



Fakulteti i gjuhëve, kulturave dhe komunikimit
Faculty of Languages, Cultures and Communication

POSTGRADUATE STUDIES- SECOND CYCLE

THESIS:

“EFL students’ attitudes and interest towards Learning English as an Obligatory Second Language”. Case Study at High school “Kuvendi i Arbërit”- Ferizaj, Kosovë

CANDIDATE:

Adem Gashi

MENTOR:

Prof. Dr. Arta Toçi

Thesis:

"EFL students' attitudes and interest towards Learning English as an Obligatory Second Language". Case Study at High school "Kuvendi i Arbërit"-Ferizaj, Kosovë

Teza:

"Anglishtja si gjuhë e huaj: Qëndrimet dhe interesimi i studentëve ndaj mësimit të anglishtes si gjuhë e dytë obligative". Rast studimi në shkollën e mesme "Kuvendi i Arbërit" Ferizaj, Kosovë."

Теза:

„Ставови и интерес на учениците од ЕФЛ за учење англиски како задолжителен втор јазик“. Студија на случај во гимназијата „Кувенди и Арберит“-Феризај, Косово.

Acknowledgments

In this thesis, I would like to acknowledge and thank all the ones who helped me in accomplishing my Master Thesis. First of all, my special gratitude goes to my mentor, Prof. Arta Toçi PhD a professional and very cooperative person, support, guidance and prompt assistance in writing my work thesis. Secondly, I would like to mention and thank all my friends and colleagues who were supporting me all the time when I needed their help while working on my MA Thesis. Thirdly, I would also like to thank all the members, teachers and staff of SEEU and the Principals of the schools for letting me to conduct a study case and interviews with their students and English teachers.

At the end, not to forget to thank my wife and my three little daughters, for having a good understanding as I was being busy with my work thesis.

Abstract

In Kosovo, young people are mainly inclined to learn languages that help them in terms of education, employment but also to increase their knowledge for further studies. English language is one of the most useful foreign languages not only in Kosovo but also worldwide. The aim of this research is to explore students' attitudes and interests towards English as a secondary language at schools. In this study we have investigated students' attitudes and its impact in language learning, the perspectives of knowing English as a secondary language in Kosovo and the ways of arousing student's interest and motivation towards the second language learning. Do all learners share the same attitudes and interest towards English Second language? What makes them like or dislike English as a foreign language? In an attempt to obtain results, a case study was conducted at High school "Kuvendi i Arbërit" in Ferizaj, Kosovo. Questionnaires were distributed to approximately 60 students (10th and 11th graders) who were part of this study and the questionnaires were filled out by them and turned in to me. This study will also provide us information which might be useful and important for teachers in applying various teaching methods and encouraging students to learn English as foreign language. In order to obtain information and compare students' opinions regarding this topic, I have conducted this study with different classrooms students. I hope that the outcome of this study to be useful for students and perhaps it may also serve for teachers as they will learn more regarding the needs and expectations of students in terms of English language acquisition.

Key words: *Student's attitude, Learning interest, Motivation, language learning benefits*

Parathënie

Në Kosovë, të rinjtë janë kryesisht të prirur për të mësuar gjuhë që i ndihmojnë atyre në aspektin e arsimimit, punësimit, por edhe për të rritur njohuritë e tyre për studime të mëtejshme. Gjuha angleze është një nga gjuhët e huaja më të dobishme jo vetëm në Kosovë por edhe në mbarë botën. Qëllimi i këtij hulumtimi është të hulumtoj rreth qëndrimeve dhe interesimit të nxënësve ndaj anglishtes si gjuhë e dyte në shkolla. Në këtë studim ne kemi hulumtuar qëndrimet e studentëve dhe ndikimin e tyre në mësimin e gjuhës, perspektivat e njohjes së anglishtes si gjuhë e dytë në Kosovë si dhe mënyrat e ngritjes së interesit dhe motivimit të studentit drejt mësimin të gjuhës së dytë. A ndajnë të gjithë nxënësit të njëjtat qëndrime dhe interesa ndaj gjuhës angleze si gjuhë dytësore? Çfarë i bën ata të pëlqejnë apo të mos e pëlqejnë anglishten si gjuhë të huaj? Në përpjekje për të marrë rezultate, një studim rasti është kryer në shkollën e mesme “Kuvendi i Arbërit” në Ferizaj, Kosovë. Pyetësorët u janë shpërndarë përfaqësisht 60 studentëve (nxënës të klasës së 10 -të dhe të 11 -të) që ishin pjesë e këtij studimi, pyetësorët u plotësuan prej tyre dhe më dorëzuan mua. Ky studim do të na japë informacion i cili mund të jetë i dobishëm dhe i rëndësishëm për mësuesit në aplikimin e metodave të ndryshme të mësimdhënies dhe inkurajimin e studentëve për të mësuar anglishten si gjuhë të huaj. Për të marrë informacion dhe për të krahasuar mendimet e studentëve në lidhje me këtë temë, e kam kryer këtë studim me studentë të klasave të ndryshme. Shpresoj që rezultati i këtij studimi të jetë i dobishëm për studentët dhe ndoshta mund të shërbejë edhe për mësuesit pasi ata do të mësojnë më shumë rreth nevojat dhe pritjet e studentëve për sa i përket përvetësimit të gjuhës angleze.

Fjalët kyçe: Qëndrimi i studentit, Interesimi për të mësuar, Motivimi, përfitimet e mësimin të gjuhës

List of Abbreviations

EFL - English as a Foreign Language

ELT - English Language Teaching

TL – Target Language

FL – Foreign Language

MA - Master

L1 - First Language (Native language)

L2 - Second language (a foreign or non-native language)

A-1- 10th grade classroom students

B-2- 11th grade classroom students

T1 - Teacher 1

T2 - Teacher 2

T3 – Teacher 3

T4 --Teacher 4

T5 – Teacher 5

RQ – Research question

COVID - Corona Virus Disease

List of Figures

Figure 4.1 Students' responses to the first questionnaire: Question 1.....	30
Figure 4.2 Students' responses to the first questionnaire: Question 2.....	31
Figure 4.3 Students' responses to the first questionnaire: Question 3.....	32
Figure 4.4 Students' responses to the first questionnaire: Question 4.....	33
Figure 4.5 Students' responses to the first questionnaire: Question 5.....	34
Figure 4.6 Students' responses to the first questionnaire: Question 6.....	35
Figure 4.7 Students' responses to the first questionnaire: Question 7.....	35
Figure 4.8 Students' responses to the first questionnaire: Question 8.....	36
Figure 4.9 Students' responses to the first questionnaire: Question 9.....	37
Figure 4.10 Students' responses to the first questionnaire: Question 10	38
Figure 4.11 Students' responses to the first questionnaire: Question 11.	38
Figure 4.12 Students' responses to the first questionnaire: Question 12.	39
Figure 4.13 Students' responses to the first questionnaire: Question 13.	40
Figure 4.14 Students' responses to the first questionnaire: Question 14.	40
Figure 4.15 Students' responses to the first questionnaire: Question 15.....	41
Figure 4.16 Students' responses to the first questionnaire: Question 16.	42
Figure 4.17 Students' responses to the first questionnaire: Question 17.	43
Figure 4.18 Students' responses to the first questionnaire: Question 18.	43
Figure 4.19 Students' responses to the first questionnaire: Question 19.	44
Figure 4.20 Students' responses to the first questionnaire: Question 20	45

Figure 4.21 Students' responses to the first questionnaire: Question 21.....	46
Figure 4.22 Students' responses to the first questionnaire: Question 22.	46
Figure 4.23 Students' responses to the first questionnaire: Question 23.	47
Figure 4.24 Students' responses to the first questionnaire: Question 24.	48
Figure 4.25 Students' responses to the first questionnaire: Question 25.	48

