

**South East European University**  
**Faculty of Languages,**  
**Cultures and Communications**



*Master thesis*

***“Exploring the effects of bullying in a English Language Classroom- Case study  
with students of Primary and Secondary schools in the Municipality of Ferizaj”***

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## **Statutory declaration**

I, Liridona Halimi, hereby declare that this thesis has been written and completed by me and is based on my own work unless stated otherwise. All of the other person's work has been used with the proper acknowledgment in this thesis.

**Date:**

April, 2022

**Signature:**

Liridona Halimi

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## Abstract

Bullying can happen anywhere in the school environment, even in the classroom, where the teacher is present. There are cases when the teachers fail to recognize the bullying or they might even choose to ignore it, thus leading to an unhealthy and unsafe environment for the children. The purpose of this study is to determine whether bullying occurs specifically in English classes. Moreover, it explores the types of bullying, the triggering factors, the teacher's and the student's reactions, and also analyzes the impact of bullying on EFL(English as a Foreign Language) students. The study involved 90 students and 4 teachers of the English Language from two public schools in Ferizaj, the primary school "Gjon Serreçi" and high school "Kuvendi I Arberit". Both surveys were employed to collect the required data.

The data found have confirmed the presence of bullying at both schools in English language classes. It has been revealed that they are experiencing difficulties in their learning progression, mostly through verbal and social forms of bullying. The data collected has shown that among the reasons leading students into bullying are competition in academic and social life, differences in appearance or in thoughts, lack of information on bullying, and the lack of regulation at schools. Moreover lack of knowledge also from the teacher's part on what is and what is not considered bullying and their delay or their lack of reaction to bullying incidents.

Among others, the findings also indicate the numerous negative effects that bullying causes on the student's physical and psychological health moreover in the student's academic achievements. The most obvious traits noticed among the bullied students are lack of confidence, anxiousness, aggressiveness, passiveness, and nonattendance. Although teachers try to prevent this harmful phenomenon from happening in their classrooms, they agree it is not enough, and much remains to be done in this regard.

**Keywords:** *Bullying, school environment, study, English language, data, effects, prevention.*

## Abstrakti

Ngacmimi mund të ndodhë kudo në mjedisin e shkollës, madje edhe në klasë, ku mësuesi është i pranishëm. Ka raste kur mësuesit nuk arrijnë ta njohin bullizmin ose mund të zgjedhin edhe ta injorojnë atë, duke sjellë kështu një mjedis jo të shëndetshëm dhe të pasigurt për fëmijët. Qëllimi i këtij studimi është të përcaktojë nëse ngacmimi ndodh në mënyrë specifike në klasën e anglishtes. Për më tepër, ai eksploron llojet e bullizmit, faktorët nxitës, reagimet e mësuesve dhe nxënësve, si dhe analizon ndikimin e ngacmimit tek studentët e EFL (Anglishtja si gjuhë e huaj). Në studim janë përfshirë 90 nxënës dhe 4 arsimtarë të gjuhës angleze nga dy shkollat publike të Ferizajt, shkolla fillore “Gjon Serreçi” dhe shkolla e mesme “Kuvendi i Arbërit”. Të dy anketat u përdorën për të mbledhur të dhënat e kërkuara.

Studimi për fat të keq ka konfirmuar praninë e bullizmit në të dyja shkollat gjatë orëve të gjuhës angleze. Është zbuluar se ata po përjetojnë vështirësi në përparimin e tyre të të mësuarit, kryesisht përmes formës verbale dhe sociale të bullizmit. Të dhënat e mbledhura kanë treguar se ndër arsyet që i çojnë nxënësit drejt bullizmit janë konkurenca në jetën akademike dhe shoqërore, dallimet në pamje apo në mendime, mungesa e informacionit mbi bullizmin dhe mungesa e rregullores në shkolla. Për më tepër, mungesa e njohurive edhe nga ana e mësuesit se çfarë konsiderohet dhe çfarë nuk konsiderohet si bullizëm dhe vonesa apo mos reagimi i tyre ndaj incidenteve të bullizmit.

Ndër të tjera, gjetjet tregojnë edhe efektet e shumta negative që shkakton bullizmi në shëndetin fizik dhe psikologjik të nxënësve dhe në arritjet akademike të nxënësit. Tiparet më të dukshme që vërehen mes nxënësve të ngacmuar janë mungesa e besimit, ankthi, agresiviteti, pasiviteti dhe mos pjesëmarrja në orë. Edhe pse mësuesit përpiqen të parandalojnë që kjo dukuri e dëmshme të ndodhë në klasat e tyre, ata pajtohen se kjo nuk mjafton dhe mbetet shumë për të bërë në këtë drejtim.

**Fjalë kyçe:** *Bullizëm, mjedis shkollor, studim, Gjuhë Angleze, të dhëna, efektet, parandalimi.*

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## **I. Introduction**

Bullying in schools is an ongoing, disturbing and harmful practice that affects many students from a psychological and social point of view. As pointed out in a recent study of the EU, “Bullying at school can affect mental and physical health, as well as their academic performance also leading to students to early removal from school”. In many cases as well, bullying leads victims even to anxiety, depression, and self-harm.

The school and the classroom are the primary places where the socialization of a child begins, and the place where children spend a considerable amount of time. There, they get and share knowledge, socialize, and create memories. Therefore, the school should be the place that makes children feel safe, accepted, and enhance their self-confidence (How to Prevent Bullying, 2021). Moreover, according to (The Convention on the Rights of the Child: The Children’s Version, n.d.)1989, it is also the child's right to be educated in a safe environment, free from violence, harassment, and neglect. Bullying affects a huge percentage of school children, endangering their emotional and physical health, moreover, their academic progress is harmed. As one of the most disturbing phenomena, bullying is believed to lead to long-lasting consequences continuing in the children’s adulthood and their future life.

Bullying is a problem that transcends social boundaries and can result in devastating psychological and emotional trauma, such as low self-esteem, poor academic performance, depression, and, in some cases, violence, and suicidal behavior (O’Higgins Norman, 2017). All of these can happen because victims cannot handle the constant pressure and aggression toward them. Furthermore, it can lead the victims to isolate themselves and not confess to others about the trauma they are suffering very often. Which harms the situation even more, thus leading to harming themselves in any possible way (O'Higgins & Sullivan, Bullying 2017).

Bullying can happen all around the school environment, in class, in the halls, in the yard, at restrooms, and so on. Hence, if bullies dare to bully others in the classroom where they are under the teacher’s supervision they will bully outside in much greater amounts.

Knowing the wide range of bullying, and considering that the majority of the studies consist of the bullying that happens outside the classroom, my main focus will be to explore specifically the bullying that happens inside the classroom, and the study will be done during the English language classroom. The purpose of this paper is to gather information regarding how bullying affects students' performance and overall learning atmosphere. Furthermore, investigate the attitudes of the children and teachers toward bullying situations, the ways they approach as well as the methods they use in trying to manage these behaviors.

### **1.1 Research aims**

During their schooling, many students, among other difficulties, have to deal also with bullying situations. It happens, no matter if one tends to fight back or ignore these situations. And, it is more obvious toward the ones considered weaker, the ones that do not know how to defend themselves from the bully. Not knowing how to handle the aggression towards them, being unable to manage it, and carrying everything inside, harms them in more than one way.

Teachers are involved in this situation too, they are witnesses of harassment incidents most of the time, and the way they react to this situation makes the difference. It is also a challenge for them, knowing the enormous negative impacts that bullying has not just on the victim but on the bystanders too. Adding also the pressure of finding ways to not fuel the bully behaviors, and worsen the situation way more than already is.

Taking into account everything that we know about bullying in general, and the ways it affects the learning and teaching process, it can be concluded the assumption that:

1. In the first place, teachers lack the necessary knowledge about bullying and the proper training for handling these social difficulties.
2. Secondly, the students are also not familiar with this term, and its harmful consequences.
3. Finally, although it is a worldwide challenge, our schools also lack any effective intervention program for preventing bullying at school.

These assumptions are rather hypothetical and based on my personal experience while being a student myself, having to deal with these situations throughout my schooling, and also my experience as an English language teacher. Therefore, the research study will be another contribution to this field and will either disprove or support the assumptions set.

## **1.2. Research hypothesis and questions**

The main research questions will be:

Research question 1. *Is bullying present in the EFL (English as Foreign Language) classrooms, in primary and secondary research schools?*

Research question 2. *Where is this phenomenon most noticeable, among English language students in primary or secondary schools?*

Research question 3. *What are the effects of bullying on the English language student's performance?*

**Main hypothesis:** It is expected that bullying is present in English language classrooms, in two of the researched schools of Ferizaj.

**Auxiliary hypothesis 1:** Students need to have a broader knowledge about the meaning and the negative effects of bullying.

**Auxiliary hypothesis 2:** Bullying creates difficulties for students to learn the English language.

**Auxiliary hypothesis 3:** Children should be encouraged to talk about this problem and to help in preventing other students from being a victim of bullying.

**Auxiliary hypothesis 4:** There are differences in the attitudes among English language teachers regarding how they manage bullying in their classrooms.

**Auxiliary hypothesis 5:** Teachers lack the necessary appropriate training to deal with these situations in their classroom.

### **1.3. Research design and methodology**

In order to carry out this study, as objectively and accurately as possible, I applied a qualitative research approach. Participants of this research were students and English language teachers, currently involved in the formal educational system, in primary and secondary schools in Ferizaj. All of the work was done through qualitative methodology research in two of the public schools in Ferizaj. Over fifteen questionnaires were handed to one class of the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades in primary school "Gjon Serreçi" and to one class of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> -year students of the high school "Kuvendi Arberit". The sample of the participants is purposively chosen because of:

- Participants' awareness of the issue
- Direct involvement of the participants in the process

The sample consisted of a Case Study, research was completed by the students and the English teachers of these schools.

**a)** 90 students took part in the survey (*45 students from each school, fifteen from each class*)

**b)** And four English teachers (*two teachers from each school*).

The survey was used to examine the existence of bullying during English classes in these schools, the opinions and attitudes of students and teachers regarding the issue.

To help the students complete the survey, at the beginning of the paper they had some general definitions of what bullying is and some suggestions on how to fill the survey. Besides some of the general information like students' gender and their school level, the next part of the survey contained questions about their knowledge and experiences with bullying. Question types that refer to their opinions, experiences, and their attitudes concerning bullying.

The teachers' survey also provided data like gender and the level they teach. The questions were focused on their experience with bullying situations during their teaching process, their attitudes, their manners of resolving these situations, and so on. Furthermore, both questionnaires were anonymous. Data gathered by the case study from the survey will be analyzed qualitatively, in percentages, tables, and graphs with comments.

#### **1.4. The outline of the thesis**

The paper research follows a structured scheme: **the introduction** that focuses on the area of the research topic, the hypothesis, and expectations. An overview of what readers will expect in this thesis. The second part provides information about **the literature** consulted, and the previous studies were done regarding bullying. The next part includes the **methodology** used with detailed explanations in coming up with the results of the topic research questions. The fourth part is **the results** presented after completing the research methodology with students and teachers. Continuing with **analysis and discussions** related to the findings. And, the last part is **the conclusion**, focusing on a summary of the problem, the main findings and the discussion, the limitations, and further study suggestions. Finally, it is **the bibliography** of the books and materials used in completing this paper.

## II. Literature Review

### 2.1 Perspectives on bullying

We must not consider that all the incidents between students are acts of bullying. Sometimes students have different types of disagreements, at times even serious ones where acts of violence or aggression may also occur. But, the term “bullying” is specifically reserved for particularly harmful behaviors that are characterized by *“Persistent and repeated attacks against a target child, where there is an imbalance of power between the bully and the target child”* Duchesne et al (2018, p.199). Aggressive behaviors and violence against the children could cause a major problem that endangers their development and well-being, violates their fundamental rights and dignity, and also endangers their lives.

A considerable number of studies have been done in response to bullying, and the most significant findings in this area describe bullying as “Aggressive, intentional acts, carried out by a group or an individual repeatedly and overtime against a victim who cannot defend himself/herself” (Menesini & Salmivalli, 2017). Thus, explains that the attacks usually occur to a person weaker than the bully, in a physical, psychological, or social form against someone that cannot protect himself.

Olweus pioneered systematic research on school bullying, dominating the field of scientific research since the 1970s. His understanding of bullying is based on quantitative data and seeks to identify causes, predict occurrences, and develop evidence-based interventions (Schott and Sondergaard, 2014). Usually, bullying occurs without provocation, and it constitutes a form of peer violence (Olweus, 1993). Moreover, Olweus, 1970, in one of his studies on whether bullying is more present in primary or secondary school found that:

- 37% of primary school pupils and 14% of secondary students were at least sometimes victims of bullying,
- 16% of primary pupils and 7% of secondary students admitted to at least occasionally bullying other children (Bullying Statistics, 2020).

According to these findings, it is suggested that primary pupils are somehow more engaged in practicing bullying than high school students. Considering that we are discussing a study done years ago, nowadays the statistics may have totally changed. Another study conducted by National Center for Educational Statistics (2019) with primary school students found that;

- One out of five students nowadays report being bullied, and 41% of the students who reported being bullied at school indicated that they thought the bullying would be repeated.
- Where 49.8% of teens (9 to 12 years old) accepted that they experienced bullying at school and 14.5% of teens said that they experienced bullying online.

These findings show that students' statistics on being bullied nowadays is huge compared to the previous research. This is due to the wide use of technology and social media, where children besides being bullied at school are suffering from online harassment too. They also believe that bullying will be repeated because they have witnessed how other children are being treated once they become the target of a bully.

Batsche (1994) also found that "Direct bullying or Physical bullying, appears to be increased in elementary school, peak in middle school/junior high school, and then decline during high school". These researches show that children become less sympathetic toward bullying as they get older, become mature, and understand what bullying is and its consequences. Before going any further with the focus on bullying that happens in the English language classroom, some general explanations about bullying need to be mentioned.

## **2.1. Types of bullying in the school environment**

Bullying at school occurs in different forms. According to Frudes and Gault (1984), there are groups of individuals that engage in bullying at school, and they can be:

- the teacher against the students,
- students against the teacher, or
- students against students, which is usually the most obvious form.

According to the National Bullying Center, there are four types of bullying at schools, such as physical bullying, verbal bullying, social bullying, and virtual or cyberbullying (Stop Bullying, 2022).

**The physical form** of bullying is the most obvious among the other forms. Through using physical actions like, kicking, punching, slapping, hitting, extortion of money, and other physical assaults to gain power and control over their targets. Previous studies have shown that physical bullying occurs mostly among boys than girls although, girls may also be victims of boys.

**Verbal bullying** includes teasing, insulting, intimidating, homophobic or racist remarks, or verbal abuse. Although verbal bullying is the most commonly used type of bullying, it is hard to recognize, because it can start quite harmlessly with a slight insult, but it can quickly escalate into verbal violence that causes serious harm to its victim (Types of bullying, Ncab).

**Social bullying** is the use of various means to damage or destroy someone's social relationships (Types of bullying, Ncab). Social bullying is intended to publicly embarrass someone, encourage others to mistreat, tell someone they are not welcome in a group, ignore another child or turn away from them, tell others to ignore/exclude someone, spread rumors, etc. Social bullying can happen in person and as cyberbullying.

**Cybernetic bullying or Cyberbullying** is bullying that occurs through the use of digital technology such as mobile phones, email, and social media platforms. Cyberbullying is very common these days. With increasing access to information, children are at risk of online abuse. Cyberbullying includes: posting embarrassing photos of the victim on social media, spreading rumors via social media, texting and chatting, "defriending" and encouraging others to remove the victim from their online connections, and posting negative comments and insults on the victim's social media, using demeaning nicknames on gaming platforms and other online groups and encouraging others to do the same (Types of bullying National Center Against Bullying, n.d.)

Even though they have a lot of responsibility during class, it is important that the teacher notices even the smallest behaviors that lead to bullying. If they are observed on time there is a chance



that bullying can be prevented from developing. Researchers have found that those small behaviors that can often signal forms of bullying are:

- Extended staring
- Eye rolling
- Name calling
- Laughing
- Name-calling
- Ignoring
- Spying
- Stalking and so on.

