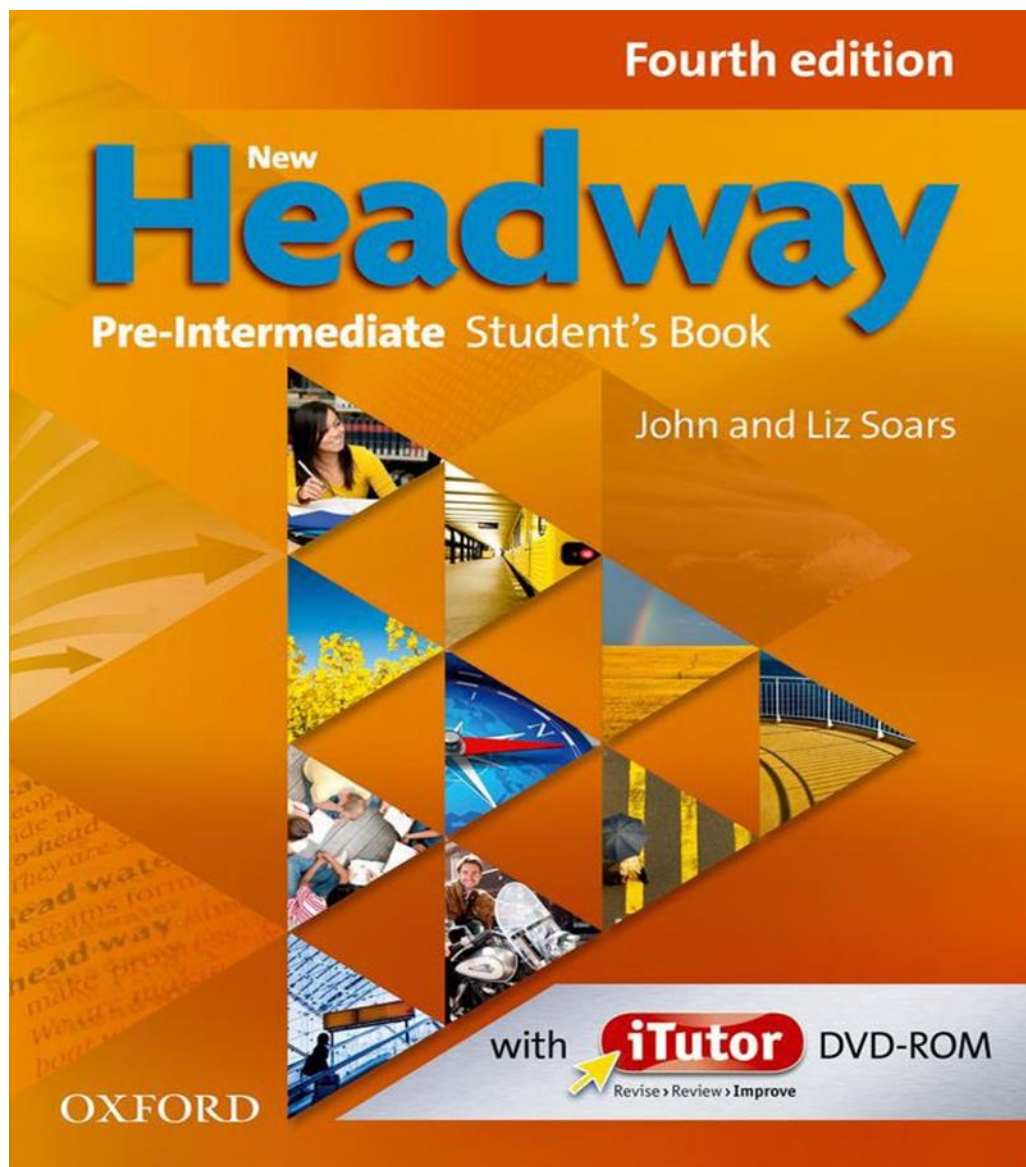
Qëllimi i këtij studimi është të gjejmë përfitimet e metodës demonstruese në mësimdhënie të Gjuhës Angleze. Të dhënat nga ky studim do të përdoren si pjesë e Tezës së Magjistraturës në Departamentin e Mësimdhënies së Gjuhës Angleze, në Universitetin e Evropës Juglindore. Informacionet do të mbesin të fshehta. Pyetësi do të iu marr deri në 10 minuta nga koha juaj.