Table of Contents

Acknowledgment	iii
Abstract.....	iv
Parathënia.....	v
List of Abbreviations.....	vi
List of Figures.	viii
Table of Contents	ix
Chapter1:Introduction	11
1.1. Significance of the study	12
1.2. Definition of Attitude.....	13
1.2.1. Characteristics and classification of attitudes.....	14
1.3. The Role of English language in Kosovo.....	15
Chapter 2:Literature review.....	16
2.1. The factors affecting the attitudes of students towards the language learning.....	17
2.2. Role of Motivation in Second language achievement.....	18
2.3. Ways of increasing students' interest and motivation towards the foreign Language learning?.....	19
2.4. Teacher's motivation and impact of teaching strategies	20
Chapter 3: Research methodology.....	22
3.1. Aims and Objectives.....	23

3.2. Research Questions	23
3.3. Research Hypothesis	24
3.4. Participants	24
3.5. Research Instrument	25
3.6. Research Procedures	25
Chapter 4: Data analysis	29
4.1. An analysis of Students’ questionnaire	30
4.2. An analysis of Teachers’ interview	50
Chapter 5: Conclusions	60
Chapter 6: Limitations and Recommendations	63
6.1. Limitations	64
6.2. Recommendations	65
Bibliography	66
Appendices	67
Appendix A: Sample of the students’ questionnaire.....	68
Appendix B: Sample of teachers’ Interview.....	73

Chapter One

Introduction

English has become a dominant and official language in the world and people need it for communication purposes especially when communicating to foreigners or when travelling to different countries. English language is essential in our life and the number of people who speak English is increasing day by day throughout the world. In regards to learning a second language at schools such as English language, there are occasions when people may wonder, “Why should we learn English? Or “Why is English such an important language”? People may have different possible answers to these questions. Learning a foreign language is more than a support in your CV or a practical and indispensable tool for traveling the world. “According to Anne Merrit an EFL Lecturer from Suwon University in South Korea states that *mastering a second language will make you smarter, more determined and more capable*”(as cited in the Telegraph, 2013, n.p.). It is said that when a language is studied, the culture and history of a certain people are learned as well. Learning English as a second language at schools is a challenge for learners, because they need to think and translate your words into a foreign language. Based on research done I intend to show some aspects of attitudes and motivation which may influence and impact students interest towards learning English as a foreign language at schools whereas learning a second language depends on learner’s feeling and self-confidence in achieving success. Teaching English may not be an easy task for teachers because they need to apply most effective teaching techniques to increase students’ interest in second language learning and to make the learning easier to understand. Furthermore, the cooperation of the teacher with the students should not be absent in raising awareness regarding the social behaviors of students in the classroom which can be related to their attitudes and interest in learning English which can be positive or negative. In addition to this, special attention should be paid to those students who want to learn English but they find it difficult to master a foreign language.

1.1. Significance of the study

There are many people who speak and understand English as their second language worldwide. When people travel to different countries, speaking in their native language it wouldn't probably be helpful, so speaking a basic English would be the best solution to this matter. Imagine yourself in a foreign country where you have lost your destination and you would feel like a person with hearing and speaking disabilities not knowing how to speak a foreign language and especially English, would surely have been very difficult. Therefore, English is an important means of communication nowadays and has become an indispensable tool for expressing feelings, ideas and opinions. As English is a popular language nowadays, by mastering this language people may also have perspectives in the future which makes this language even more important as it can bring benefits in life. It is important for both students and teachers to show a positive attitude and high interest towards the target language as it is considered an important and useful language for general purposes. English as a second foreign language at schools for some students may be an interesting and easy language to learn but for some others it may be a difficult language to learn and the attitude towards learning English can be positive or negative depending on the interest of the students as perhaps not all have the same attitude towards a foreign language. The purpose of this study is to investigate and identify some issues and factors regarding the learners' attitude and motivation towards second language learning and to acknowledge students' preferences and needs in the language learning, in order to get positive results from this research, students should have a positive attitude rather than negative towards TL at school and this will be based on questionnaires provided to students at schools and through informal interviews with English teachers. Findings of this study hope to make students think positively rather negatively towards English as they may benefit from it, to raise their awareness and interest in learning English language at schools because nowadays English plays an important role in many aspects of life throughout the world.

1.2. Definition of Attitude

What is an attitude?

It is important for teachers to cooperate, communicate and build a relationship with their students when it comes to teaching at schools. In order to encourage and motivate students in learning, a teacher must find the right and appropriate ways for teaching and the same thing applies for English teachers who teach English to students who are not native English speakers and sometimes there are students who might not find English interesting and easy to learn as it is a foreign language and not a native language for them, so their attitudes and interest towards English might be different. There are numerous definitions given by many scholars regarding the attitude but “According to Aizen, an attitude is how people respond to a given object or target, a person, institution, policy, or event” (2005, p6). This statement shows that learner’s attitude plays an important role and it is crucial factor in the language learning which is associated with learner’s personality, motivation, willing and desire to learn a language. Cabansag states that “attitude concept is considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning”(2013, p7). Based on definitions given, an attitude is a state of feeling, a perception, a point of view, a way of interaction between teacher and student and an important element in language acquisition which could be positive or negative depending on individuals’ perceptions. Students’ attitude may also depend on how teachers display themselves in the classroom, if they show readiness and support to the students as it may affect students’ motivation and interest to learn. What is the Role and status of English in Kosovo? How important is the attitude when learning a second language? What are some factors which may affect the attitudes towards learning? How can we raise student’s interest in learning a second language? These are some topics that we will be talking more in details in the following chapters.

1.2.1. Characteristics and classification of Attitudes

As can be seen, there are several definitions of the attitude given by different scholars. There are also shown some characteristics, features of the attitude and how they are classified. According to Hançerlioğlu (1988):

an attitude as a behaving consists of three characteristics towards certain people, objects and events and the first characteristic is the object of the attitude that can be a person, a group or an institution etc, other characteristics are the human perception and behavior against these objects” (as cited in Denis Oliver, Page 84 , 2020).

I also agree with this statement because an attitude is a feature or perception of how some people see things from their point of view, express themselves or behave towards others or objects. Therefore, in terms of teaching, students' attitudes towards learning can be negative or positive depending on the willing and motivation they have towards learning.

In addition to mentioning some characteristics of the attitude, we will also in this section will be presented the classification of attitudes which are different given by a Duan scholar. *“According to Duan (2004), who makes a wide classification on attitudes towards language, states that it is an umbrella term that indicates attitudes under eight headings and divides language attitudes into the following headings:*

1. Attitudes towards language changes, accent and speaking styles
2. Attitudes towards learning a new language
3. Attitudes towards a particular minority language
4. Attitudes towards language groups, communities and minorities
5. Attitudes towards language lessons
6. Attitudes towards the use of a particular language
7. Parental attitudes towards language learning
8. Attitudes towards language preference (as cited in Denis Oliver, Pages 88-89, 2020)

1.3. The Role of English language in Kosovo

English as an international language and spoken by billions people from around the world has also become a very popular language in Kosovo and there is a lot of people from the current generations who speak and understand basic English. English, as a second language at schools helps students to develop the key competence of expression and communication aiming at language and literary development and it grows intellectual, social, cultural values of the people. In the current curriculum of the Education System in Kosovo, English is taught from the first grades compared to previous generations where English was taught from the 5th grade. The advancement of internet technology, media and social networks play an important role regarding in the acquisition of a foreign language and especially the English language. In my opinion, knowledge of foreign languages not only enriches a person's knowledge, but also gives you practical opportunity for communication purposes abroad. In Kosovo, mastering one or more foreign languages is considered an advantage, as it might give you an opportunity for a job depending on the job position in which it is applied. The presence of foreign organizations and companies that carry out concrete activities in Kosovo are interested in hiring candidates who speak and understand foreign languages. Knowledge of foreign languages has a special importance in the placement of a candidate in a certain job and especially knowledge of English can be considered as an advantage but also English is required to be spoken for many foreign companies in order to have a job position. Based on my work experiences working for some American companies in Kosovo and also in different parts of the world, personally I can say that knowing English was worthy for me it has been very useful because it has helped me find a job not only in Kosovo but I also had the opportunity to be employed from different American companies in different countries of the world where I have worked for many years, so for those who speak English may have the same advantage since English language is more popular and has an important role compared to other languages in the world. Therefore, as we can see, knowledge of English is not only important for the purpose of studies or only to communicate with people as an entertainment, but it is also essential in terms of future employment opportunities. Since I am managing a foreign language course, I see that there is a great interest

of students who come to attend the English language course for various reasons, whether to prepare for further studies, to acquire the language before that they go to different parts of the world to live or work, for their children not to stay long watching TV, playing games on computers or phones, etc. According to this, I think that the English language is really important and necessary in Kosovo. Finally we conclude that importance of English language affects every type of professional opportunity, and we can say that it will never be late to learn a foreign language, especially English as it is a popular language and plays an important role in our lives, not only in Kosovo but also in other countries in the region and worldwide.