## **2.2. Characteristics of a bully and the victim of bullying**

### **Who is the bully?**

According to Olweus (2007), there are three main reasons that students bully:

- Bullying students have a strong need for power and (negative) domination.
- Find satisfaction in causing pain and suffering to other students.
- They are often rewarded in one way or another for their behavior whether with material or psychological rewards.

Therefore, a bully is usually someone bigger, stronger, and more aggressive than their victims and has friends that allow these behaviors to others and are just observers. Bullies are also characterized by perceived high social status or popularity among their peers, which refers more to their dominance than social preference (Caravita et al., 2009).

As stated by Farrell (2007), “a bully” is generally a person who:

- doesn't accept responsibility for his or her behavior,
- avoids and denies responsibility by blaming others and feigning victimhood and
- Is unable and unwilling to conceptualize a better way to behave.

Children who bully often display behaviors indicating: low social competence, antisocial behavior, a lack of empathy, and high levels of aggression (Spielberger, 2004). They often act out of frustration, humiliation, and anger, or to achieve social status, and their actions can inflict physical, psychological, and social harm on others. Bullies often can't stand the thought of rejection and as such are motivated to bully as a way to prevent a situation where they may be rejected. They can be driven by jealousy and envy and most of the time they select their targets because they represent things that the bully will never be.

The majority of the studies have shown that children who bully report a high negative effect on their own families, poor relationships with their parents (Rigby, 1993), and little emotional support (Rigby, 1994). Studies show that children who abuse their peers are more likely to be endangered or exposed to violence in their homes. Another research by Shields and Cicchetti, 2001, also revealed that children who were maltreated by a parent are more likely to bully their peers.

Concerning which gender is more involved in bullying, researchers have suggested that boys or groups of boys tend to bully more than girls. The results have shown that bullies act to exert power over others with the primary purpose of gaining power. As is mentioned above, mostly a reaction to a challenging home environment with associated authoritarian discipline experiences.

Regarding why bullies pick on their victims, different researches show different results, although, in a study done by Shin et al (2011, p.876), bullies reported that they chose their victims mainly for their physical characteristics.

### **Who is the victim?**

The identified victims of bullying share a lot of the same characteristics. In one pattern they are not chosen randomly, victims are categorized as follows:

- Either passive (never behaving aggressively) or
- Very aggressive (often provoking others).

Most of the victims are usually children who spend more time alone, often falling into the socially rejected category. They may have a strong desire to fit in but find it difficult to make friends and join social groups. The victim of bullying is often someone with:

- Poor or less than desirable physical characteristics such as (being smaller in heights, weight, and strength), or younger than the majority of their peers,
- Display poor social skills, and
- Experience personal difficulties, are lonely and anxious, depressed, have low self-esteem, and suffer academically.

Victims are characterized by poor physical appearance (Hodges and Perry, 1999) or appear different from the crowd, such as obesity or different speech (Fox and Farroe, 2009; Smith and Thompson, 1991), thus perceiving themselves as unattractive, and isolated (O'Moore and Kirkham, 2001). Furthermore, they are usually less popular among peers, with a narrow circle or no social circle at all, also they are rejected by their peers (Caravita et al., 2009; Olweus, 1993; Hodges and Perry, 1999). Thus, in general, victims of bullying are those youth whose physical, psychological, or social status is damaged compared to that of school bullies, thus, making them possible targets of repeated aggression (Spielberger, 2004).

### **2.3. The consequences of bullying on students.**

The victims of bullying may suffer short and long consequences in their life. Their psychological, social, and academic performance among others may be harmed. Studies regarding bullying have shown that bullying may have a negative impact on the psychological, physical, and academic performance of a victim. It is not just the victim that is affected by bullying, as the Control and Prevention (CDC) indicates, the effects of bullying can be devastating for the person being bullied, those who witness the bullying, and, surprisingly, the bullies themselves (CDC 2020; Evans et al. 2019).

Bystanders or children who witness bullying are more likely to increase the use of tobacco, alcohol, or other drugs, and also have mental health problems, including depression and anxiety and skip school(The effects of bullying, 2021).

- While depression, anxiety, low self-esteem, and self-harming behavior are more obvious, particularly in girls,
- Alcohol and drug abuse and addiction, aggression, and participation in crime were among the psychological impacts of bullying, especially for boys.

Having a bully in their classroom often creates an unsafe environment, even for the students who have not been bullied. It is the teachers' responsibility to get the control and create a safe and peaceful place where the students engage freely and willingly in the learning process.

Bullying can also lead to mental health problems in any person, but to those who already suffer mental health issues are more likely to be bullied and suffer the consequences. Tattum (1989) argued that victims may experience constant pressure as a result of long-term fear of incidents, even if the action occurred once, regardless of frequency.

Bullying's effects on physical health might manifest right away in the form of physical injury, or they can involve long-term effects, such as headaches, sleep disturbances, or somatization. However, the long-term physical consequences of bullying can be difficult to identify and relate to past bullying behavior as a result of other causes such as anxiety or other adverse childhood events that can also have physical effects into adulthood (Hager and Leadbeater, 2016).

Among the physical implications, the bullied students showed common disorders such as stomach pains and headaches. Bullying may also complicate other existing diseases, such as the case of eczema. When a young person is harassed, the skin is amplified by the stress, and the digestive and cardiac disorders worsen (Parent Archives, nd).

Bullied children frequently struggle also with academic performance too. When bullying occurs during class, students find it difficult to continue concentrating on the learning process. And at times you can notice if a student is struggling with bullying, based on their poor performance, or their declining grades. Bullying can also cause children to lose track of their homework or have

difficulty paying attention in class. Additionally, to avoid being bullied, these children may also skip school or classes. This habit leads to failing grades. And when the harassed child's grades begin to slip, it adds to the stress he or she is already feeling (How Long-Term Bullying Can Affect Your Child's Life in Many Ways, 2021).

According to some studies, the impacts of bullying can continue long into adulthood. Furthermore, the consequences may be considerably more severe than when children are abused by adults. Considering that the experiences people have as youngsters shape them into the adults they become later. As a result, it is unsurprising that the consequences of bullying have an impact on their future thinking, as well as how they perceive themselves and others.

### **III. Methodology**

#### **3.1. Aims and objectives of the study**

This paper aim at finding more about the issues addressing the problem of bullying and its effects on students inside the EFL classroom. Also, the teachers' and students' opinions and attitudes regarding the topic. Taking into consideration the previous studies done related to bullying in general, it is expected that, the group of students chosen for the study part, will share their knowledge and their experiences concerning bullying.

Moreover, the learners just as well as teachers can all agree that bullying is a harmful behavior and that it has an enormous impact on a student's learning progression, as in this case in learning the English language.

This research attempts to find the challenges that some students encounter with bullying, the obstacles they have to overcome in wanting to learn, and the teacher's response to this situation during the learning process. Concerning the data gathered and analyzed from the student's questionnaire, this study aims to show the significant effects of the process.

As a result, the English language teachers need to be more informed and prepared, about the intervention strategies that they will have to use, in case bullying happens inside their classrooms. Also, they have to remind the learners of the mindful need to develop an independent and structured approach to language learning.

This chapter offers all the necessary information on the research participants, and the research instruments and methods.

To carry out this study, and to analyze the collected data, as objectively and accurately as possible, a qualitative research approach was used.

Participants of this research were students and English language teachers currently involved in the formal educational system, in primary and secondary schools in Ferizaj. The sample of the participants is purposefully chosen because of:

- Participant's awareness of the issue
- Direct involvement of the participants in the process

Details of the method and the motivation of its use in the study are also debated. The chapter includes the following points: research participants and research instruments and methods.

### **3.2. Research participants**

The participants of this survey were both teachers and students. The aim of the survey was to find, understand, and analyze the attitudes of the teachers and the students, regarding the bullying phenomenon that takes place in the classroom.

Therefore, the survey is divided into two separate sub-survey. Initially, the survey was conducted with the participation of students, within the two chosen schools, and the other survey with English teachers from both schools. The sample consists of a Case Study, research that will be completed by the students of these schools.

1. 45 students of Primary school "Gjon Serreçi", Ferizaj
2. 45 students from High school "Kuvendi I Arberit", Ferizaj.
3. And 4 questionnaires for the teachers of English Language (two teachers from each school)

Sample size: 94 participants (or more)

Methods: Descriptive-Analytical, Descriptive-Explicative, Comparative.

Techniques: Survey

The survey will be used to examine the existence of bullying during English language classes in two of the chosen schools, students' and teachers' opinions, and their approaches concerning the issue.

Hence, all of the participants of this survey by giving their honest opinions about the subject will have an important contribution to completing this paper.

### **3.3. Research questions**

Research question 1: *Is bullying present in English language classrooms in the chosen primary and secondary schools in Ferizaj?*

Research question 2: *What types of bullying are students experiencing?*

Research question 3: *Where is more noticeable this phenomenon, whether is between primary or secondary English language students?*

Research question 4: *What are the effects of bullying on the student's performance in the English language?*

Research question 5: *What are the classroom management strategies used by the teachers against this phenomenon?*

These questions will be addressed once more in the conclusion section and discussed in correlation with the study's results.

### **3.4. Research instruments and methods**

The main methods used in this research are the descriptive, analytical, and comparative methods. The survey sheet examines and provides data from students and English language teachers regarding bullying in English classrooms in Ferizaj.

Students were informed about what bullying is with some definitions at the beginning of the paper, considering that there might be students that do not know its meaning. Also, some explanations were given on how to fill out the survey, and the purpose of the study.

The first part of the survey included questions regarding general information, such as age and level of school. The following part continued with questions regarding their knowledge and their experiences with bullying in the classroom. Where they had Yes/No questions, and questions to choose one or more of the given alternatives, also, there were questions that asked them to write

their own opinions. For the sake of facilitating the completion of the paper, considering that some of the students might not have satisfactory English language knowledge the questionnaire was held in the Albanian language.

Furthermore, the teacher's questionnaire also included an explanation of the purpose of the study. Then, they were asked about their demographic data, like gender and the school level they teach. The teacher's survey provided data based on their opinions and experiences with bullying situations during their teaching. The questions were focused on the teacher's knowledge of bullying, their methods of resolving these situations, and so on. They also had Yes/No questions, to choose between some given alternatives and questions to respond to by themselves. Both of the surveys were held anonymously.

Mainly, the data collection instruments used in the study were questionnaires. They were chosen, as they stimulate reliable data and save time and they can reach several respondents. However, the data gathered by the case study from the survey will be analyzed qualitatively, in several phases: introduction of data, details of the data with percentages, tables, charts, and graphs.



## **IV. Presentation of Data Analysis**

Learning a new language among other things encourages students to a better understanding of cultures, expands their cognitive ability, and prepares them for the future by providing chances for studying and career opportunities.

This research has the potential to make a significant contribution to addressing effectively the problem of school violence, as well as the impacts of bullying in the EFL classroom. Studies have shown that the phenomenon of bullying is a challenge for schools all over the world, even though situations of violence differ from school to school due to numerous factors.

As this study is specifically dealing with the bullying that happens inside the English language classroom, it will contribute to the recognition of the bullying in the classroom, and also will analyze the challenges and the consequences that this type of behavior has on the victims of bullying. The questions were created to understand and find the best ways in being informed about the current situation inside the English language classes in Ferizaj.

The data collected from the survey research were analyzed at a qualitative level. And they were analyzed and interpreted textually and visually presented through tables and graphs.

### **4.1. Presentation and analysis of the student's questionnaire**

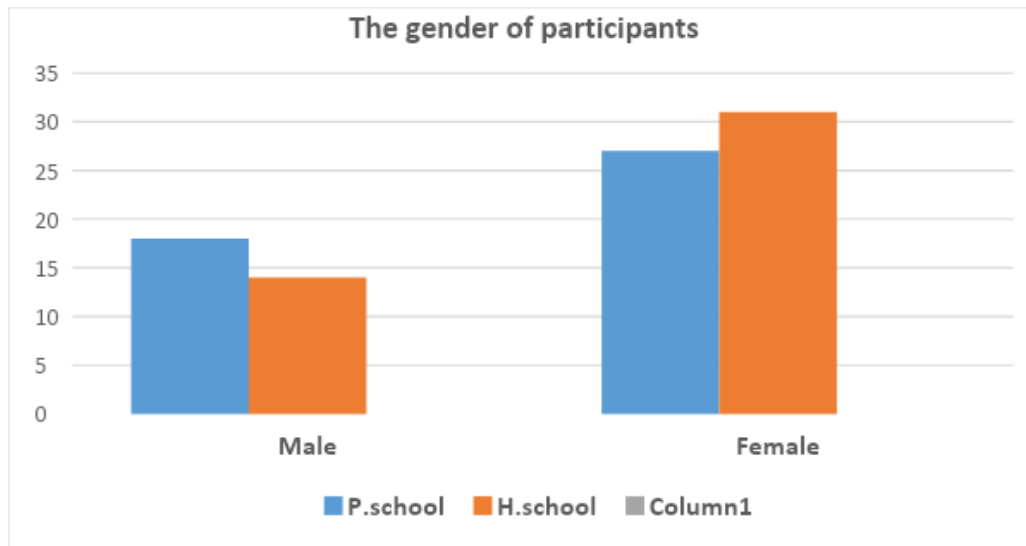
Participants of the study were ninety students, forty-five students from primary school “Gjon Serreçi” and forty-five from high school “Kuvendi I Arberit”.

Then they were divided as follows:

- fifteen students involving the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades from primary school and
- Fifteen students involved in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of high school.

The main reason they were chosen was based on that they already had sufficient knowledge of the studied topic, and they would be able to recognize these behaviors. Also, to come up with differences in opinions and experiences between the two levels in gathering information about the purpose of the research.

Participants of the study according to their gender:



*Fig.1 Participants' gender shown with graphics.*

As the graphics show the majority of the students surveyed were female. 27 girls from primary school and 31 from high school. Whereas, among the boys that participated in the study were 18 from primary school and 14 from high school. It is important to mention that the students were chosen randomly, mostly those that volunteered to respond because there were only fifteen survey papers for a class.

The questionnaire was held in the Albanian language, in order to facilitate completing the paper easily, considering that some students do not understand the English language. At the beginning of the paper, students were first informed about what bullying is, then some information on how to fill the questionnaire was given. The first part of the questionnaire included a few questions regarding their demographic background. Then, the main part focuses on questions about bullying in general, and bullying during English language class. Students' understanding, opinions, and challenges with bullying.

Students were cooperative and responded to almost all the given questions, although some of them made some mistakes along the way. This may have happened because of their lack of knowledge of what bullying is! For example, they answered that they have not been bullied, later, they explained the ways they experienced bullying. Then, most of the students also

neglected parts of questions that asked them to write their personal opinions on the topic or give further explanations and so on.

In this section are present the detailed data, collected from the questionnaires held at the primary school “Gjon Serreçi” and the high school “Kuvendi I Arberit”. And the results are as follows:

**1. “Have you ever heard about the term “bullying”?”**

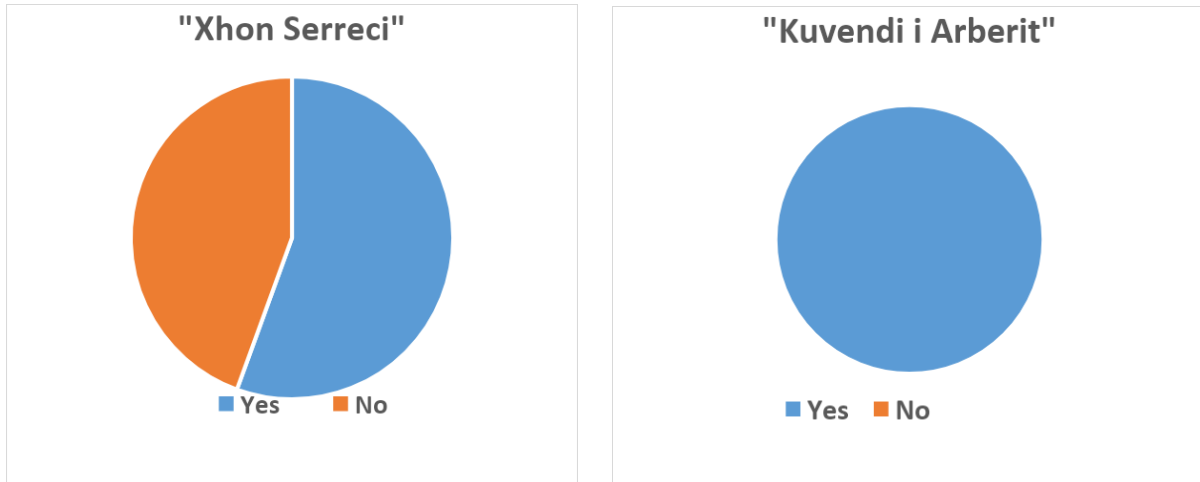


Figure 2. The primary and high school results on their knowledge about bullying showed in the charts.