Gjinia: **M** **F** (ju lutem rrumbullaksoni)

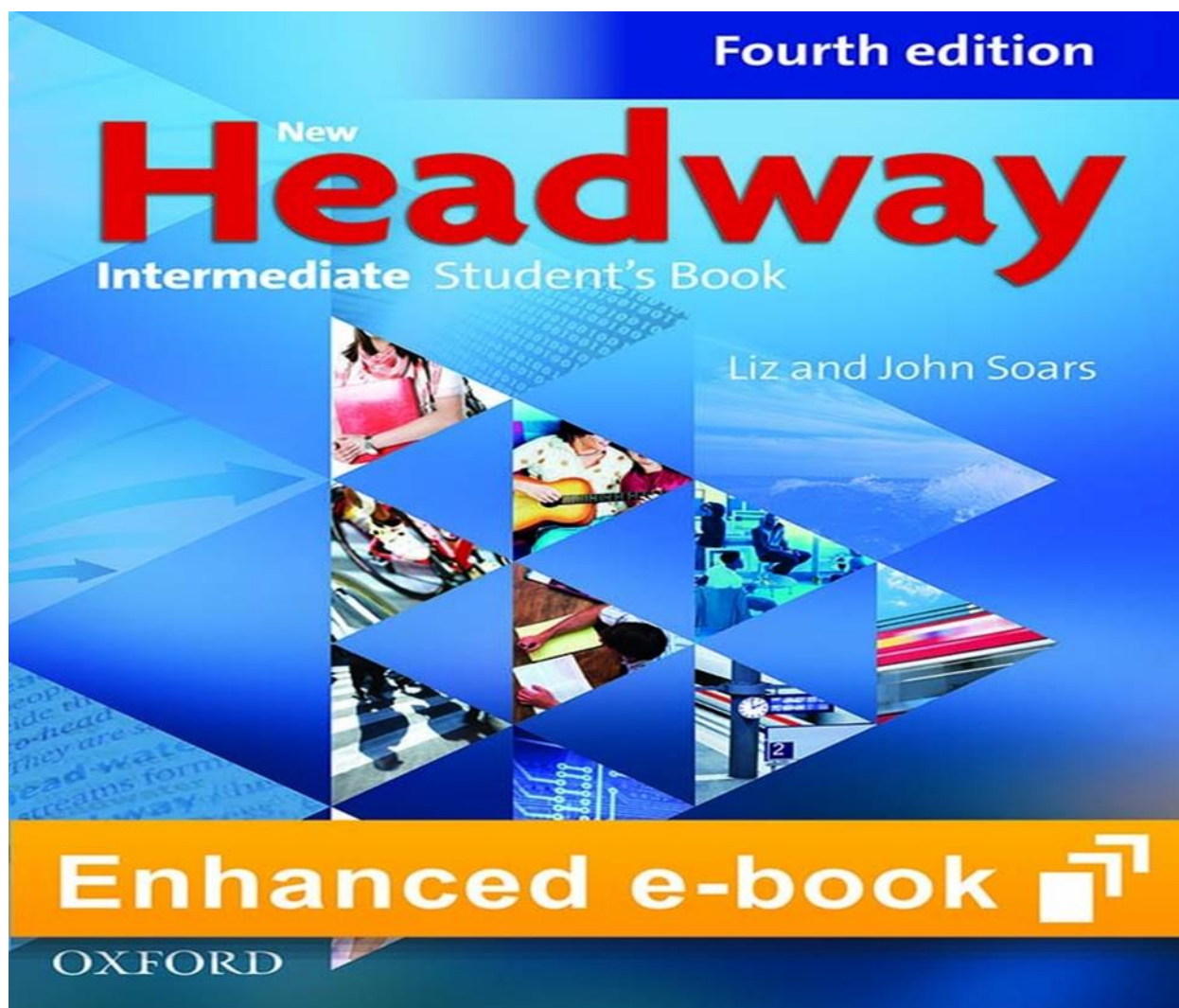
1. A iu pëlqen përdorimi i metodës demonstruese në klasë?
 - a) Po
 - b) Jo
2. A është më e lehtë për ju që të kuptoni Gjuhën Angleze përmes fotografive, videove dhe lojërave?
 - a) Jo, nuk është
 - b) Është paksa
 - c) Po, është
 - d) Është shumë më e lehtë
3. Cili është ndikimi i metodës demonstruese në nivelin tuaj të Anglishtes?
 - a) Ndikim i rëndësishëm
 - b) Ndikim mesatar
 - c) Paksa ndikim
 - d) Ndikim i vogël
4. A mendoni që duke përdorur metodën demonstruese mësimnxënia juaj është më shumë efikase?