Chapter 2

Literary Review

The intent of this chapter is to show some studies conducted by several researchers in different schools and universities around the world regarding the attitudes and interest of students in learning English as second language. English has become an important language worldwide intended to be used for certain purposes in certain fields such as: Education, Business, Tourism etc, a good way to establish relationships in various aspects through communicating with people from around the world. Learning a foreign language not only serves to communicate with each other or various other needs but students can also learn about the culture or history of a foreign country. According to Gardner (1985),

Students' attitudes can be favorable and unfavorable in relation to language learning, which according to him we can predict that experiences and other things are influenced by these attitudes, so if attitudes are positive towards learning, students will be encouraged to learn but if they have negative attitudes then they will not be willing to learn a language, if teachers have good skills and knowledge about students' attitudes and willingness to learn, then teachers through the application of teaching methods they should try to awaken the positive attitudes of students (p 8).

As we can see, to encourage students to learn a foreign language, teachers need to use different teaching methods that may be more attractive and suitable for students by changing their attitude from negative to positive. There are numerous studies and investigations conducted by several scholars regarding learners' attitude towards English and they show its importance for L2 learners in achieving success towards learning the language. "Gardner and Lambert (1972) have pointed out that students who show a negative attitude towards second language learning are students who are the one that do not wish to learn or speak the language" (as cited in Megersa Dadi, 2018, p 40). If learners enjoy learning a language they will also be motivated and they will show positive attitude towards the language, if they lack interest, they are more likely to show negative attitudes and not willing to learn the language. Guerrero (2015) states that " Robert

Gardner is well known for his theories of attitude and motivation in L2 field, despite the fact that some researchers have criticized their theories but later they find these theories useful which have been served as a starting point and an inspiration for many researchers” (p 97).

According to the results of a survey conducted by Shameem Ahmedon (2015) on 238 EFL undergraduate students at a public University in Malaysia regarding their attitudes towards learning English and the causes that may have influenced their learning show that “the attitude towards learning English in terms of domain usage is extremely positive, but in terms of classroom instruction, most students had negative feelings towards it” (p6).

We can see that learner’s attitude and motivation are very important to achieve success in acquiring a foreign language and it may differ based on teaching methods and instructions applied by teachers. In the other hand, “Another study conducted by Abidin, Mohammadi and Alzwari (2012) at Libyan Secondary schools is revealed that the Libyan students hold negative attitudes towards learning English and based on the gender, female students showed slightly higher levels of motivation and attitude comparing to male students” (as cited in Abu-Snoubar, 2017, p28). Based on above mentioned investigations conducted at different schools we can see that there are students who show positive and negative attitudes towards English and there may be lack of teaching techniques, poor classroom instructions or other factors giving such results whereas in other hand so as can be seen the gender factor gives a different result, because the female gender seems to be more positive in terms of foreign language. In the following chapter, a case study conducted with students at Secondary school in Ferizaj, will provide us with the results in regards to the attitudes of students towards English as secondary language based on their answers given in the questionnaire. What makes some learners to have such attitudes, they may lack motivation and interest in learning a foreign language, or perhaps English language teachers might have not fulfilled learners’ needs in terms of English language subject.

2.1. The factors affecting the attitudes of students towards the Language learning

There may be different factors that can affect the learning of a foreign language because not all

students can easily and quickly grasp a foreign language, such factors are: age, gender, geographical part which would relate to language achievement. "According to some extensive researches done by (Gardner , Lambert and Smythe, 1979) regarding 'attitude and motivation' towards language learning, they suggested that second learners need to be psychologically prepared to acquire a second or a foreign language ..." (as cited in Sayeedur Rahman, 2005, p 6).

Learners should know the importance of knowing a foreign language and they need to have self-confidence in mastering a second language because lack of willingness and interest will result to attitude problem towards the TL. There are some other factors which may affect the learning process such as: self-confidence, learning style, learning differences, the foreign language teacher, social context, learning and community. "According to (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008), there are factors that influence in learning a second language such as: motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities etc," (as cited in Abidin et al., 2012). Besides the above mentioned factors, learning a foreign language depends on how English language teachers cooperate with the students, what teaching methods they use in classroom, do they give clear examples or illustrations and do they have group discussion or role-play activities but also it depends on individual differences in learning. Shameem Ahmed (2015) states:

"Depending on the learner's attitudes, learning a second language can be source of enrichment or a source of resentment. If the speaker's only reason for learning the second language is external pressure, internal motivation may be minimal and general attitudes towards learning may be negative. Moreover, one factor which often affects motivation is the social dynamic or power relationship between the languages" (p8).

2.2. Role of Motivation in Second language achievement

Motivation is associated with a person's emotions and emotional state which can be both positive and negative. Positive is when we have already experienced a certain satisfaction from everything related to language skills, while negative motivation is related to negative emotions or lack of feeling towards something. For example, you fall behind in school and you want to learn the language. Regarding the issue of motivation in terms of education, to encourage students to learn

a foreign language and to be successful in their learning achievements, teachers must use motivation for success and self-confidence as motivation is crucial in language acquisition. Gardner (1985) states “motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity”(p10). Each teacher has his own way of teaching, for some students learning a foreign language can sometimes be monotonous and not so important to learn. Students need to understand and see clearly that with the help of a foreign language, they will be able to learn and see a lot of interesting things to socialize and so on. “According to Rifai (2010), motivation provides the learners with reasons to acquire a second language. Furthermore, he asserts that students get to learn the language not only to understand it but also for instrumental reasons” (as cited in Kocaman, O.,2017, p 580). Attitude and motivation play an important role in education and teachers shall create a warm environment, they need to maintain a positive attitude when teaching students, teachers shall keep their students focused and motivated through different teaching activities.

2.3. Ways of increasing students’ interest and motivation towards the foreign Language learning?

In attempt to increase student’s attention and interest towards language learning, we as teachers should be well prepared and cooperate in good manner with all the students in the classroom. Teachers must develop skills, plans and strategies and show the importance of English to the students and encourage them to learn English language for their future opportunities. As a teacher, we need to build relationships with our students, to make them feel themselves and comfortable in the classroom. “Harmer (2002) indicates that one of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it” (as cited in Shamem Ahmed, 2015, p 15). Besides the attitude which may impact the language learning, motivation, lack of confidence and anxiety are also some important factors which are linked to attitude and has a great influence on learners’ success in the language

learning. When learners feel that the learning is boring, difficult, senseless or not so important, teachers should try to find ways to change their attitude from negative to positive but not to force them to learn the language. "Henrick and Kennedy (1968) argue that forcing students to learn a second language can rapidly create feelings of failure and such feelings could generalize unfavorable attitudes towards learning the language"(as cited in Gardner, 1985, page 44). In Kosovo, English as a foreign language is learnt at schools as a secondary language. In my opinion for some students the approach to a foreign language might be different from the native language precisely for this reason teachers should give their best in teaching a foreign language by using various methods and ways to encourage students to learn the language. As teachers, we must keep in mind that not all students can quickly learn a foreign language, for this reason different teaching methods must be used applied in order to make learning as effective as possible.