Initially, the students were asked if they had heard about bullying, and the majority of the students were mostly positive. Although, there were few of them who answered “No”, meaning they have not heard about bullying. Among 56% of primary school participants answered “Yes”, and 44% of them answered “No”. Whereas, in high school, all of the students answered “Yes” on being informed about bullying. As the chart showed, there is a huge difference in the knowledge of bullying among primary and high school students. This will be discussed later in the conclusion chapter as the main reason for leading students to engage in bullying.

**2. “Where have you heard about bullying?”**

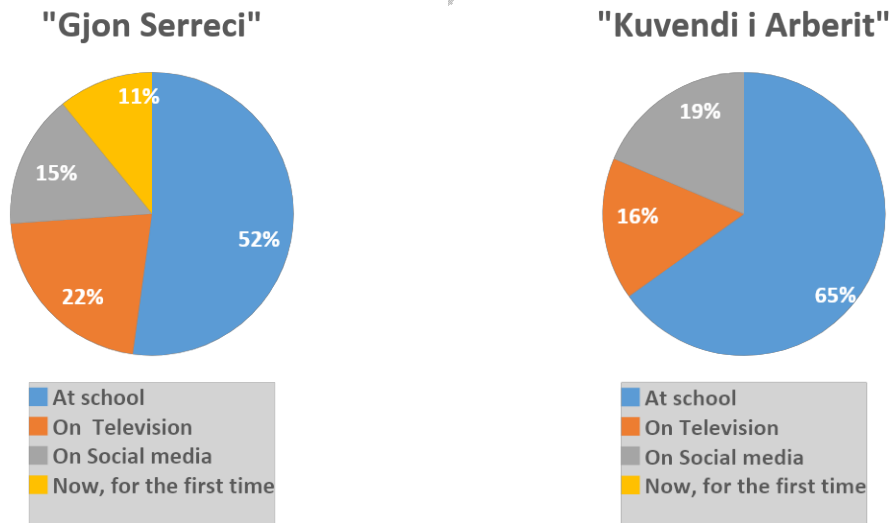


Figure 3. Students' answers on where they have heard about bullying were given with percentages.

The majority of the answers from both school levels (primary and secondary) were that **"they learned about bullying at school"** (52% of primary school and 65% of secondary school). Then, the next option mostly chosen by them was **"On Television"** chosen by (22% of primary school and 16% of secondary students) and last but not least was the option **"Social media"** chosen by (15% of primary students and 19% from high school students).

Although in the survey other alternatives such as, **"I have read a book about it"** or **"I have heard about bullying at home"** alternative were given, and considering that they had the opportunity to choose more than one option, none of them chose these two options!

Moreover, it was also a bit surprising to find that there were also students that answered after hearing for the first time about bullying, at the time the survey was held. This was obvious only among primary school students, where 11% of students chose this alternative.

**3. "Have you ever been bullied in your English language classroom?"**

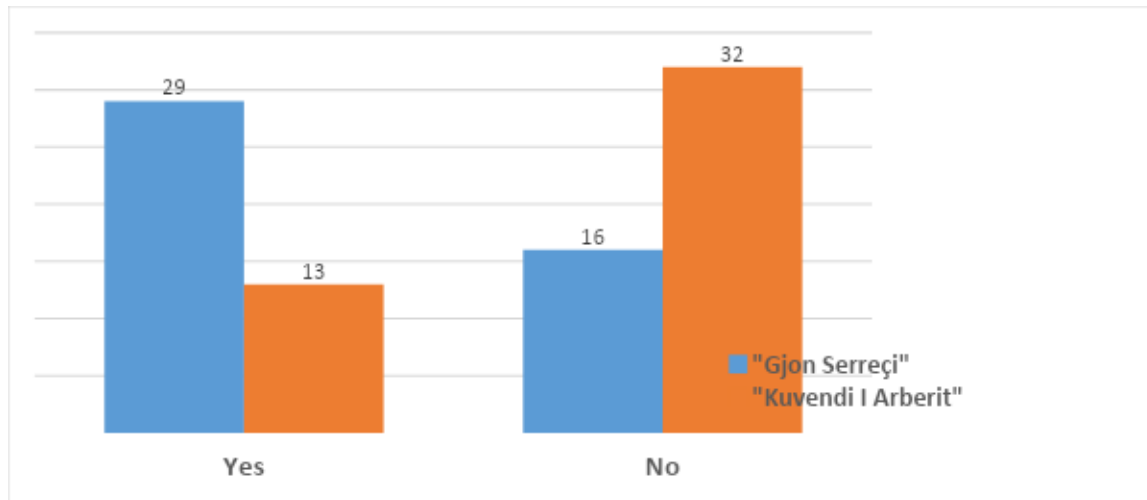


Figure 4. Students answer if they have ever been bullied in an English language classroom.

Further on, the main question of this survey, was to find out if the students of the two chosen schools were experiencing bullying during English Language class. The results show that a large number of the students from both levels answered “yes”, and that they have experienced bullying during class. Still, primary school students dominate in having been bullied during the English language classes, more than secondary level students. Statistically, there were 29 students from primary school who answered “Yes”, and 16 of them said “No” whereas, from high school students 13 students answered “Yes” and 32 of them answered “No”.

It is important to mention that this question was the case mentioned earlier where students even though they answered "No", that they have not been bullied in the English language, in the following questions they have described the forms in which they were bullied by their classmates in the classroom. From this fact, it can be concluded that these particular students may have chosen the answer “No” without basic knowledge about what bullying is.

**4. “Have you ever experienced any of these incidents during the class?”**

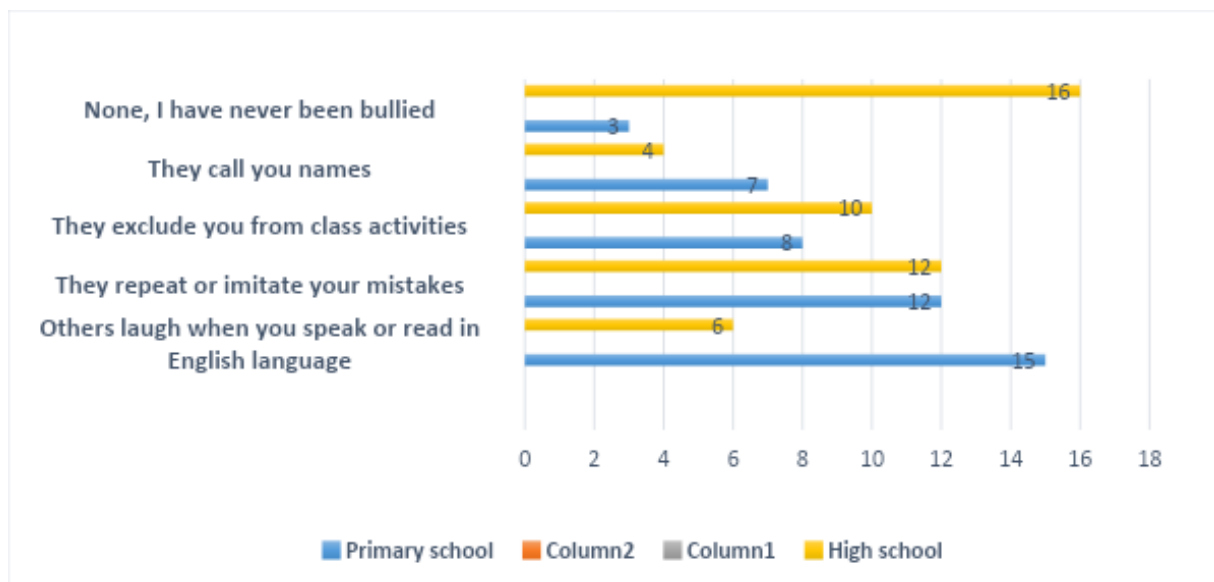


Figure 5. The ways in which students have been bullied in English classrooms.

Participants of the study then were asked about the ways they have been mostly harassed during the class. And among the options given, the most chosen by them were **“My classmates laugh when I speak or read in English”** chosen by 33% of primary students and 13% of high sch. students. Followed by the next option **“Others repeat or imitate my mistakes”** was chosen by 27% of primary school students, and 25% of high school students. Moreover, there were students that accepted that they were being **“Excluded from the class activities”**, and that no one wants to work with them, chosen by 18% of primary sch. and 21% of high school students. Among other options chosen by them was also that during English classes **“They are being called names”**, chosen by 15% of primary students and 8% of high school students. However, there were few students that chose the option **“None, I have never been bullied”**, meaning that they have never experienced any of the incidents, and this option was chosen by 37% of students of primary school and 33% of high school students.

##### 5. *“How does being bullied make you feel?”*

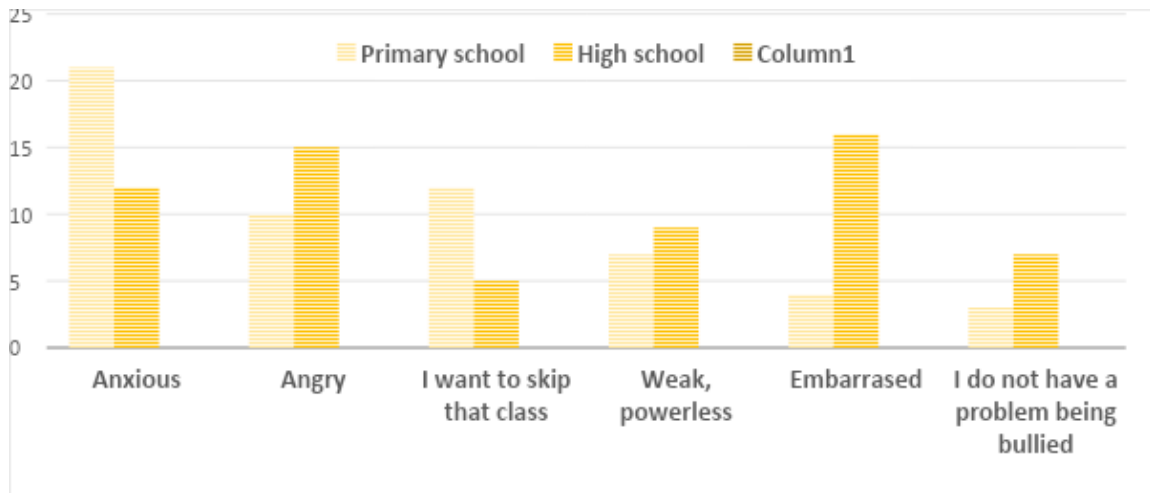


Figure 6. Students express their feelings about being bullied.

On a question asking the students about “How do they feel when someone bullies them”, “**Anxious**” was the option that the majority (21 students) of primary student responses chose whereas among high school students it was chosen by 12 them. The next option indicates that they feel “**Weak, powerless**” chosen by 7 primary students and 9 high school students. “**Embarrassed**” was the following answer chosen by 4 primary students and 16 students from high school. After that, “**Angry**” was the option chosen mostly by high school students (15 of them), whereas in primary school 10 students chose that answer. Moreover, there were students that admitted that they “**Would like to skip that class**” worried that they will be harassed by their classmates and the number of students answering this option was larger at primary school, chosen by 12 students, whereas in high school it was chosen by only 5 students. Furthermore, 3 of the primary students and 7 high school students also answered that they “**do not have a problem being bullied**”, it is good to know that there are students that know how to deal with these situations, even though they may have not been sincere they answered this as a form of bragging.

6. “What is your reaction when someone bullies you”?

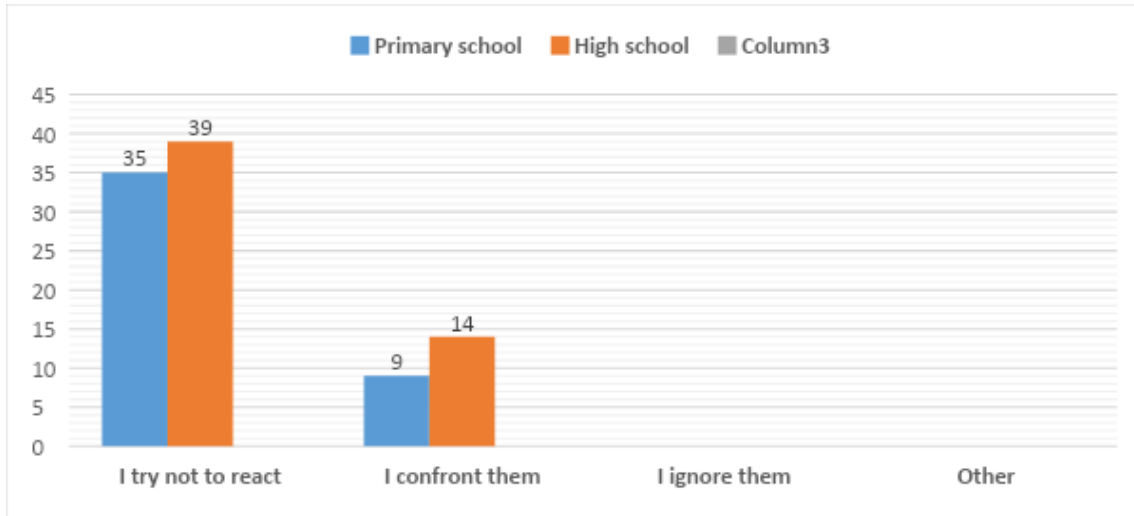


Figure 7. Students' responses on their reactions to being bullied.

When bullying occurs what comes next is the part where the students would have to react somehow. And for the purpose of finding it, in this question, I have been given only a few of the options, with the thought that they would write something different from my options, something that I have not considered. So, among their most chosen options were the first and the second one, **“I try not to react”** which was chosen by 35 students in primary school, and by 39 of them in high school. The other option chosen was **“I confront them”** which was chosen by only 9 students in primary school and by 14 students from high school. Whereas for the option **“Other”** a few of the students decided to write their own responses, their answers were mostly **“I stop talking to them”** and **“I no longer stay with them”**.

### 7. *“Have you complained to someone?”*

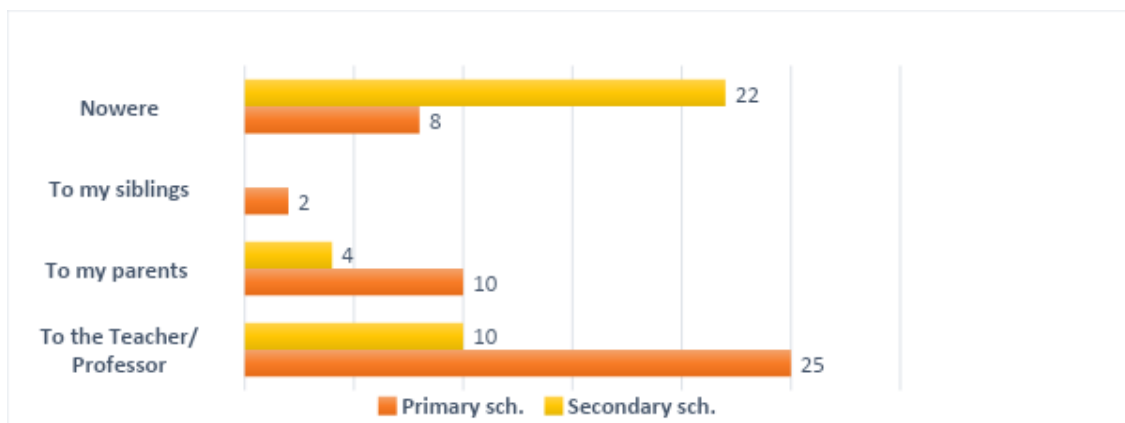


Figure 8. Students' responses on if they have done a complaint about being bullied somewhere.