- a) Po, sigurisht
 - b) Jo, sigurisht që jo
5. A ndikon përdorimi i metodës demonstruese në të mbajturit mend më të gjatë të përmbajtjes në Gjuhë Angleze?
- a) Unë mendoj që po
 - b) Unë mendoj që jo
6. A mendoni që metoda demonstruese në mësimet e Gjuhës Angleze të ndihmon ty që të zhvillosh aftësitë e tua në Gjuhë Angleze?
- a) Unë nuk mendoj ashtu
 - b) Nuk më ndihmon mua
 - c) Më ndihmon mua
 - d) Unë mendoj që është shumë ndihmuese
7. A e ngrit aplikimi i metodës demonstruese interesimin e juaj për mësim?
- a) Jo shumë
 - b) Plotësisht
 - c) Shumë
 - d) Jashtëzakonisht
8. A e pëlqeni mësimin e Gjuhës Angleze me përdorimin e metodës demonstruese, duke përfshirë audiot vizuale, prezantim, shfaqje të sllajdeve, fotografi etj?
- a) Shumë
 - b) Rreth mesatares
 - c) Jo shumë
 - d) Fare
9. A e lehtëson metoda demonstruese përmbushjen e detyrave tuaja në Gjuhë Angleze?
- a) Po, patjetër
 - b) Jo, patjetër që jo
10. A e zgjeron kreativitetin tuaj përdorimi i metodës demonstruese në orët e Gjuhës Angleze?
- a) E zgjeron kreativitetin tim
 - b) Nuk e zgjeron kreativitetin tim

Appendix 4



Appendix 5



Fourth edition

New
Headway
Upper-Intermediate Student's Book

John and Liz Soars

with **iTutor** DVD-ROM
Bearman & Bearman • Cambridge

OXFORD

Appendix 7

1. Ruth Flowers is
 - a) the granny DJ
 - b) the mummy DJ
 - c) the daddy DJ
2. She _____ a son and a grandson.
 - a) have got
 - b) is
 - c) has got
3. Ruth Flowers _____ alone.
 - a) live
 - b) lives
 - c) living
4. She _____ very cool.
 - a) am doing
 - b) is doing
 - c) are doing
5. Fraser Doherty is _____.
 - a) an old man
 - b) a young man
6. When did Fraser Doherty start his company?
 - a) When he was 16.
 - b) When he was 18.
 - c) When he was 20.
7. Circle the adjectives mentioned in the text.
 - a) Energetic and enthusiastic
 - b) Works and likes
 - c) Music and dance

8. What is an interview?
- a) It is a profession
 - b) It is something to eat or drink
 - c) It is a meeting of people face to face
9. Answer the question about yourself. Have you got a bike?
- a) Yes, I have got.
 - b) No, I haven't got.
 - c) Yes, I have.
 - d) Yes, I got.
10. Circle the correct option:
- a) I listen music
 - b) I listening music
 - c) I listen to music
 - d) I listening to music

Appendix 8

1. Have you got any plans for tomorrow? Yes, I _____ visit my grandparents.
 - a) am going to
 - b) will
2. I _____ you if you say that word again.
 - a) am hitting
 - b) will be hitting
 - c) will hit
3. I think our team _____.
 - a) will win
 - b) would win
 - c) will be winning
4. I _____ home late tonight.
 - a) am
 - b) will be
 - c) would be
5. I will phone you when I _____ time.
 - a) will have
 - b) would have
 - c) will be having
 - d) have
6. I will follow you wherever you _____.
 - a) are going
 - b) will go
 - c) go
7. He _____ arrive on time.
 - a) will
 - b) is
 - c) not

8. We _____ get there until after dark.
- a) will
 - b) won't
 - c) will'nt
9. We will _____ what your father says.
- a) see
 - b) to see
 - c) seeing
10. I don't _____ go swimming today.
- a) think I
 - b) think I'll
 - c) thinking