2.4. Teacher's motivation and impact of teaching strategies

Learning a foreign language can be a challenging regardless that some learners may face difficulties and obstacles in language learning, but sometimes the passion and courage will keep learners moving towards the target language. Language teaching is considered a challenge for teachers because they also need to find motivation and to put their best efforts to perform effectively in schools. Zolta'n Do''rnyei states that "There is no doubt that teacher's motivation is an important factor in understanding the affective basis of instructed SLA, since the teacher's motivation has significant bearings on students' motivational disposition and, more generally, on their learning achievement" (2003, p 26). When a teacher evaluates a student's work, he or she must first monitor and identify what the student has done well and from this point of view they can make suggestions for improvements. Teachers need to understand both the weaknesses and the tendencies of their students through his well-planned reactions. An award is very effective way to encourage students to be active in learning and good manners as well as to encourage them to be part of the class discussion. Teacher motivation in teaching is just as important as students' motivation for learning, so their commitment and their classroom teaching strategies

that they use to keep students active and classroom learning, play a very important role for an effective teaching in whatever subject they teach but when it comes to learning a foreign language, some students may have difficulties in acquiring a foreign language because it is not their mother tongue and that teachers need to pay more attention to encourage them to learn. Therefore, motivation is essential in relation to school learning and should be reciprocal, the motivation of students to learn what the teacher teaches them and on the other hand the motivation of the teacher to teach their students on the other hand, so in order happen there should be a common communication between the teacher and the students but this responsibility should have the teacher as a guide of knowledge in the classroom.

Chapter 3

Research methodology

Every study or analysis must necessarily have a purpose in order to determine the steps and methods of achieving the purpose. Therefore, even within this thesis cannot be realized without having a purpose. In this case, the purpose of this thesis is to provide research and analysis to researchers, to clearly and correctly understand the role of the process and evidence. The critical point of any research is to discover the uncertainties and difficulties that need to be solved. In this research I have tried to reveal the attitudes and interest of students in regards to English language as secondary language at school through questionnaires and interviews. Previous knowledge and experience play a major role in identifying and defining the problem. The primary data are the ones we collect from the students through the questionnaire and we make them available for the solution of the problem while the secondary ones are the ones we have collected from the literature for purposes of this study.

3.1. Aims and objectives

3.1.1. Objectives

The main objective of this study is to show the role and importance of learning English as a foreign language in Kosovo, effectiveness of teaching and learning English at schools and the benefits of English language for learners' careers development. Every action that we take, whether it is personal or professional life has a goal that we try to achieve it in the future, regardless how much we set ourselves a goal if we do not take the right measures i.e. if we do not set ourselves goals that will achieve them, then it will be worthless. After setting the goal for the diploma thesis is also important the way we will achieve the goal. Through this research I have tried to obtain as much data as possible through the questionnaire provided to high school

students in order to have a final result regardless of whether it will be positive or negative as it is important to know where the problem lies and what we can do to solve or change it.

My research aims to

English is an international language and nowadays the Internet technology has made it easier for young people to learn English, the aim is to learn more about students' interest and attitudes towards English as a foreign language through this research. but at the same time taking some statements from teachers regarding the way of teaching in school.

1. Explore students' interest and attitudes towards the English language acquisition
2. Investigate the factors which may impede learning the English learning among learners at schools
3. Find out the perspectives and benefits of learning English as foreign language among learners at schools
4. Identify ways of increasing students' interest towards second language learning.

3.2. Research questions

1. How should teachers increase the students' learning interest in foreign language?
2. What are the benefits of learning English as a foreign language at schools?
3. What teaching methods and techniques should teachers use to encourage students in language learning?

3.3. Research Hypothesis

Attitude, motivation and interest are key to language achievement, It depends on learner's desire and perception of the values of mastering a foreign language so he/she may show a negative or positive attitude towards a foreign language learning.

a) Teachers should apply different teaching methods in order to increase students' interest in learning a foreign language

b) Mastering English as a second language is beneficial and useful for students for their future especially for job opportunities.

c) Learning a second language will not depend only on learners' efforts in developing the language but also it depends on what teaching techniques and strategies are used by teachers in engaging and motivating learners in learning

3.4. Participants

In order to get results from the students, in the questionnaire I created questions related to their attitudes towards the English language. The main focus of this chapter is the presentation of research methods to find answers from students regarding their attitudes and interest towards learning English as a second language in school and this research will be conducted through questionnaires and interviews in order to obtain results on this issue. As mentioned at the beginning of the first chapter, part of this study are approximately 60 students (male and female) of 10th and 11th grade of the high school "Kuvendi i Arbërit" Ferizaj, Kosovë who were given questionnaires to be filled out and also an interview was conducted with English language teachers to find out their teaching methods and how do they cooperate with their students in terms of teaching.

The participants of this study are students who already have knowledge of English as they have studied it for 9 years in primary school and they were informed about the survey, they did not hesitate to answer the questionnaire and the English language teachers were also ready to answer interview questions related to the topic.

3.5. Research Instrument

In order to obtain information regarding this study, a mixed method research has been conducted combined by both quantitative and qualitative research questions. Questionnaires were distributed to approximately 60 students (10th and 11th grades) and each class consisted of 30 students but due to the Covid pandemic the students were divided into groups of 15 students and the study was conducted at different times of school classes. Questionnaires provided to students consisted of unstructured closed ended questions and an informal interview has been conducted with 5 English language teachers. The questionnaire contains 25 questions for students and 10 questions for English language teachers who were also part of this study regarding English language as foreign language at schools.

3.6. Research Procedures

In order to do a research we definitely need to follow some procedures. First we had to obtain permission from the representative of that institution and in this case from the school principal. The school principal instructed me to make a request to the Directorate of Education regarding the study in the high school "Kuvendi i Arberit" in Ferizaj where after the approval of the request I coordinated with the school principal for class schedules and interviews with teachers and it worked as planned. After distributing the questionnaires to the students, they were given sufficient time to read the questions carefully and were not required to write their names

although this information would remain confidential.

The intent of this case study to support my thesis through opinion and answers given by students. Also, the interviews conducted with the teachers and by taking their opinions and answers, I hope will help me in completing my master thesis and to serve for those. The study was conducted with students who were divided into groups and lessons were conducted at different times at school due to the Covid Pandemic following all the rules and measures given by the Kosovo Institute of Health. Due to the Covid pandemic outbreak, my work thesis process did not go as I planned because it took longer than I have expected, approximately three months but fortunalely I have completed.

Chapter 4

Data Analysis

In this chapter will be shown data gained by students regarding the English language as a second language in schools. Data obtained from the questionnaires along with the answers given by English language teachers will be shown, discussed and analyzed thoroughly and respondents' identities will remain confidential. As mentioned in the previous chapters, the study was conducted in the high school "Kuvendi i Arbërit" Ferizaj, Kosove in two different classes, one with the 10th graders and the other one with the 11th graders. Through this study we will present an analysis of students' responses from the questionnaire which contains closed questions, likert scale questions and a semi structured interview was conducted for teachers and their detailed responses to the questions asked in the interview. The results of the questionnaire will be presented in charts by percentage and number of respondents for each question asked.

4.1. An analysis of students' questionnaire

In this part of the thesis will be shown the results from the questionnaires which were handed out to the high School students and English Language teachers. The process of this research is divided into two parts, the questionnaires were distributed to the students while in the other part, the teachers were interviewed regarding teaching methods and ways of how they encourage their students in learning English. In each answer given by the students will be given a short analysis of that answer given along with a percentage based on the number of students.