On the question of whether they made a complaint somewhere about being harassed by their classmates, most of the students said that they did “**at their teacher**”, chosen by 25 primary students and 10 students in high school. Then, 10 primary students and 4 high school students said that they made a complaint “**at their parents**”. Only 2 of the primary students answered that they did a complaint “**At their siblings**”. Meanwhile, there were students that did not complain about being bullied “**Nowhere**” at all. This was found to be more obvious at the high school students, where 22 of them chose this answer, among them 8 students were from primary school.

**8. “Did the harassment continue again after your complaint?”**

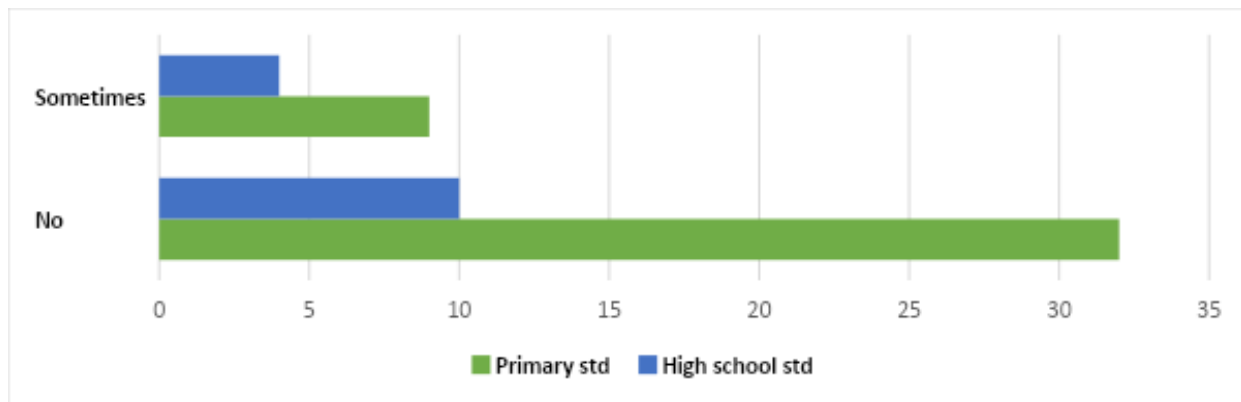


Figure 9. Students’ responses on, if the bullying continued again after the complaint.

Among the three options; Yes, No and Sometimes that were given, the most chosen by the students were “Sometimes” and “No”. Where 32 primary students answered that the harassment did not continue after their complaint, and 9 of them answered that “sometimes” they were bullied. Whereas, 10 high school students answered that bullying did not continue after their complaint, and only 4 of them answered that sometimes they are still being bullied.

**9. “Do you think that being bullied affects your learning anyway? If yes, how?”**

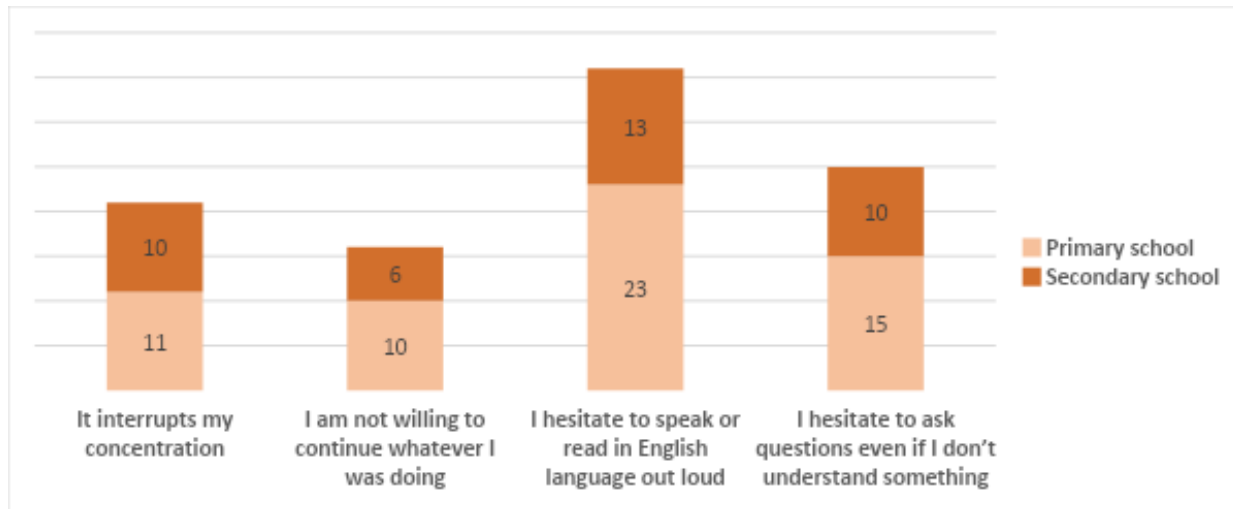


Figure 10. Students' responses to ways bullying affect their learning in the class.

When being asked “If being bullied during the class affects their learning somehow”, all of those that have accepted earlier that they were bullied, answered “yes”. And in responding to the ways bullying affects their learning, the most common answer by 23 students in primary school and 13 students in high school was that they “**Hesitate to read or speak in English out loud**”. Whereas, 15 primary students and 10 high school students admitted that they “**Hesitate to ask questions even if they do not understand something**”. Then, 11 primary students and 10 high school students said that being bullied “**Interrupts their concentration**” and 10 of primary std. and 6 of high school std. answered that as a cause of these situations “**They are not willing to continue whatever they were doing**”.

#### 10. “Who are usually the bullies”?

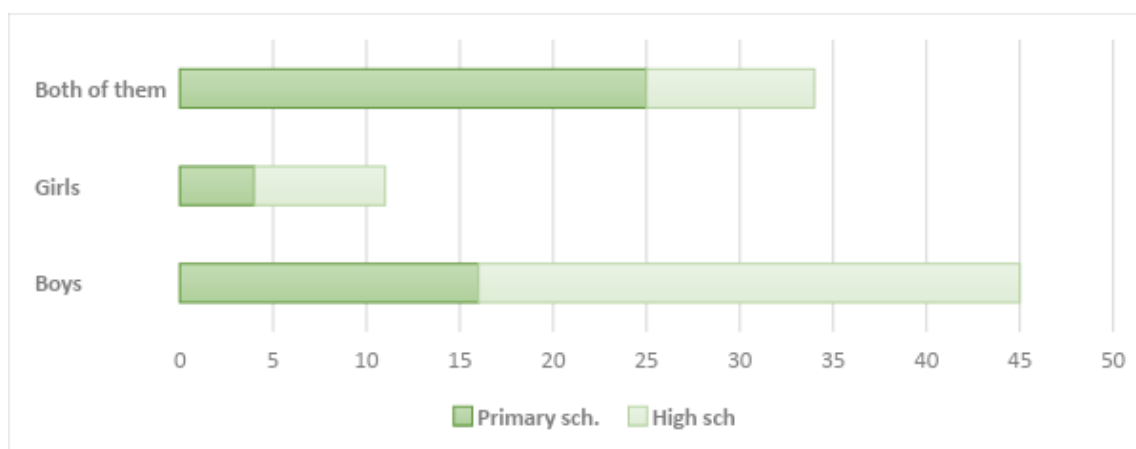


Figure 11. Students' answers on who are usually the bullies.

Later, the students were asked whether boys or girls are more involved in bullying others, and the majority of the answers at the primary school revealed that **“both of them”** (girls and boys) are involved in the same amount of bullying. With statistics, 25 students in primary and 9 students in high school chose **“Both of them”**. Whereas, 29 high school students and 16 of the primary school chose **“Boys”** and 4 primary school and 7 high school students chose **“Girls”** as the ones that bully the most.

**11. What do you do if someone else is being bullied in front of you?**

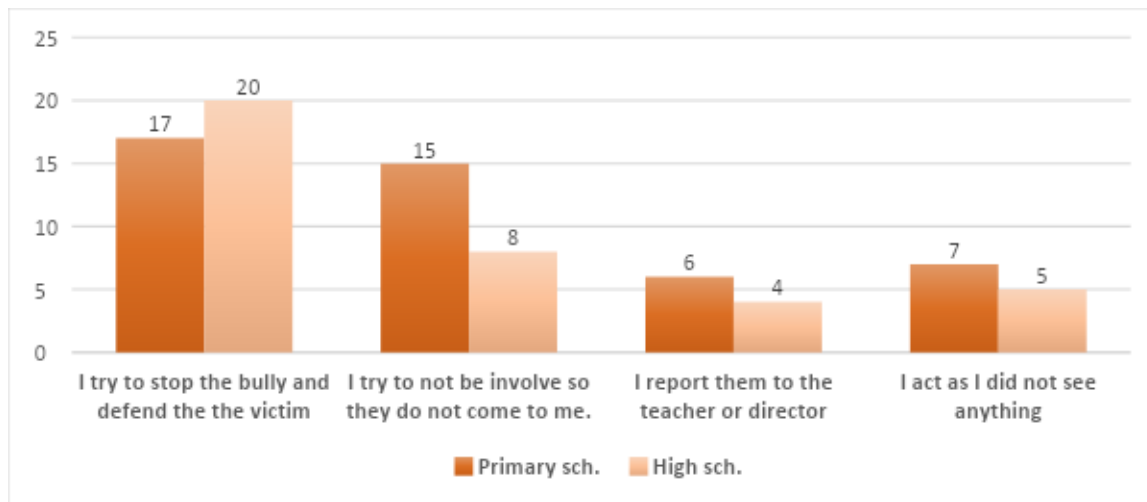


Figure 12. Students’ answers on what they do if someone is being bullied in front of them.

Later, on the question **“If someone else is being bullied in front of them what would you do”**, 17 students from primary school and 20 from high school answered that they would **“Try to stop the bully and defend the victim”**. Next, 15 students in primary and 8 of high school said that they would **“Try to not be involved so the bullies do not come to them”**. Then, 6 primary and 4 students of the high school answered that they **“Reported the bullies to the teacher or the school director”** and 7 primary students and 5 of the high school answered that they **“Act as if they did not see anything”**.

**12. “Have you ever bullied someone?”**

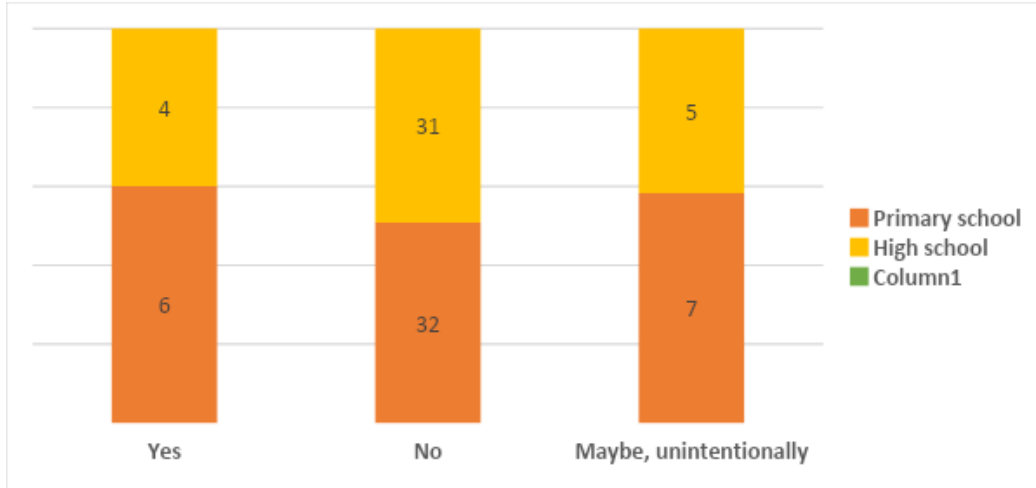


Figure 13. Students answer whether the students have ever bullied someone.

Students were also asked if they ever bullied someone, where 32 primary students and 31 of the high school students answered “No”, while 6 of primary and 4 secondary students answered “Yes” that they had bullied others. Whereas, 7 primary students and 5 secondary students said that they “**May have bullied someone unintentionally**”.

### 13. “How does it feel to bully others?”

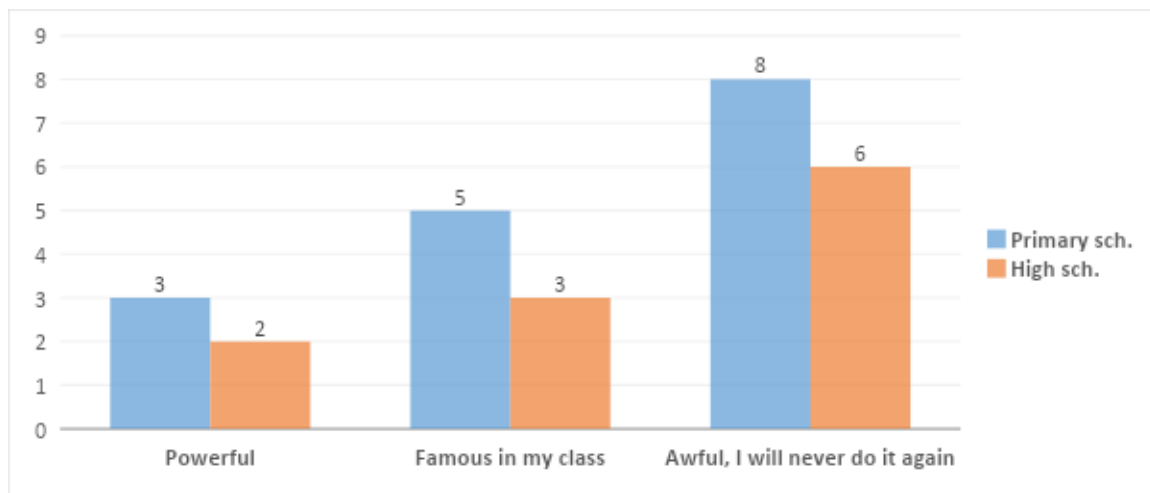


Figure 14. Students answered about how bullying others made them feel.

The question continued with another related question: if they did bully someone, how did it make them feel? On this question, 8 students from primary school and 6 from high school answered that it made them “**Horrible and that they would never try it again**”. But, there are also some answers showing that it made them feel “**Powerful**”, chosen from 3 in primary and 2 at high

school level. Others answered that bullying others “**Made them feel famous in their class**”, which was chosen by 5 students in primary and 3 in high school.

On the 14th question, all of the students were asked “*If they agree that bullying is an ugly act*”. And, fortunately, all of them agreed “**Yes**”.

For the last question, they had to write their own opinion about “*How they can protect themselves from being bullied*” and here are some of their answers:

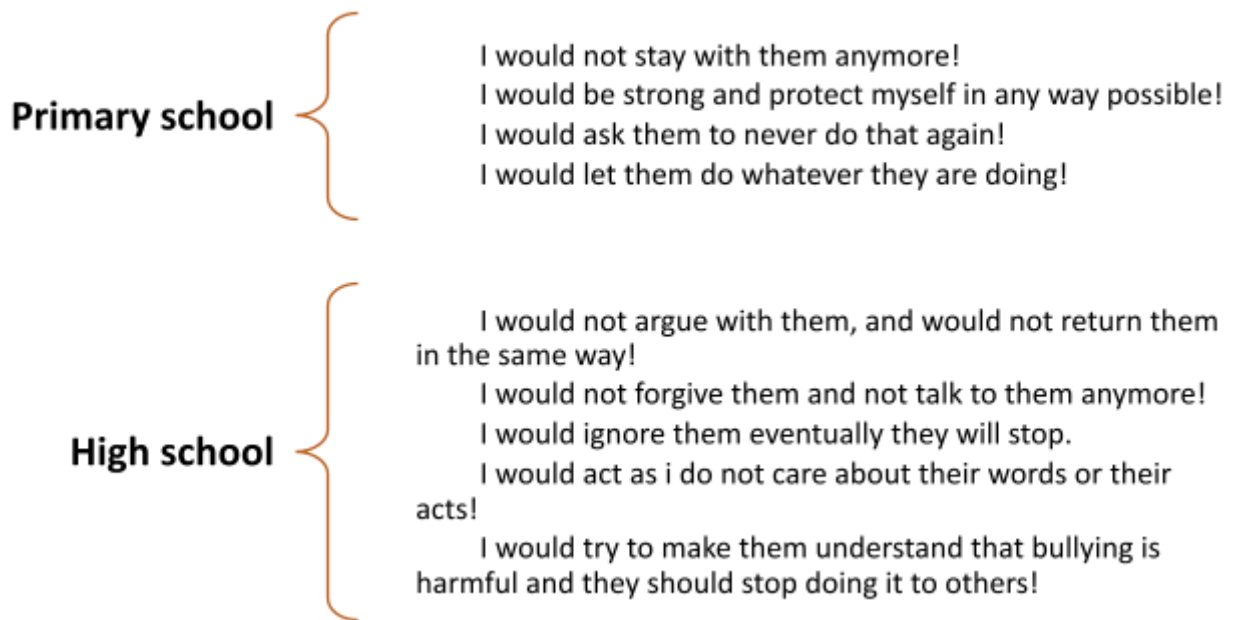


Figure 15. Students answer how they can protect themselves from being bullied.