The questionnaire consists of survey questions such as: what is students' attitude and interest towards English language, what are their language preferences and recommendations, do they have difficulties in acquiring English language, do they expect work opportunities in future after acquiring English language, do they frustrated when their teachers speaks in English, how often

do they communicate in English at school with their teacher and their peers and how's their interest and motivation towards English as a secondary language in school or out of it, and the importance and perspectives of knowing a foreign language. With the completion of the questionnaire by the students I hope to answer the research questions on this study which are related to the attitude and interest of the students regarding English as a foreign language in school.

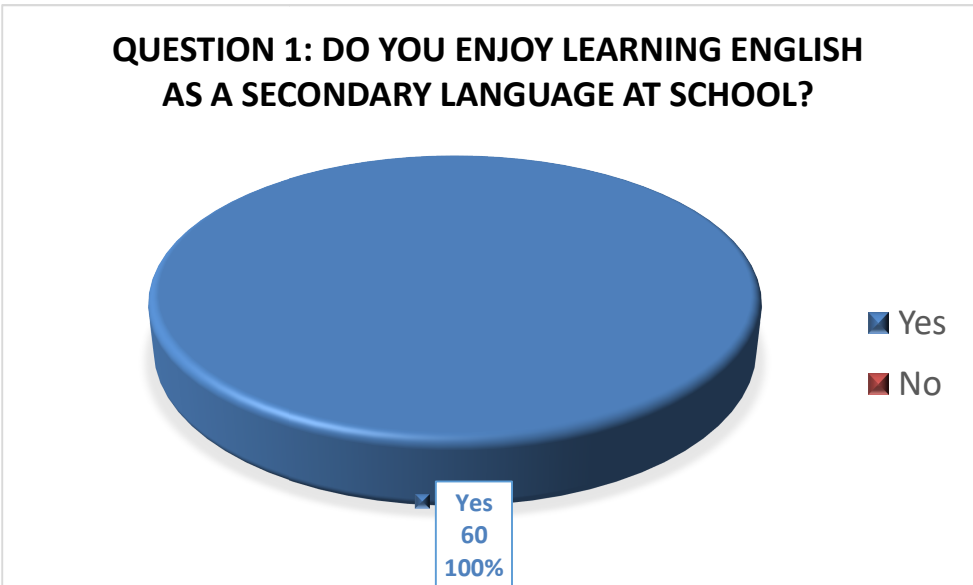


Figure 1. Students' responses to the question 1

QUESTION #1: *Do you enjoy English learning English as a second language at school?* According to the results from the answers given by all students as shown in the Figure 1, we can see that 100 % or 60 out of 60 respondents answered positively to the question 1 stating that they all enjoy learning English as a second language in school, while there are no others who think different regarding this question. This may indicate that students in general not only like this language but it may also be related to their ambitions and prospects that they hope for their future.

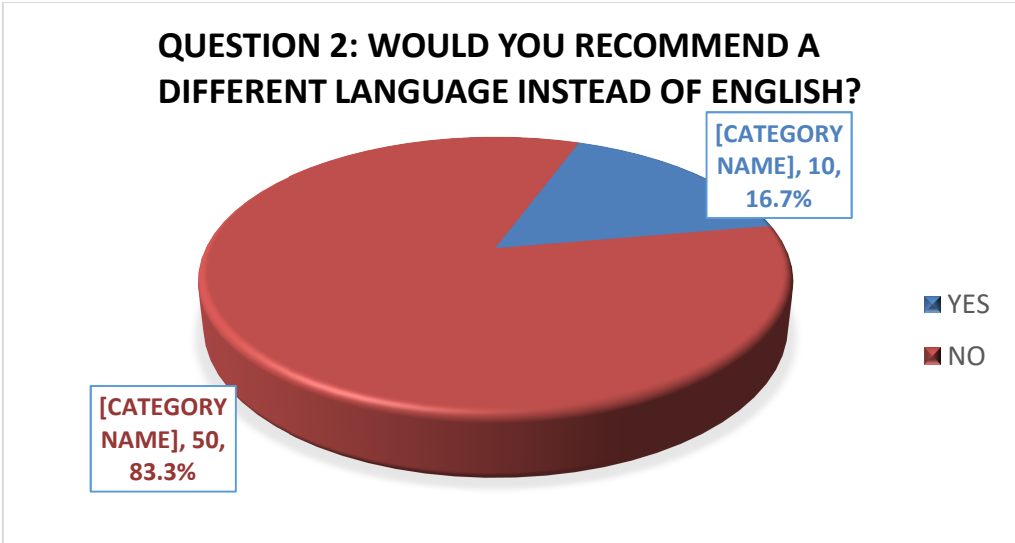


Figure 2. Students' responses to the question 2

QUESTION #2: *Would you recommend a different language instead of English?* As shown in Figure 2 regarding the question of whether students would recommend a different foreign language, 83.3% or 50 out of 60 students surveyed stated that they would not recommend another language while 16, 7% or 10 respondents stated that would have recommended another language instead of English as other foreign languages such as German and French are taught in high schools in Kosovo, for this reason some students may have different preferences regarding foreign languages.

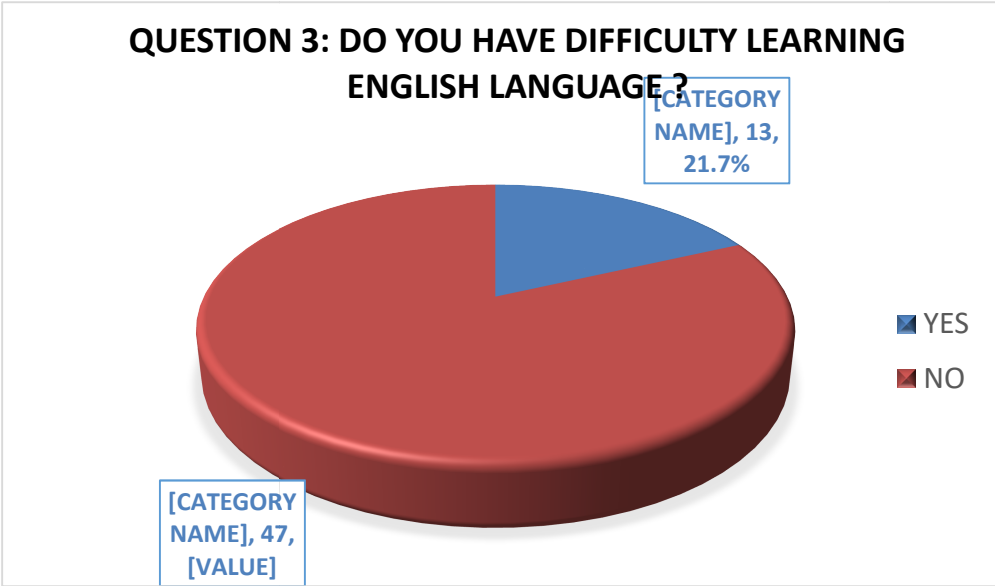


Figure 3. Students’ responses to the question 3

QUESTION #3: *Do you have difficulty learning English Language?* Based on the 60 respondents’ answers as shown in the Figure 3, it is clearly seen that the majority of students of 78.3 % or 47 students stated that they have no difficulties learning English language whereas 21.7 % or 13 students responded that they find difficulties in learning English language. The difficulties that some students may have are word pronunciation, spelling, memorizing words in English and some of them may lack self-confidence in overcoming such difficulties towards learning a foreign language.

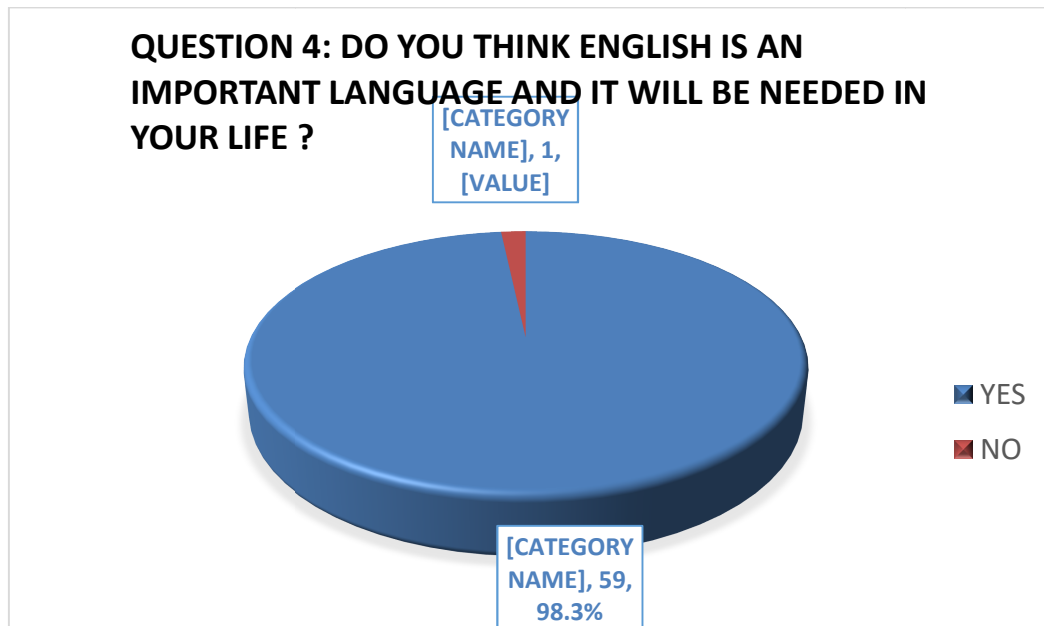


Figure 4. Students' responses to the question 4

QUESTION #4: *Do you think English is an important language and it will be needed in your life.*

As the figure above shows we can see that 98.3% 59 out of 60 students surveyed stated that English is an important language to learn, the reasons may be different as English may be needed for the future whether for employment opportunities or further studies, whereas 1.7% or only 1 respondent stated that does not consider English as an important language. According to this result the majority of respondents replied Yes, except one who replied No, we can conclude that English is considered to be an important foreign language and students think that it will be needed in their future.

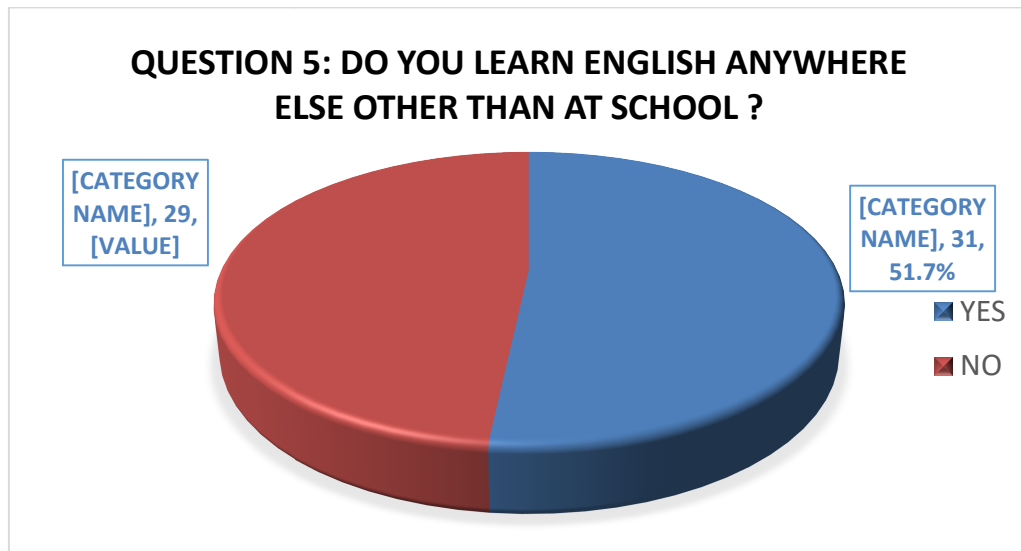


Figure 5. Students' responses to the question 5

QUESTION #5: *Do you learn English anywhere else other than at school?* Besides English is being taught in schools, there are also various private courses that offer foreign language courses, it depends whether students prefer to learn English at school or in private English course, it can be seen in the Figure 5. According to the chart, 51.7 % or 31 out of 60 students stated that they do not prefer to learn English anywhere else other than at school, whereas 48.3% or 29 out of 60 students prefer to learn English anywhere else such as: private or online courses. According to this result, we can see that there are more students or over 50% who prefer or choose to learn English at school rather than at private courses.



Figure 6. Students' responses to the question 6

QUESTION #6: *Do you have enough opportunities to practice English Language in school?* As shown in the Figure 6, there are 51 out of 60 students or 85 % of them who stated that they do have enough opportunities to practice English at school whereas only 9 out of 60 or 15 % stated that they do not get enough opportunities to practice English language at school.

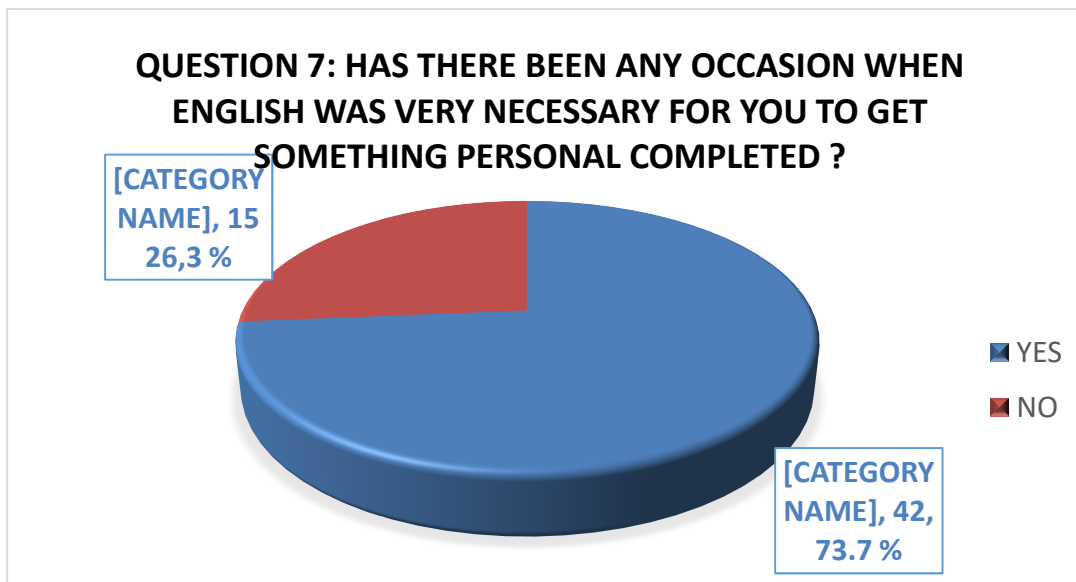


Figure 7. Students' responses to the question 7

QUESTION #7: *Has there been any occasion when English was very necessary for you to get something personal completed.* As we can see in the Figure 7. 73.7% or 42 out of 60 students stated that they have had cases when English has been to accomplish something for themselves, while 26.3% or 15 students stated that they did not have such cases.