## 4.2. Presentation and analysis of the teacher's questionnaires

As for the survey of English language teachers, it is important to mention again that there were only four questionnaires. Because part of the study were only two English language teachers from primary school and two others from high school. They had fifteen questions to answer, all of them regarding bullying in their classes, their experiences, attitudes, and their opinions. So, their data was easily gathered and analyzed. And, their answers are presented below:

### 1. "Are you familiar with the term "bullying"?"

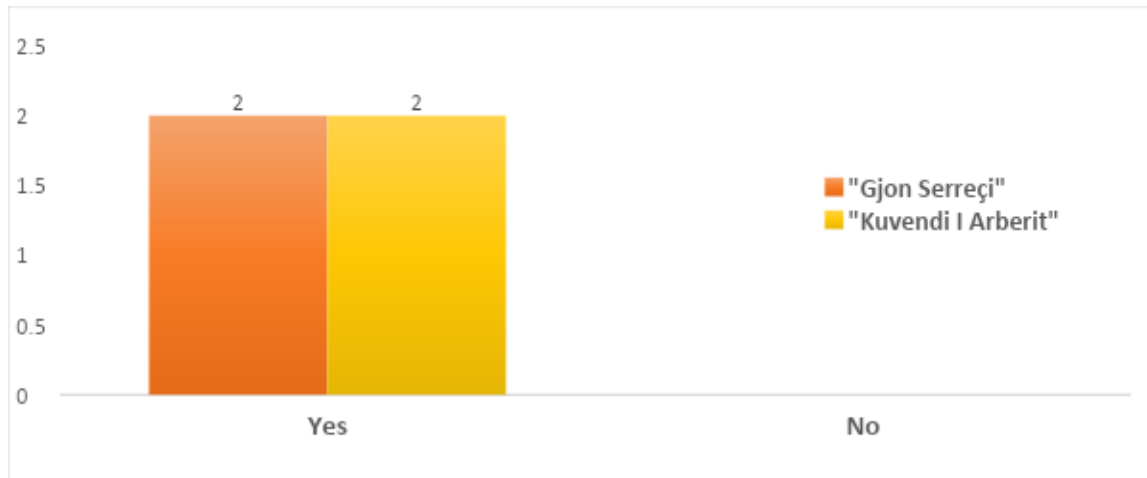


Figure 16. Teachers answer the question of whether they are familiar with the term "bullying"

On the first question, luckily all of the English language teachers from both school levels answered "Yes", that they are familiar with bullying.

### 2. Have you ever had any kind of bullying incident in your classroom?

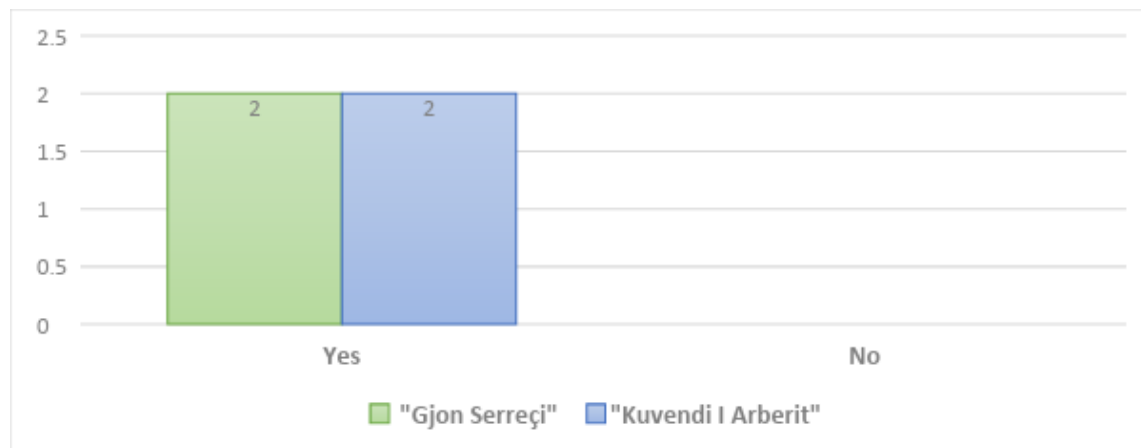


Figure 17. Teachers' answers on whether they have experienced bullying incidents during their classes.

Going further, teachers were asked if they have experienced bullying situations between the students in their classroom. And answers were, both the primary and high school teachers answered “Yes”, admitting that they have had bullying incidents in their classroom.

3. *What types of bullying have you noticed more frequently during your teaching?*

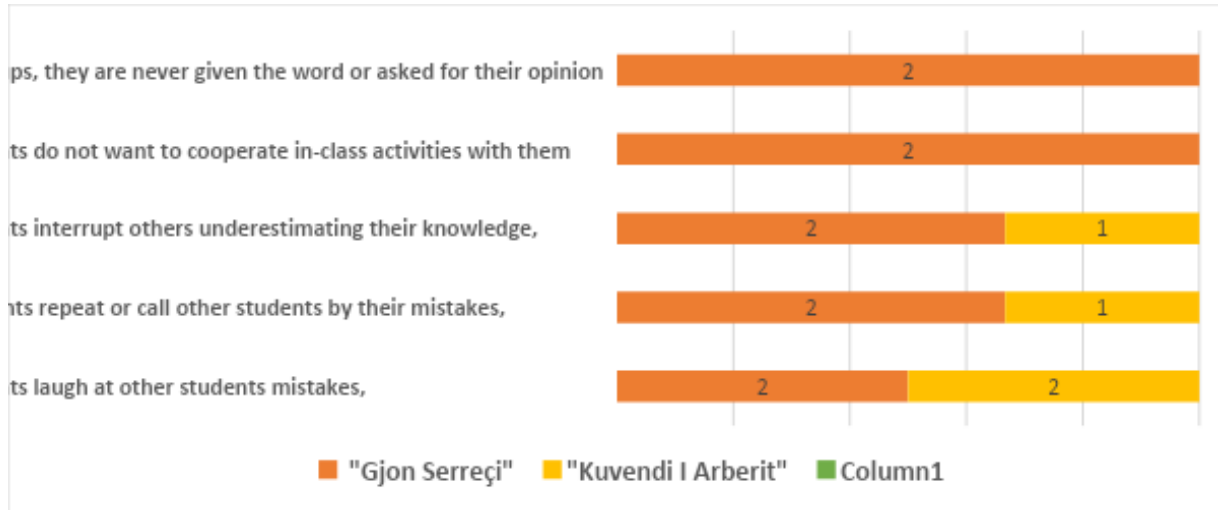


Figure 18. Teachers answer on what kind of bullying they have noticed more frequently during their teaching process.

Teachers on the following question were asked about the forms of bullying they have noticed more frequently among the students. Where teachers could choose more than one option, and their answers were: “*Students laugh at other students’ mistakes*”, which was the most noticeable choice by teachers from both schools. Then, “*Students repeat or call other students by their mistakes*”, was chosen by two of the teachers of primary school and one high school teacher. And “*Students interrupt others, underestimating their knowledge*”, chosen by two primary teachers, and one of the high school teachers. The next chosen option was “*Students do not want to cooperate in-class activities with them*” chosen by only the teachers of primary school. And lastly, the option “*In groups, they are never given the word or asked about their opinion*”, was also chosen by only two teachers of primary school.

Later on, when asked about:

4. *“Have you ever discussed bullying in your classroom?”*

All of the teachers answered “**Yes, I did**”, indicating that they at least once have talked to the students about bullying during their classes.

**5. Do the students know that they can count on you and trust you?**

One more time, all of the English teachers from both schools chose to answer “**Yes**” because they have made clear to the students that they can count on them for anything.

**6. “Have any of the bullied students ever complained to you?”**

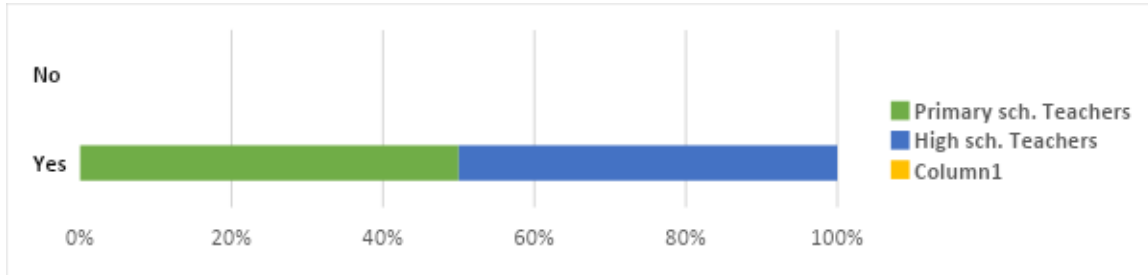


Figure 19. Teachers answer whether students have ever made a complaint about being bullied.

Further, teachers were asked if any of the students had ever complained to them about being bullied by someone in the classroom. One more time all of the English teachers accepted that they have had cases when the students have made complaints to them.

**7. What did the teachers do after the students’ complaint?**

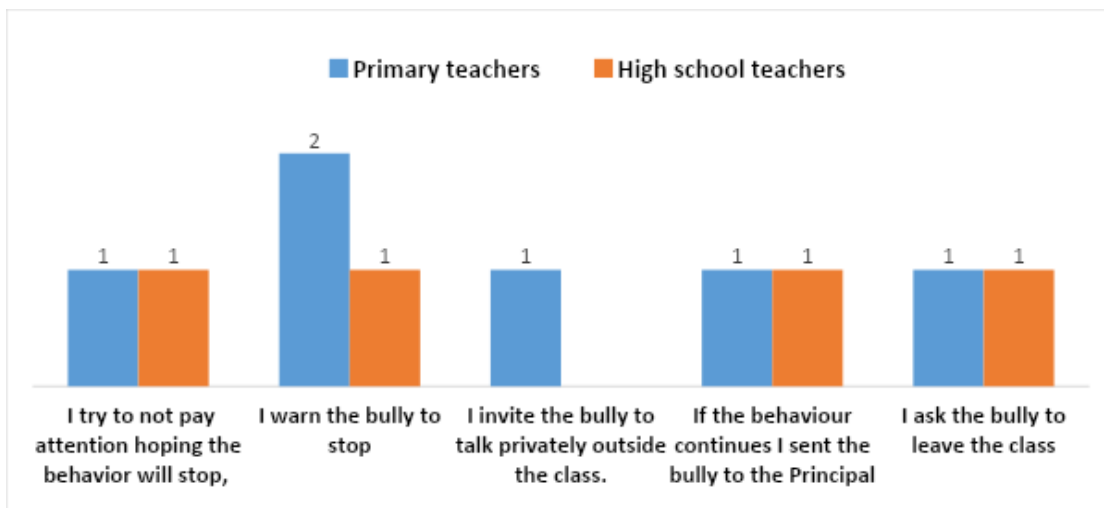


Figure 20. The teacher’s reaction to bullying complaints.

From the options given, teachers had again the opportunity to choose more than one option if they wished. Thus, one of the primary and one of the high school teachers chose “**I try to not**



*payattention hoping the behavior will stop*". Two teachers in primary and one in high school chose *"I warn the bully to stop"*. Next, only one of the primary teachers chose *"I invite the bully to talk privately outside the class"*. Furthermore, one teacher in primary and one in high school chose *"If the behavior continues I sent him to the principal"* also, one primary teacher and one from high school chose *"I ask the bully to leave the class"*. There was also the option *"Other"* hoping that teachers would give any other opinion which they did not!

8. *"Who are usually the bullies?"*

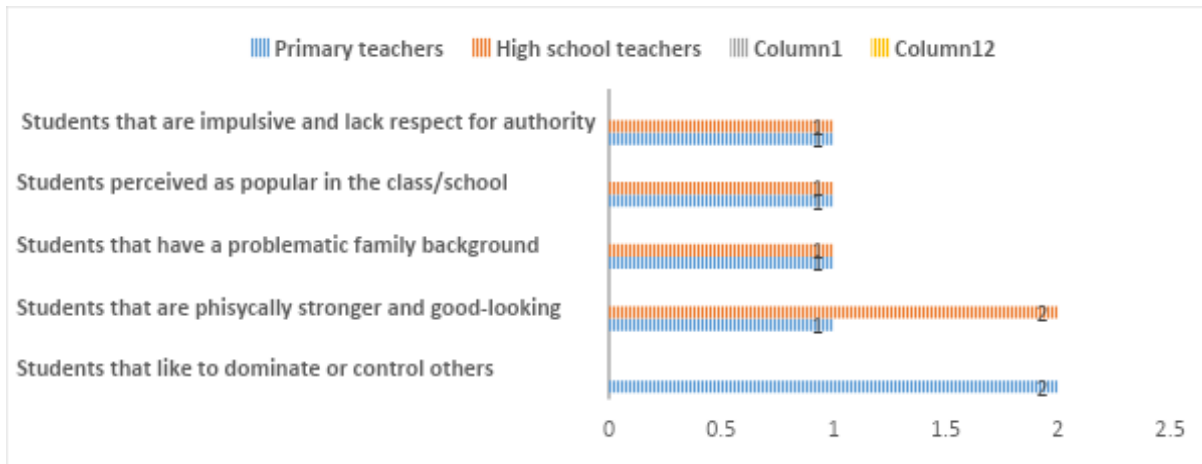


Figure 21. Teacher’s description of “bully” characteristics.

In addition, teachers were asked about the bully's characteristics like “Who are usually the bullies? And from all the options given these were chosen more often on the teacher’s part. *“Students who are impulsive and lack respect for authority”* was chosen by one primary school and by one high school teacher. Then, *“Students perceived as popular in the class”* was again chosen by one primary and a secondary school teacher. *“Students that like to dominate others”* was chosen by two primary teachers. The next option was *“Students that are physically stronger and good-looking,* chosen by one primary teacher and by two of the high school teachers. And finally *“Students that have a problematic family background”* was chosen by one primary and one of the high school teachers.

From the statistics about who are the ones that like to bully others, in primary school, it was most obvious to be the ones that like to dominate others, whereas at high school were the ones that are physically stronger and good-looking in comparison to other students.

9. *“Who is usually the victim, the target of a bully?”*



Figure 22. Teacher’s description of characteristics of the victim of a bully.

Then, the following question was about the victim, who they think is usually the target of the bully. And the answers given by the teachers were as follows: two of the high school teachers chose *“Students that are perceived as different”*. *“Students that are socially distanced”* was chosen by one of the primary and one of the high school teachers. *“Vulnerable ones”* was chosen by only one primary school teacher. *“Students who lack physical appearance ”* were chosen by two of the high school teachers and one of the primary. And only one of the high school teachers chose, *“Students who have an insecure personality”*.

10. *“How do the other students react to bullying situations”?*

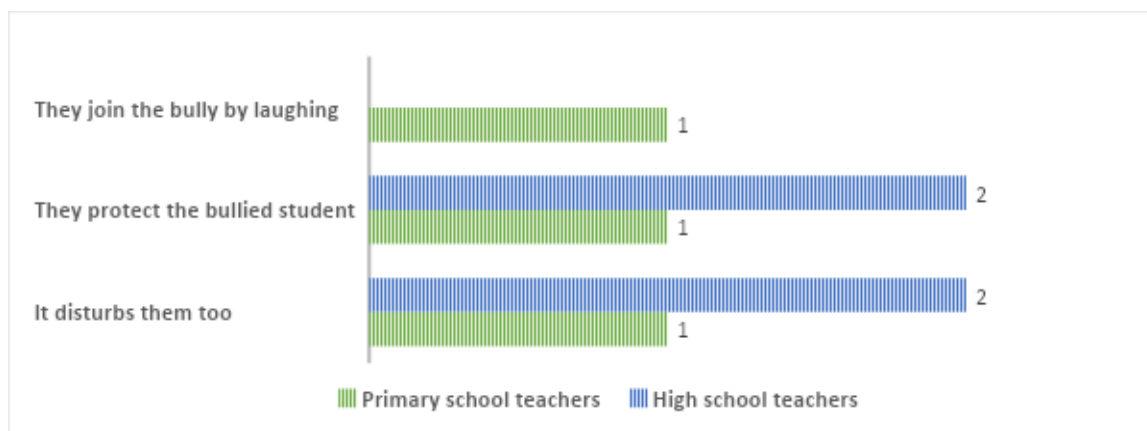


Figure 23. Teachers explain other students’ reactions to bullying situations.

Teachers had also a question about the other student’s reactions to bullying situations during class. When any of their classmates is being harassed if they react somehow or they do not react at all.

And one of the primary teachers admitted that when dealing with these situations “*Other students join the bully by laughing*”. Two of the primary school teachers and one of the high school teachers chose “*It disturbs them too*”, and again two of the primary and one teacher of the high school answered that when bullying occurs “*The class protects the bullied student*”.

**11. “Based on your experience, what are some of the consequences that students experience in wanting to learn English?”**

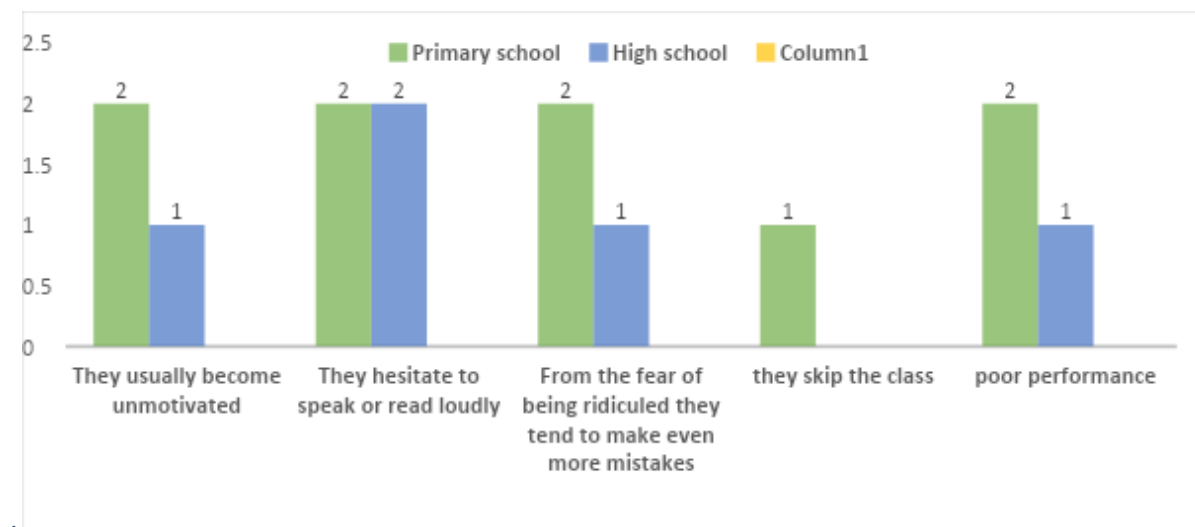


Figure 24. The effects of bullying on students' learning progress.

Based on their experience teachers were asked about the negative effects of bullying that the students suffer in wanting to learn the English language. And their answers were as follows, two of the primary and high school teachers chose “*They hesitate to speak or read loudly*”. Then, two of the primary teachers and one high school teacher chose “*Students become unmotivated*”. Moreover, two primaries and one high school teacher chose that “*They tend to make more mistakes from the fear of being ridiculed*”. Then, one high school teacher and two primary school teachers chose “*Poor performance*”, and lastly only one primary teacher chose “*They skip the class*”. They also had the option “other” if they would like to write something different from the options, but it was not used by them.

**11. What are the main reasons students bully?**

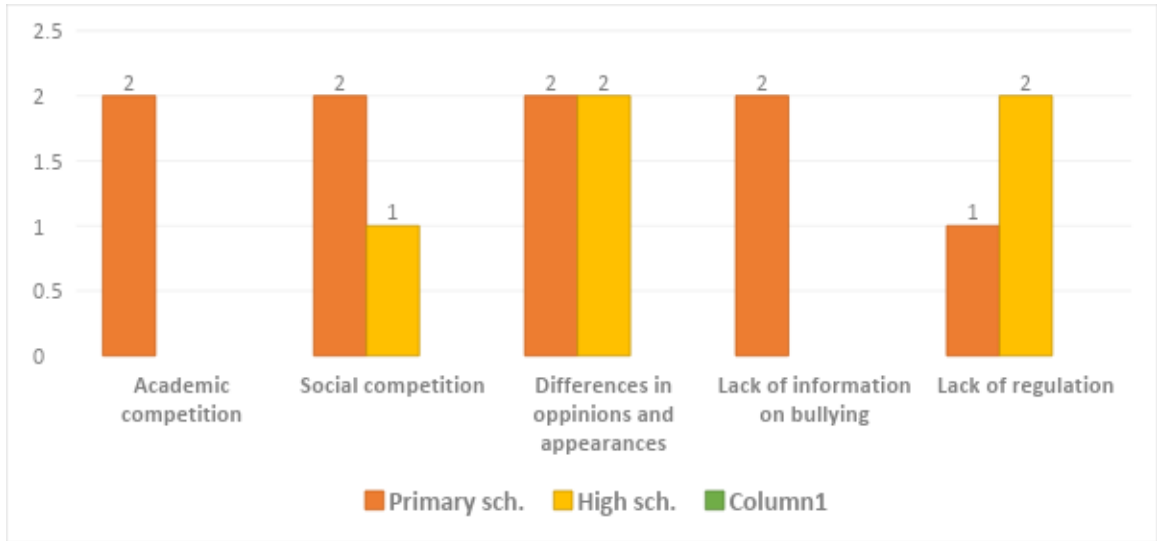


Figure 25. Teachers explain the main reasons students bully.

Further, teachers were asked about most of the reasons students bully others. Where two of the primary teachers said that students bully as a reason for being in the “*Academic competition*”. All of the primary and high school teachers chose “*Differences in opinions and appearances*” as another reason for bullying. Then, two of the primary and one of the high school teachers also answered “*Social competition*”. Only two of the primary teachers chose the reason to be the “*Lack of information on bullying*”. And lastly, one high school teacher and two primary teachers said that among the other reasons students bully is the matter of “*Lack of regulation*”.

**12. Have you ever noticed any changes in the bullied student’s behavior?”**

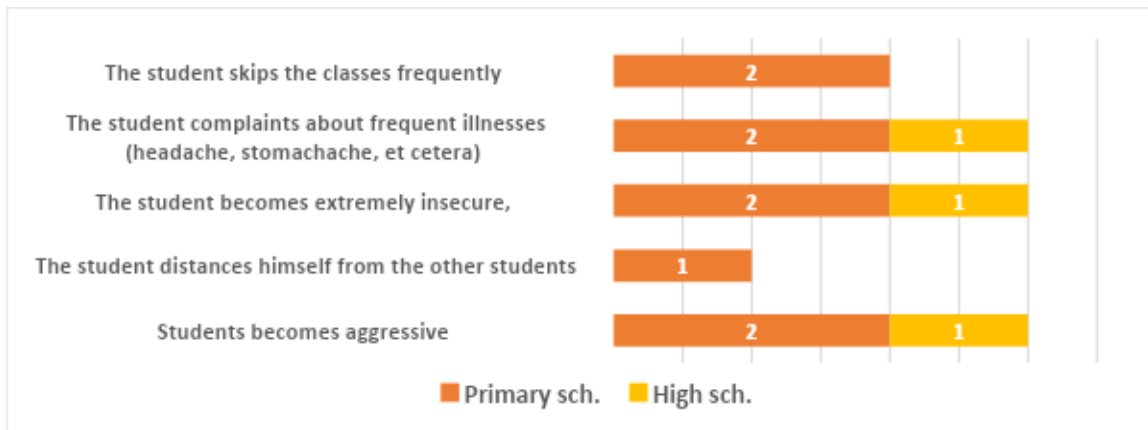


Figure 26. Teachers describe the changed behaviors of the bullied students.

Moreover, they were asked if they had noticed any changes in the students who experiences bullying very often during classes, and teachers chose these options. The two primary teachers and one from the high school chose that the “**student becomes aggressive**”, then, one of the primary teachers chose “**student distances himself from the other students**”. Next, “**The student becomes extremely insecure**” was chosen by two primaries and one high school teacher. Once more two of the primary teachers and one from high school chose “**The student complains frequently about illnesses (headache, stomachache, etc)**”. And, “**Students skip the classes frequently**” was chosen by two of the primary teachers.

**13. “Based on your experience, in which year students are most involved in bullying?”**

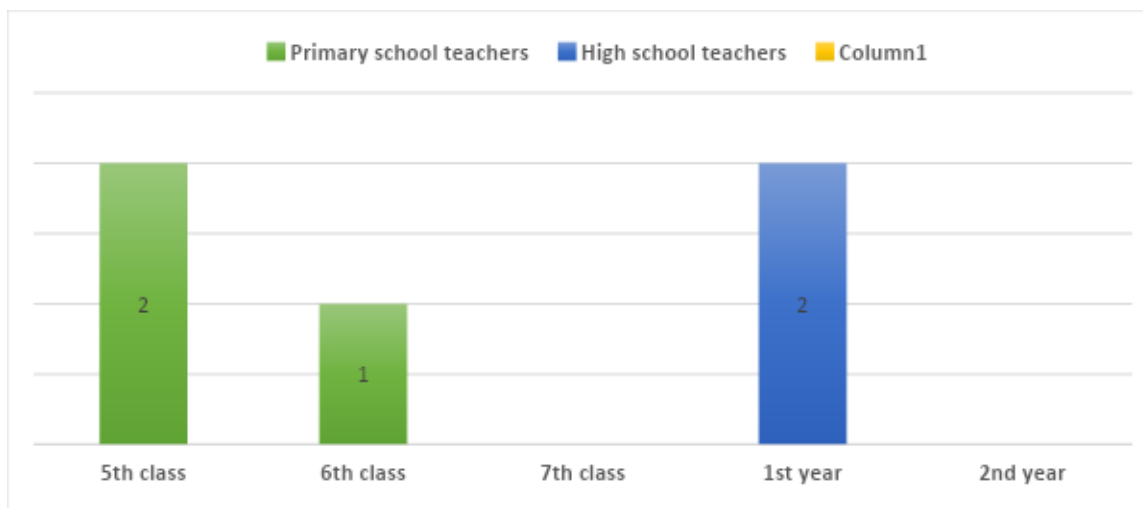


Figure 27. Teachers’ opinions about which of the school years are more involved in bullying .

In addition, teachers were asked about the year that students were the most involved in bullying. Where, two of the primary school teachers answered, the “**5<sup>th</sup> grade**” and one of them chose the **6<sup>th</sup> grade**. Whereas, whereas at the high school teachers chose the **1<sup>st</sup> year** as the one where students are more involved in bullying.

**15. “As an educator, what can you do to prevent bullying in your class?”**

Finally, teachers were also asked about what they can do to prevent bullying in their classes and their answers were:

1<sup>st</sup> primary teacher: As an educator, teachers must talk about what bullying is and how to stand up to it safely. To tell the students that bullying is very bad and unacceptable behavior.

2<sup>nd</sup> primary teacher: Creating a safe atmosphere in the class for students, showing its consequences and that bullying is not allowed during the class.

1<sup>st</sup> high school teacher: Giving the students more literature about bullying, and trying to create a more social climate in the classroom.

2<sup>nd</sup> high school teacher: I would explain to them what exactly bullying is, and I would try to create a learning atmosphere where all the students would feel free to express themselves and learn the language, without hesitation.

## **V. Conclusions and Recommendations**

The process of learning a second language may not be easy and fun for all students, since they understand and process data differently. While some students may find pleasure in learning a new language, others may get anxious at the same time. At the very beginning, most of the students show enthusiasm in wanting to learn a language but it is somehow difficult to maintain that enthusiasm when their classmates or teacher makes fun of them when they start practicing the language. This way from the fear of being ridiculed by classmates, the classroom becomes a source of anxiety, thus damaging the way they accept and process input. And just as different students learn in different ways, they also differ in the ways they perceive and react to situations they are confronted with.

A series of questionnaires administered to 90 students, and their English language teachers revealed in general a lack of information on bullying and its consequences, the presence of bullying in more than one form, different reasons leading to bullying in class, and a lack of proper attention and inappropriate strategies used by the teachers.

As mentioned above, teachers sometimes fail to recognize bullying situations and to react on time, and this neglect leads to greater chances of bullying during the learning process. Although, many times bullying can go unnoticed in the classroom because some students are unaware that their comments or body language fall under the category of bullying too. The possibility of being

bullied in a foreign language classroom is quite high because students are learning and practicing a new language, hence mistakes are inevitable creating situations that leave space for bullying incidents. Even though teachers in their ways try to prevent bullying during the learning process, it is still obvious that it is harming the students' academic achievement and performance in the English language.

## **5.1. Conclusions**

The main research questions that this study is focused on are, finding if bullying is present in the English Language classes in one of the primary and secondary schools in Ferizaj; whether bullying is more evident in elementary school or secondary level; The main research questions that this study is focused on are, finding if bullying is present in the English Language classes in one of the primary and secondary schools in Ferizaj; whether bullying is more evident in elementary school or secondary level; analyzing the impact of bullying on students and the reaction of students and teachers to these behaviors.

From time to time students are inclined to inappropriate behaviors and it can be difficult to understand all cases of violence in large groups, where each individual has a different social background. Since students can have different misunderstandings, not all of them can be considered a result of bullying. However, it's important to understand that bullying can also quickly escalate into both verbal and physical violence. According to studies, bullying can begin in the classroom with a simple joke or remark from a peer, which can then be used as justification to escalate the conflict outside. Or the opposite, the conflict begins outside and is brought to the class where all they can do during the class is harassment in a different form.

It has been discovered that bullying occurs at both researched schools, although it is more prevalent among primary school students while exploring with a focus on the English language class. Considering all the existing types of bullying it can be said that bullying during class is somehow limited, only a few of the bullying forms can be applied without drawing the teacher's attention. This way, the most evident forms of bullying that students are experiencing during the learning process are the verbal and social form of bullying. Meaning, that students are

experiencing pressure, provocations, and psychological distress from their peers moreover, their reputation is being destroyed and they are being excluded.

Moreover, relating to engaging in the learning process of the English language, the student's major challenge appears to be the fear that something will go wrong and that their classmates will laugh at them.

The research findings show that incidents of bullying in English classes are much more evident at the primary level in comparison to the secondary level students. Moreover, the number of students admitting to having been bullied during English language class appears to be larger than it was found and shown in the graphs. This is due to the fact that some of the students (primary std.), even though they denied ever being bullied during the English language class, on the other questions they went on describing the forms in which they had experienced bullying. Thus, it can be concluded that the number is larger than it is presented on the graphs. It was also impossible to find the exact number because most of the questions had options where they could choose more than one option. Considering that among other things this might happen as a reason for either their carelessness in reading the question carefully or that they may have answered "No" without the necessary knowledge of what bullying is!

As mentioned above incidents of bullying in the classroom are more evident at young ages, and the study found that the scale of incidents decreases as they get older and learn to socialize. Therefore, it is believed that one of the primary causes of bullying behaviors is a lack of awareness at the primary school level because they are uninformed that their comments or deeds can hurt someone. Thus, the younger the students are the less they can imagine all the consequences that their behavior can lead to. Even the victim at that moment may laugh at the jokes done toward him, not being aware that he is being bullied. Even though at that time they are not aware they will subsequently feel uncomfortable participating in speaking or other activities in front of the class. As the "Framework of the Pre-University Education Curriculum of the Republic of Kosovo, 2011, f.38" states "The English language in Kosovo begins from the first grade and is taught until the last grade of the upper secondary school. In the first grade, this language is taught mainly through games, drawings, and songs, to continue with reading and writing in the other grades of the Curriculum. The English language, at the high school level, in



the last two levels of the curriculum, will be taught as a subject applied in other fields, especially in vocational education school”.