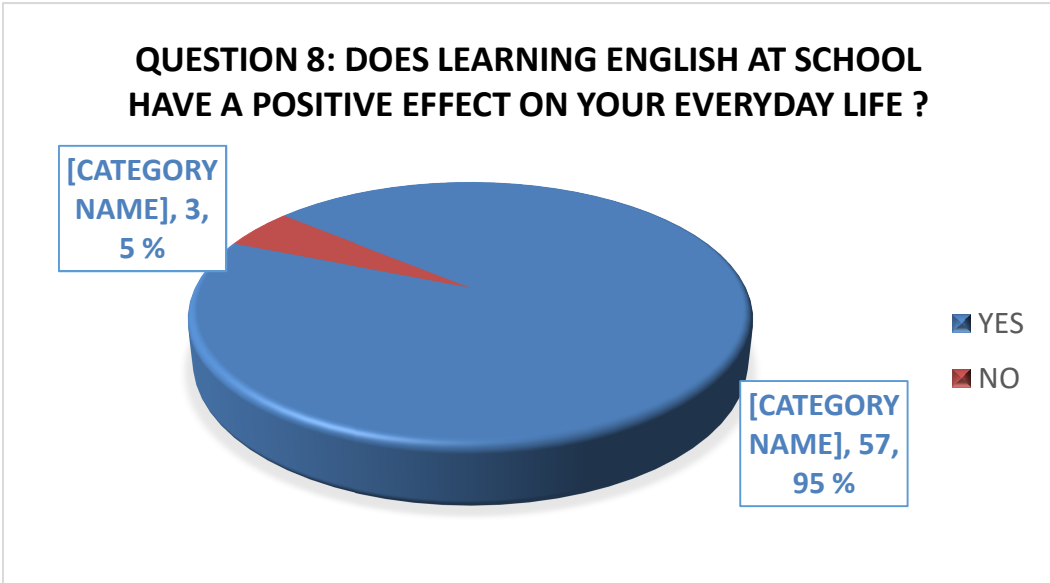


Figure 8. Students’ responses to the question 8

QUESTION #8: Does learning English at school have a positive effect on your everyday life? As shown in the Figure 8. 95 % or 57 out of 60 respondents replied that English language show positive effects on their everyday life, whereas 5% or 3 respondents claimed that English has no positive effect on their everyday life. As we can see, based on the respondents’ answers, the majority of them stated that English provides positive effect on their everyday life.

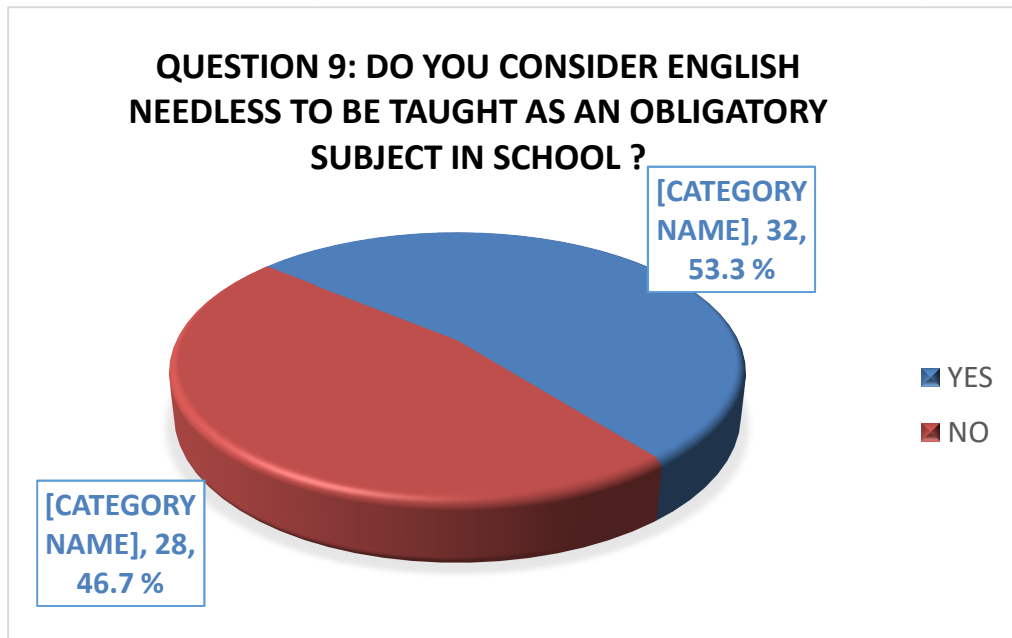


Figure 9. Students' responses to the question 9

QUESTION # 9: *Do you consider English needless to be taught as an obligatory subject in school?*

As shown in the Figure 9, there is 53.3 % or 32 out of 60 students who replied that they consider English language needless to be taught in school whereas 46.7% or 28 out of 60 students responded by disagreeing that English is needless to be taught in school. The result from this question shows that students share different opinions whether English language is needed or not to be taught as an obligatory subject in school.

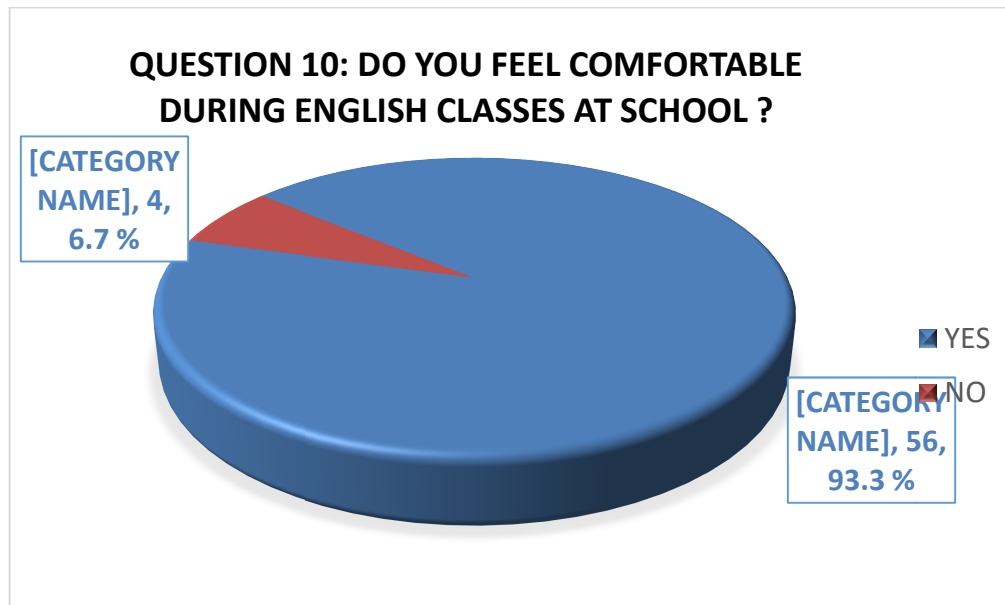


Figure 10. Students' responses to the question 10

QUESTION #10: Do you feel comfortable during English classes at school? As shown in the Figure 10, 93.3 % or 56 out of 60 students replied positively as they stated they feel comfortable during English classes at school whereas only 6.7 % or 4 out of 60 students replied that they don't feel comfortable during English classes they might not find it interesting to learn the subject of English language.

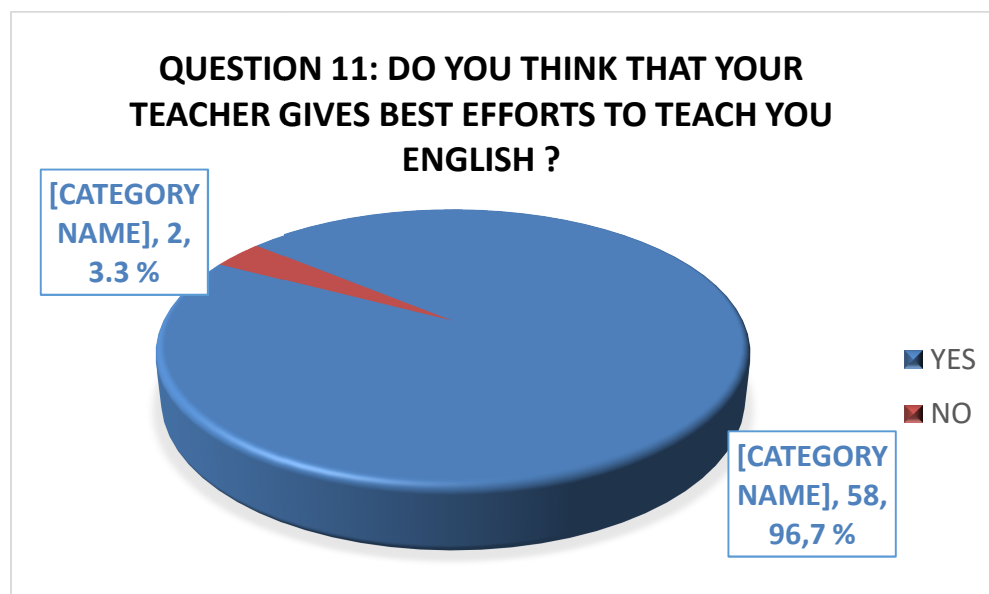


Figure 11. Students' responses to the question 11

QUESTION #11: Do you think that your teacher gives best efforts to teach you English? As shown in the Figure 11, 96.7 % or 58 out of 60 students stated that their teacher gives best effort in teaching English language, whereas only 3.3% or 2 out of 60 respondents disagree that they teacher does the best to teach them English language at school.