Initially, students learn the language through games, drawings, and songs, but gradually they move on to learning to write, read, and express themselves in English. And this is the point at which they begin receiving harassments by their peers, experience anxiety that affects their development, and lose interest in learning the language.

Through the study the lack of information on bullying was also revealed, when some of the primary students admitted to hearing about bullying on the day the questionnaire took place. Though the majority of their classmates answered on being informed about it at school! Again, it is difficult to understand how some students learn about bullying while others are completely unaware of this issue. It is also surprising their lack of knowledge, considering that nowadays children spend a considerable amount of time on social media and in front of the television, where social issues such as bullying are very frequently displayed. Moreover, the study shows that none of the students answered that they had learned about bullying in their homes. It is quite disturbing that their parents had never mentioned or explained to them what bullying is, knowing how expressed it is nowadays and how they should teach their children to protect themselves.

The data indicate that students are harassed by their classmates mainly through ridiculing, provoking, and social exclusion. In primary school, students admitted that the most frequent way of bullying is their friends laughing when they speak or read in English. This happens regardless if they did make mistakes or not, although in some cases it is just about making a mistake.

It was also found that almost the same amount of the students find it entertaining to imitate their mistakes or call them by their mistakes which were among the most obvious forms of bullying in high school too. Furthermore, the victims are also excluded, the majority of their peers do not want to work with them. This also happens because students, especially young ones, are prone to picking sides, and stay with the ones that are powerful or famous in the class, and when they do so, they must support everything they do, even if it is laughing with someone or excluding them from the group. The amount of bullying during class at high school is less expressed, where almost half of the students said that they have never been bullied. Maybe because they somehow

have learned to manage these situations and defend themselves, and also because their classmates also do not find these situations entertaining.

Studies have shown that bullying is emotional for the victim and the range of emotions a victim can feel at that moment is huge. The victim needs to be taken care of, comforted, and supported by the teacher or their friends when bullying happens. Even though they might have learned to hide it, or laugh too at that moment, on the inside they are feeling very bad.

During this research, it was noticed that high students that have been bullied in front of their classmates admitted to having felt in general anxious, vulnerable, afraid, less confident, and reluctant to attend class or engage in the learning process. Also, the difference in the way students cope with these feelings is huge, whereas among high school students it is more evident for them to feel embarrassed and angry when experiencing bullying during the learning process. Angry about how they are treated, and ashamed about the way they appear in the eyes of others. Whereas primary school students have shown anxiety, weakness to defend themselves, and unwillingness to attend a school or that particular class. This is a huge concern that all the teachers and the parents must be aware of, in order to react and try to resolve it on time, without having further consequences. Moreover, it needs to be mentioned that there were also students, although a small number of them, who admitted to not having a problem when others laugh at them or mock them in any way. And it is good to know that there are students that know how to deal with these situations, even though they may have not been sincere and they have answered this way as a form of bragging.

The findings suggest that when encountering situations of bullying in the English language class, the majority of them accept provocations from bullies and choose to ignore the situation. This might happen with the hope that the bully will stop and maybe it will not happen again. There are only a few of them that admitted to confronting the bullies. That students do not react and somehow do not know to stand against bullies was proved also, where most of them answered that they would stop talking to the bullies, and ignore their provocations, also there were few that would try to make the bully understand their harmful behaviors. Hence, the victim may feel mistreated, hurt, or excluded from their peers, but do not know how to improve the situation.

They tend to be submissive and lack the confidence to say "No" or "Stop it. They may be unsure of the best way to respond to the bullying and are reluctant to retaliate (Ey & Spears, 2017).

Moreover, the statistics show that the majority of the students do not complain anywhere when being harassed and this is particularly obvious among high school students. Even though the data has shown that bullying is not that evident in high school, it is still concerning in primary school where students are being harassed in greater amounts.

Sometimes bullying can happen without being noticed by the teacher or others because there are different forms and the teacher should be more attentive in such cases. If the teacher did not notice and did not react on time, the bullying continued and the victim suffered the most. The statistics show that the majority of the primary students complained the most to the teacher, even though he had to observe these behaviors himself. Because students must be teased several times in order for them to react or tell the teacher, this has been observed mostly among high school students where students in order to not be ridiculed or considered weak and as the ones that cannot protect themselves often do not report these behaviors to the teacher. Whereas at the primary level among the reasons they do not complain are believed to be the thoughts that they will be considered a spy or weak in front of others, or because they are afraid it will make the bully angrier. As studies have shown that children who are victims of bullying usually do not inform their parents or school staff about their experiences fearing that their situation will get worse (Danuza, 2021). Only a few of them said that sometimes they complain to their parents or their siblings with the hope that they would be able to help them somehow.

As discussed above, sometimes children do not complain at all, with the hope that the teacher has seen everything and they expect that the teacher will react. The way teachers react to student complaints has a huge significance. As long as a child is aware that the teacher is protecting him and tries to improve the situation, then he does not lose the enthusiasm to engage in the learning process. In such cases, the student might even not be affected by the words and gestures of his peers at all, because he knows that he has the teacher by his side and will protect him. Teacher reacting leads to the reduction of such situations in the classroom. Although the study found that after the students made their complaints, in most of the cases the bullying was stopped or it happened very rarely.

Once more needs to be mentioned that this paper focuses on the bullying that happens only during the English language class, not the bullying around the school environment or among other classes, where other studies have suggested that high school students are the ones most involved in bullying.

How students relate their behavior to their attitude toward the English language depends on how they perceive bullying situations in the classroom. As mentioned earlier, students differ in the way they experience and react to these situations. Bullying, of course, prevents students from expressing themselves freely in a language that is not their own. The research findings show that among the main problems that students experience when wanting to learn the English language, it is speaking out loud in the EFL classroom. They get the most anxious over the fear of becoming a victim of bullying. Because verbal abusive situations are more likely to occur when students have poor language performance, the effect in the EFL learning process is the inhibition of speaking the English language in public and the conception of anxiousness and nervousness (Rodrigues & Reyes, and Canon, 2014). Therefore for some of the students, speaking in English is uncomfortable and stressful because they do not have the necessary oral skills or an accurate pronunciation for speaking out loud therefore, they feel afraid of committing mistakes.

The data found suggest that once being laughed at the students hesitate to engage again in presenting in front of the class or reading aloud or even expressing their opinion in the English language. And this is a form of bullying that for most the student results in hesitating to even continue or stop whatever they were doing.

Having been teased for mistakes done or even without reason sometimes leads the students to also, hesitate to ask about something they had not understood. So, they would allow something to pass and act as if they understood, just so the others would not laugh at their inability to understand that specific lesson.

From the fear of being harassed the majority of the students admitted to failing in focusing on the tasks. Moreover, their interest and motivation to learn decrease in huge amounts, this was found at both levels, but it is a bit more obvious at the primary level. Since students witness other classmates being bullied they believe that they will be the next ones to laugh at. As studies have

shown, students who frequently witness bullying may fear being bullied in the future (Shellard & Turner, 2004).

The majority of students believe that bullying inhibits their learning process as their psychological state is harmed, this way it affects their study habits, enthusiasm, and participation in classroom activities. Mehta et al. (2013) claimed that when students feel unsafe, and when they feel bullying takes place at their school they are likely to be less motivated to participate in school activities.

The same happens when bullying takes place in the classroom, this way causing a lack of social acceptance of victims by their classmates and resulting in negative impacts also in a student's attendance. When the victim feels alone, without someone to support them or even collaborate with them, they start skipping classes. Normally, these will result later in poor academic performance.

The study shows that generally both genders are involved in bullying during English class, although there is still a slight difference between the number of bullies among boys and girls. Even though the data shows the boys as the ones that bully more than girls during class, in general, other researchers have shown that girls like to participate in less observable or indirect forms of bullying through relational violence in relationships, e.g. ignoring, gossiping, deception, rejection, and exclusion, whereas boys are more likely to act in direct or observable forms of harassment, through physical violence (Athanasziades and Deliyani Kouimtzis, 2010; Bradshaw et al., 2008; Felix and McMahon, 2007). This suggests that girls might be the ones that employ harassment the most but they use it in a number of ways that are less likely to be observed by the teacher.

High school students displayed empathy for these situations when one of their peers was being bullied such that they would stand up for the victim and try to stop the perpetrator. This was also observed in the primary school, even though the number was almost the same as those who agreed that they would not be included, from the fear that the bully would go after them. Once again all of these would be different if the teacher would be a better observer. Moreover, if the situation continues for a long time, sometimes even the class is disturbed and they find a solution to help their friend by reporting to the teacher or school director.

Other students answered that as a way of helping the victim they would report them to the teacher or the director. At this point, it is believed that the students were not honest, especially the primary school students because if they were disturbed by these behaviors, and tried to help the victims majority of the time then the degree of bullying would not be so expressed among them.

When asked whether the students themselves have bullied someone and since the questionnaire was anonymous, they were able to answer "yes", but a large majority of them said "no". While fewer of them were sincere in admitting that they had abused someone at least once, again this was more evident at the primary level. Besides, some of them were not sure about it, if they have ever bullied someone or not, while considering that they may have done it unintentionally. And almost everyone agreed with the statement that bullying is a terrible act and should be stopped from happening in the classroom.

To those that claimed to have bullied others, overall they accepted that it made them feel horrible seeing others feel bad about their actions. But, there were also a few students who accepted that it made them feel famous and powerful, which was again more noticed among primary school students. Once more revealing their low capacity for empathy and their huge desire to show superiority among others.

“Teachers are in an influential position as educators and agents of socialization, helping to promote healthy relationships among students and prevent negative interactions” (Smith et al., 2004). And as such, their role is broader than just teaching and giving grades. Their responsibility is to create a safe and healthy environment in the classroom, that among other things protects students from being bullied. The teacher must not only identify and address bullying but also create a climate of respect and dignity in the classroom.

The success of teacher intervention has important implications for how students should receive effective support and how their confidence and sense of security could increase. Even though previous research has found that some teachers consider bullying to be a normative behavior that may help children to acquire social norms (Kochenderfer-Ladd et al, 2008) and find it unnecessary to intervene. In other cases, they do not intervene because they do not feel sympathy for the victim (Yoon et al, 2003). As a result, the students who have been victimized can be

discouraged from reporting bullying incidents in the future, and the students who observed the bullying can feel less motivated to intervene or ask for help (Huesmann et al., 1984; Burger et al. Something that was also discussed earlier among the reasons students student's do not complain.

As the study found, the teachers that participated were luckily all well informed on bullying, although a lack of reacting on time and the strategies they adapted in dealing with these situations were found not that effective. They have admitted to having discussed bullying at least once during their classes, this way informing the students about what bullying is, and its harmful consequences. Even though that appears to have not been enough for the students to understand or stop these behaviors. Because all of the English teachers confessed to having had bullying situations during their classes, and to have received bullying complaints from their students. As Watchs et al, 2019, stated: "Teachers are often present when bullying occurs and are often the first adult's student's contact. The data shows that since teachers have made clear to the students that they can count on them, students address the teachers as the first person that could help them after being bullied.

From the teacher's perspective, bullying or harassment in the classroom is quite common among students. Where among the most frequent forms of harassment are laughing at those who make mistakes while reading or speaking, then repeating their mistakes, or calling them the word in which they made a mistake, giving those nicknames. As well as interrupting them when they speak, perhaps because they are ignorant, they should not be listened to, this has been observed at both school levels. Then, at the elementary level, according to the teachers, it is more noticeable for students rejection to participate in class activities with some particular students. And even if they did, those students were treated as inferiors. They were ignored totally, not asked, and allowed to express their opinion in the group.

Teachers suggested that students bully for different reasons, ranging from academic and social competition, differences in thoughts or appearances, lack of knowledge on bullying, and lack of regulation. According to them, competition is what leads to gossiping, judging, saying bad things about that person, and so on. Being different often is also a cause to be bullied. Having a different opinion, appearance, and social background could also be a reason for being targeted. And the most obvious one among them is, making mistakes, which triggers others' teasing and

others' laughter at these comments. All these have been observed mainly in primary school classes, although in high school differences in opinion or appearance were found to be the main reason to bully others.

How teachers react to these behaviors is relevant to supporting a safe learning environment. Classroom management involves a range of actions by teachers that stimulate an efficient learning environment, such as disciplinary methods and behavioral management strategies (Everston and Harris, 1999), teaching strategies, and organizational structure (Larrivee, 2008). A study by Mishna (2004) found that teachers underestimate certain bullying behaviors, such as social exclusion, and fail to intervene when necessary. Teachers can react in many ways after an episode of bullying, including intervening, observing the situation, not intervening, ignoring, and trivializing the bullying (Rigby, 2014). As for this study, besides observing the situation the teachers' responses to these complaints were mostly, intervening by defending the victim, and trying to stop the bully in all the ways possible, from asking kindly, to warnings. Although it is normal that sometimes they can miss some actions happening during the learning process unintentionally.

Additionally, for some teachers ignoring the situation was also a response, with the hope that if they do not give the attention eventually, the bully will stop with the behavior. Previous studies have shown that if teachers ignore or trivialize bullying, or if students interpret teachers' lack of intervention as an implicit acceptance of bullying, it is more likely that aggressive behavior will increase (Huesmann et al., 1984; Burger et al., 2015; Wachs et al., 2016). Thus, the teacher's inability or choice to not react on time or to not react at all, for the students is interpreted as they are allowed to continue bullying others, that they are not doing something wrong. Considering that primary school students are being harassed in greater amounts during English class, it can be assumed that primary teachers are probably underestimating some bullying behaviors and failing to intervene on time.

Furthermore, none of the teachers admitted to having talked to the bully in private, which is suggested to be one of the most useful strategies when intervening during bullying during class. It is known that the bully always blames others and never takes responsibility for their behaviors, thus, through this talk the teacher can affect on making him understand and try to improve his



behaviors. Firstly, by not being upset with him, by giving him a chance to improve, and by encouraging him to treat others with respect. This might be successful because at that time he can be himself, he does not have the pressure of others watching him and waiting for his response. And when acting as most of the teachers in the study did, it can be concluded that all they did was worse and only irritated the bullies, by diminishing their reputation in front of their classmates.

Teachers ranked a bully usually as someone that is physically stronger than the others, more popular, dominating, and also as those coming from a troubled family, and those who lack respect for authority. While in primary school it is more evident that students bully out of the need to dominate others, in high school the students that are physically stronger than others are most involved in bullying. Usually, the students that like to bully, have a group of two or three friends that always support and join them in bullying others. The “fame” that he has created makes everything that he does or says interesting to the other students' eyes.

Whereas the victim has no one to support him, he is usually someone that has no friends and is socially distanced, he wants to create friendships but he does not know how. The target of the bully is usually someone weaker than the others, whether in their looks or in their personality, usually those that do not know how to defend themselves are the target of the bully.

According to the teachers, in high school, it is way more evident that victims of a bully are students perceived as different, those having insecurities, and those lacking in their physical appearance. In the meantime, at primary school, the targets of the bully are the vulnerable ones, the unsocial ones, and even those lacking in physical appearance (fat, thin, short, tall, wearing glasses, prostheses, etc.).

Whether or not the students react when someone is being bullied, the study with the teachers found that the majority of the students are disturbed by these incidents. It might happen because they think that in the future they might be in the same position as the victim, but also because this situation disrupts the learning process. According to the teachers, most of the classmates show empathy by defending the victim, although there are also some of those students that join the bully by laughing, which is again more obvious at the primary level.

A climate where bullying occurs affects the learning and well-being of all children. It causes fear and tension. Children may be afraid to contribute to class discussions because they have observed others being ridiculed when they get the answers wrong (Nassem and Harry, 2015).

Bullying has a negative impact on a student's academic development while they acquire a second language, in this case, English. The teachers noticed that the students become unmotivated to engage in the learning process, whether they were personally bullied or just by having witnessed how others were bullied. Furthermore, the students hesitate to speak or read out loud in the English language, and sometimes from the fear of being ridiculed, they show a tendency to make even more mistakes. Mistakes that they would not have made if they were not under this pressure. All of these consequences are more evident in primary-level students. Therefore, bullying makes it difficult to learn the English language, resulting in a negative impact on performance and grades.

Moreover, teachers have also noticed changes in the bullied students' behaviors. After being a target of a bully for some time, some of the students become aggressive, others very quiet, distanced, and less confident, and there are cases when students even complain frequently about illnesses (such as headaches, stomachaches, and so on) in order to leave the class, or not engaging in the process of learning. Also, the student's attendance decreases, when the students feel that they will be harassed and ridiculed by their classmates. Once more all of the mentioned behaviors seem to be more present at the primary level.

In addition, the English teachers agree that the most involved in classroom bullying are the younger students, meaning the 5th and the 6th classes at primary school and the 1st year high school students.

Once more, it can be concluded that younger children are less aware of bullying and its negative behaviors and that as they get older they learn to behave properly and create healthy friendships.

Finally, teachers expressed their views on what they can do to prevent bullying in their classrooms. And where the primary school teachers answered that "The teacher must explain to the students what bullying is and how to deal with it safely", telling students that bullying is

unacceptable behavior. And create a safe atmosphere in the classroom for students, showing its consequences and that bullying is not allowed during the lesson”.

While secondary school teachers agreed that “they would give students more literature on bullying and try to create a more social atmosphere in the classroom”. And the other answer was that “They would explain to the students what exactly bullying is, and would try to create a learning climate in which all students feel free to express themselves and learn the language, without hesitation”.

The teachers’ answers on how they plan to accomplish creating a safe learning environment were promising and remain to be seen practiced in the near future. Because the research data found that among the reasons bullying inside the English language class is so expressed, it is the teacher’s negligence to recognize these behaviors and to react on time. Moreover, their solutions in dealing with these situations are found to be unsuitable. Hence, it is a problem that really needs to be discussed and found solutions considering that it harms the students' learning progression in the English language.

Every school should be concerned about bullying, whether it occurs in the classroom or elsewhere in the school, and should be looking for new approaches to deal with it by implementing protection and intervention measures into action. Among the steps to take in order to manage the problematic behavior of students, there must be the creation and implementation of a program for the prevention and treatment of such problem behaviors at the schools. Moreover, the school curriculum must contain learning outcomes that encourage and promote healthy behavior, to equip children with practical skills and competencies in choosing conflictual and emotional situations (identification, prevention, and treatment of violent situations), including bullying (Danuza, 2021).

Also, the cooperation of the school with qualified staff competent social agents, and qualified personnel such as the school counselor, school social worker, and school psychologist will be the link between the school, family, and other social structures and services to better fit the student at school (Leka & Katsafarea,2010). The capacity of Kosovo public schools to address general violence against children is limited, especially given the limited number of professionals (psychologists and, in particular, the lack of terminology on bullying within the confines of the

protocol the provision of awareness campaigns, and capacity building of teachers in the specific field (Danuza,2021).

In conclusion, schools need to consider raising awareness of this phenomenon and also contribute to promoting knowledge on bullying and victimization. Even though the prevention program against bullying exists, it needs to be continually shaped and adapted to the current situations. The research data indicate the need for further and more detailed examination of the phenomenon of bullying in Kosovo schools, especially with regard to bullying inside the second learning language class and its outcomes.

## **5.2. Recommendations**

This paper sets out to deliver an analysis of a study addressing bullying during English language class. The study carried out contributes to the understanding of the impact that bullying during the learning process has on both the students but also on the teachers. Even though this study has provided some data that might throw some light on the situation that English language learners are now in, further research is still required on this subject.

Bullying is not entertaining. Bullying makes children feel miserable, and the effects of bullying follow them into adulthood. Although not all children are the same. Some children are stronger and more keen than others, it does not give them the right to abuse other children. No child needs to be teased, nicknamed, or excluded. A child who finds fun in provoking, hurting, and instilling fear does not deserve respect from others.

Taking everything into account, it is concluded that both, the teachers and students showed concern with all the outcomes of the bullying incidents happening in the classroom. They are trying to fight these behaviors in their own manners, with the knowledge they already possess. However, regarding the English teachers, there are specific actions that could have been done better, for instance:

Teachers should discuss more bullying and what comes with it. They can establish rules of tolerance and classroom behaviors. The rules can be set together with the students, so when they

are finding and writing the rules they are already being informed about the harms of these behaviors. Also, these rules would stick in their minds and serve them in the future.

The teacher's actions should speak louder than their promises. Students will not go to them for help if all they do is simply send every incident to higher authorities in order to himself react and prevent such behaviors during class. Moreover, they should never minimize the effect of bullying. They must send a strong message to every student that they are not going to allow such behaviors during their class. If a teacher as an adult does not intervene, neither will the children intervene.

Additionally, it is important to encourage any bystanders. In this example, classmates step in and take action to prevent it when it happens, whether it is outside or within the classroom. Because when bystanders don't intervene, they make bullying worse because the bully continues to brag in front of them. The more bystanders there are, the stronger a bully feels. When bystanders laugh or cheer, they encourage the bully to continue his behavior. But if bystanders intervene to stop bullying, they succeed half of the time and there is a chance for bullying to stop.

Since it is observed the impact that bullying has on students, causing them to hesitate to use the English language, the teachers should be the ones to encourage their students to use English as much as they can. And this can be done by using activities that motivate them and creating a classroom environment where the students feel comfortable using English.

While group work is where bullying is most prevalently expressed, teachers should also put a lot of emphasis on observing the students during their group work, and how students interact with each other. So, they can immediately intervene if bullying takes place and try to resolve the situation. Furthermore, the group is everyone's responsibility. If one of the classmates is kicked out of the group, others have to speak up. Situations of bullying stop happening when everyone learns how to intervene whenever it occurs.

Considering that among other reasons, most of the bullying happens to students that are considered different from the others, teachers can prepare activities that focus on accepting, exploring, and celebrating different views. They could also use classroom activities that include

reading or visual materials, they can be in the form of role plays, fine arts activities and workshops, and so on.

It is highly recommended for the teachers to adopt effective strategies, they should explore and employ different strategies until they find which one works best, because there is not one strategy that works for everyone or every class situation.

Students usually will not discuss bullying. They are afraid that the situation might get worse, they feel ashamed because they think they are weak, or they think adults don't understand them. That is why it is extremely important that students collaborate with school psychologists. It is important not just for sharing the problems that harm these children, they also could learn how to react in such situations.

Furthermore, those students should be encouraged to speak up and ask for help either for their own or those of other students who were bullied in or out of class. Another suggestion would be using Bully boxes, where children can anonymously write down their concerns without the fear that anyone knows who did it.

In addition, educators should work with psychologists so that they can become informed of how to manage different bullying incidents in the classroom. Through practicing methods that will support the victim and create a safe environment, but also in finding ways to deal with the bullies too, without worsening the situation more than already is.

Additionally, the parents can play a huge role in intervening in these situations and help their child or any other child when being harassed through their schooling. It begins at home, educating their kids about bullying, talking to them openly, and showing interest in how their day is going. This way they will feel free to accept if they are having this type of problem and guide them on how they can react to these situations. Help them create self-confidence, and teach them kindness and respect for others. Also to protect others when they are being treated wrong. The parents can contact the school, and together with students and teachers can take action in preventing bullying from happening in the classrooms.

Whereas the school should design a curriculum containing learning outcomes, while encouraging and promoting learning activities, to equip children with skills and competencies in the concepts

of practical and emotional situations (identification, nature, and nature of violent situations) and bullying. Curricular approach to social and emotional education: Social and emotional learning is based on curricular and pedagogical approaches that emphasize “awareness of emotions, courtesy, empathy and concern for others, positive relationships, responsible decision making, impulse control, solving the conflict in a constructive way and evaluating the thoughts, feelings, and voices of the students.

For the schools an appropriate strategy for reducing bullying is implementing a school policy that defines bullying, describes how the teachers and the school staff should address bullying, it indicates how these incidents will be handled and what disciplinary actions will result from the bullying. A training and capacity-building program for schools to prevent bullying and discriminatory behavior. Such a program should support a school-level approach with an emphasis on developing the skills and competencies of school staff through training and mentoring, including a strong element of feedback and group learning;

More teacher training would be a great idea as some of the teachers are not able to effectively identify, prevent and address bullying. One of the main determining factors in the effectiveness of an anti-bullying program is the quality of staff training (Lund, et al., 2012). Teacher awareness and preparation is a key factors, and so is their willingness to intervene whenever an episode of bullying occurs.

Also, the goal is not just to help the bullying incidents stop, but also to know how to respond in a way that helps the victim know that they did not do anything wrong, and that should not necessarily change anything.

### **5.3. Limitations**

During the research and study of the topic regarding the effects of bullying in the English language class, limitations were presented.

One of the limitations was that this study only analyzed the impact of bullying in the English language class and not bullying in general in the school environment or even outside it. And that the study took part only in the classrooms during the English language class, not during other subjects.

The other limitation was that the study was anonymous, to respect the autonomy of the participants. In order to remain hidden which class is prone to these behaviors, and also for the teachers, to not know which of the teachers said what. Because of the survey teachers might have admitted something that others will not agree with and can use against them.

Another limitation was that the participants in the study were only English teachers. And for the students, were selected only one class for each of the chosen years because if all the other years were also included, then it would be difficult for the researcher to collect the data.

The study identified the factors that contribute to bullying in the classroom, its effects, and the measures taken by the teachers to address these issues, but additional specific studies need to be conducted to enable the study of the effects of bullying directly on the learning process of the English language.

Further study needs to be done also in finding adequate methods to control and prevent bullying situations in English classrooms. Both students and teachers who participated in the research are aware of the consequences that bullying has on the learning process, and that teachers are the ones who can do something more in this regard.

Further study would also be appropriate regarding why teachers react in certain ways or do not react at all in some cases of bullying during the lesson.



Therefore, it is hoped that further basic and applied research on bullying during the teaching process will be done, giving a contribution to encouraging a safe and healthy learning environment. Where students will feel free to learn and also make mistakes along the way.

Future studies of matters related to bullying and managing methods might help enlighten learners on the ways that assist the process of second language acquisition and also the teachers in knowing how to handle these situations properly.

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## APPENDIX A

### Student's questionnaire

**Bullying** is the desire to harm another person. An action that is often repeated against a weaker person, both physically and psychologically way, and who is unable to protect himself from the aggressor. It can be **verbal** harassment such as (insults, ridicule, calling names, etc.), **physical** (pushing, hitting, kicking, etc.), **social** (exclusion from many activities within the school/classroom), and **cyberbullying** through social networks (spreading gossip, saying lies about you, misusing your data or photos, etc).

*This questionnaire serves as an aid in completing a Master's thesis research, so, all data will be collected and analyzed for academic purposes only! You are going to participate in this survey by answering these questions anonymously! If the questions do not suit you, then skip them! Please read the question carefully and answer them as honestly as you can!*

**Your gender?**

a) Male

b) Female

**The level of school you attend?**

a) Primary school

b) Secondary school

**1. Have you ever heard about the term "bullying"?**

a) Yes

b) No

**2. If yes, where have you heard about bullying?**

a) At school

b) On TV

c) I read a book about it

d) At home

e) On social media

f) Now, for the first time!

g) Other.....

**3. Have you ever been bullied during your English language class?**

- a) Yes
- b) No

**4. If yes, have you ever experienced any of these incidents during the class? (You can choose more than one option).**

	<b>Yes</b>	<b>No</b>
Others laugh when I speak or read in English language		
Others repeat or imitate my mistakes.		
They interrupt me when speaking.		
They exclude me from group activities		
Throw things at me		
Call me names		
Tease me all the time		
None, I have never been bullied		

**5. How does being bullied make you feel?**

- a) Weak, powerless
- b) Embarrassed
- c) Angry
- c) Anxious
- d) I want to skip that class
- e) I do not have a problem being bullied

**6. How do you react when someone bullies you?**

- a) I try to not react
- b) I ignore them
- c) I confront them.
- d) Other (please specify).....

**7. Have you ever complained to someone?**

- a) To the teacher
- b) To the director of school
- c) To my parents
- d) To my siblings
- e) Nowhere

**8. If you did, has the harassment continued again after your complaint?**

- a) Yes
- b) No
- c) Sometimes

**8. Do you think that being bullied affects your learning anyway? If yes, how?"**

- a) It interrupts my concentration,
- b) I am not willing to continue whatever I was doing,
- c) I hesitate to read or speak out loud in English language
- d) I hesitate to ask even when I am not understanding the lesson.
- e) Other (please specify).....

**10. Who are usually the bullies?**

- a) Girls
- b) Boys
- c) Both of them

**11. If someone else is being bullied in front of you, what do you do?**



- a) I try to stop the bully and defend the victim
- b) I try to not be involved, so they don't come to me
- c) I report them to the school principal
- d) I act like I did not see anything
- e) Other (please specify).....

**12. Have you ever bullied someone?**

- a) Yes
- b) No
- c) Maybe, unintentionally

**13. If yes, how did that make you feel?**

- a) Powerful
- b) Famous in my class/school
- c) Awful, I regret and I will never do it again
- d) Other (please specify).....

**14. Do you agree that bullying is an ugly act and must be prevented?**

- a) Yes
- b) No

**15. What would you do yourself to be safe from bullying?**

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## Teacher's questionnaire

*This survey is created with the purpose of helping on the completing of a Master thesis paper. And your answers will give a huge contribution in coming up with a result about the topic. All of your answers will be anonymous and will be used for academic purposes only. Please take your time to read the questions carefully, and then circle the chosen answer!*

**Your gender?**

a) Male

b) Female

**The level of school you teach?**

a) Primary school

b) High school

**1. Are you familiar with the term "bullying"?**

a) Yes

b) No

**2. Have you ever had any kind of bullying incident in your classroom?**

a) Yes

b) No

**3. What types of bullying have you noticed more frequently during your teaching?**

a) Students laugh at other students' mistakes,

b) Students repeat or call other students by their mistakes,

c) Students interrupt others underestimating their knowledge,

d) Students do not want to cooperate in-class activities with them,

e) In groups, they are never given the word and asked for their opinion.

f) Other.....

**4. Have you ever discussed bullying in your classroom?**

a) Yes, I did.

b) No, I don't think it's my responsibility.

**5. Do the students know that they can count on you and trust you?**

- a) Yes
- b) I don't know.

**6. Has any of the bullied students ever complained to you?**

- a) Yes
- b) No

**7. If yes, what is your reaction to the complaint?**

- a) I try to not pay attention hoping the behavior will stop,
- b) I warn the bully to stop,
- c) I invite the bully to talk privately outside the class.
- d) I ask the bully to leave the class,
- e) If the behavior continues I sent him to the principal,
- f) Other (please specify) .....

**8. Who are usually the bullies? (You can choose more than one answer)**

- a) Students that like dominating or controlling others
- b) Students that are physically stronger and good-looking
- c) Students that are impulsive and lack respect for authority
- d) Students that have a problematic family background
- e) Students perceived as popular in the class/school
- f) Students who lack empathy
- g) Other .....

**9. Who is usually the victim, the target of a bully?**

- a) Vulnerable ones
- b) Students that lack physical appearance
- c) Shy students
- d) Students that have insecure personality
- e) Students perceived as different
- f) Students that are socially distanced.
- g) Other (please specify).....

**10. How do the other students in the class react to the bullying situations?**

- a) It disturbs them too
- b) They want to continue with learning and ignore the situation
- c) They protect the bullied one
- d) They join the bully by laughing
- e) Other

.....

**11. Based on your experience, what are some of the consequences that students experience in wanting to learn English?**

- a) They usually become unmotivated,
- b) They hesitate to read or speak aloud
- c) Student doesn't engage in the learning process
- d) Poor performance,
- e) From the fear of being ridiculed they tend to make even more mistakes
- f) They skip the class
- g) Other (please specify).....

**12. What are the main reasons students bully?**

- a) Academic competition,
- b) Social competition
- c) Differences in opinions or appearance,
- d) Lack of information about bullying
- e) Lack of regulation.

**13. Have you ever noticed any changes in the bullied student behavior?**

- a) The student becomes aggressive
- b) The student distances himself from other students
- c) The student becomes extremely insecure,
- d) The student complains about frequent illnesses (headaches, abdominal pain, etc.)
- e) The student often skips lessons

f)Other (please specify) \_\_\_\_\_

**14. Based on your experience, in which year students are most involved in bullying?**

\_\_\_\_\_

**15. As an educator, what can you do to prevent bullying in your class?**

\_\_\_\_\_

\_\_\_\_\_