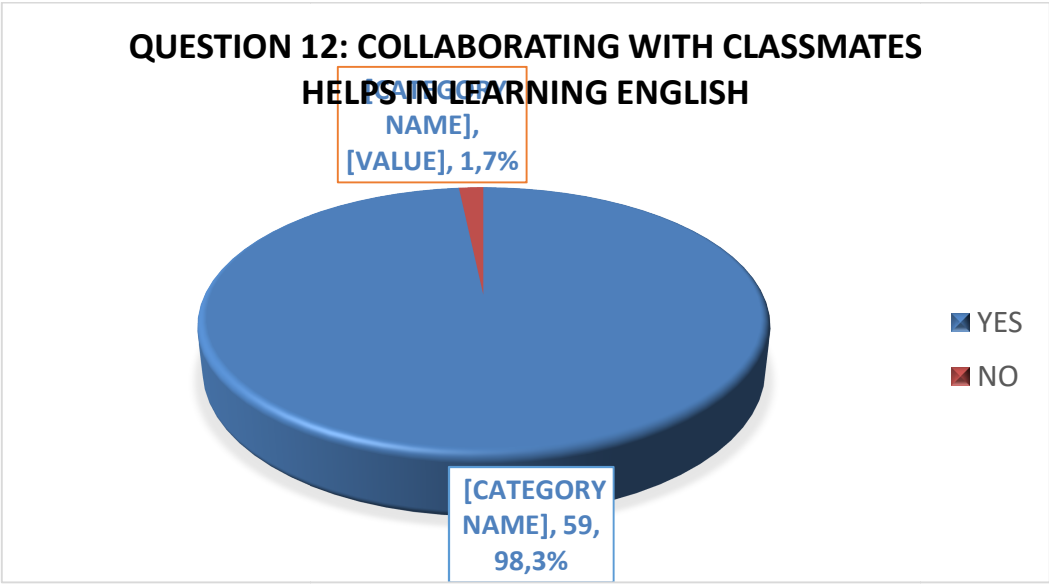


Figure 12. Students’ responses to the question 12

QUESTION #12: Collaborating with classmates helps learning English. As shown in the Figure 12. 98.3% or 59 out of 60 students which means that most of respondents replied that collaborating with their peers helps in learning English, whereas only 1 respondent disagrees by replying that does not think that collaborating with students would help in learning English.

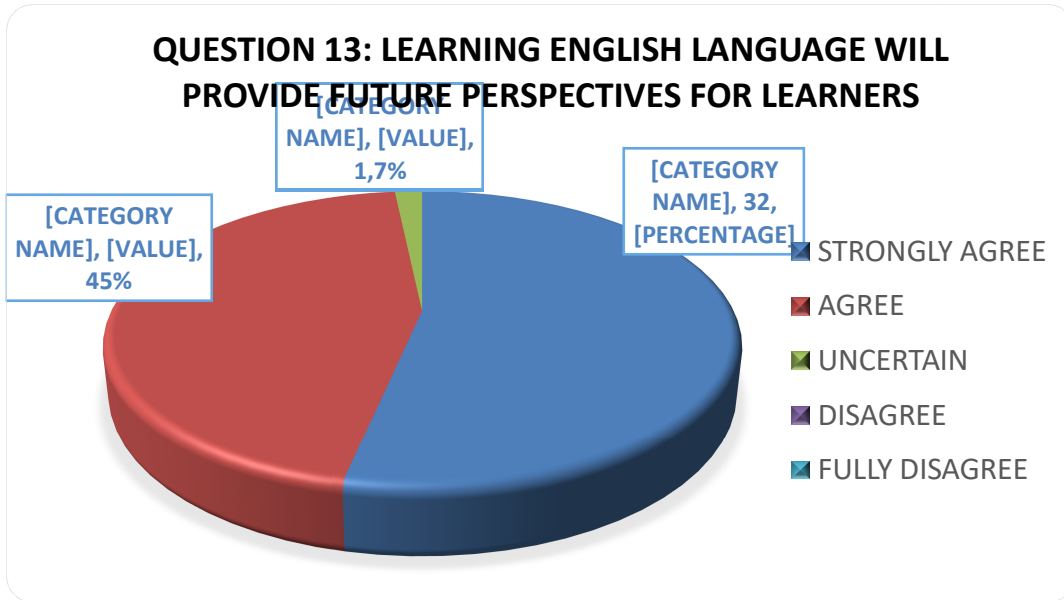


Figure 13. Students' responses to the question 13

QUESTION #13: Learning English language will provide future perspectives for learners. As shown in the Figure 13. 53.3 % or 32 out of 60 students strongly agree, 45% or 27 out of 60 students agree and only 1.7 % or 1 respondent stated that is uncertain regarding the question. According to the graph 13, we can see that most of the students stated that they believe that learning English can bring you prospects in their future.

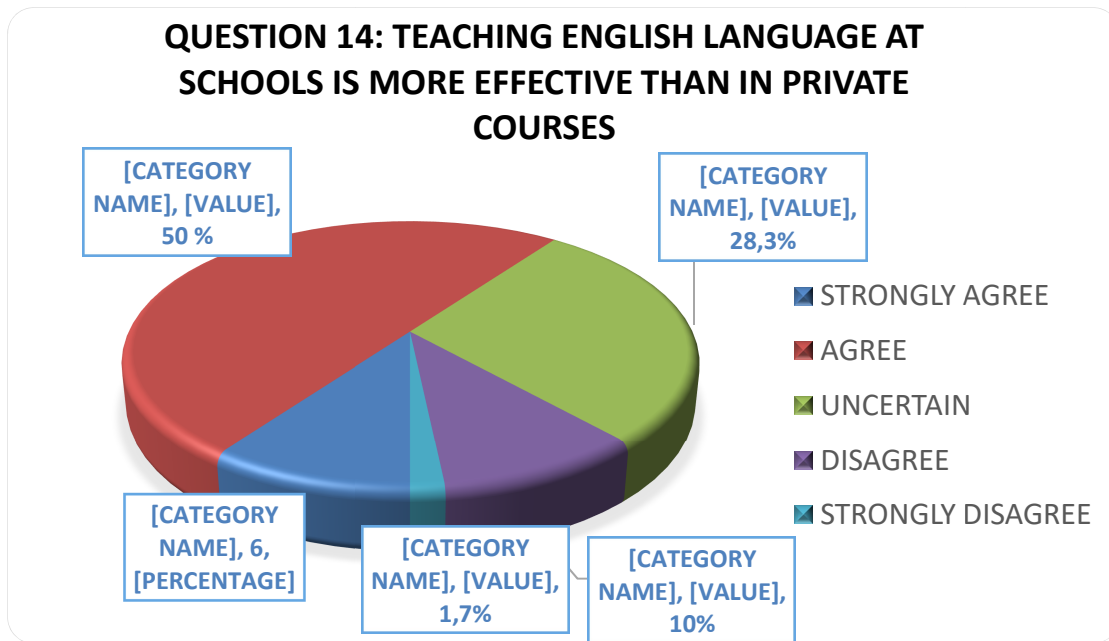


Figure 14. Students' responses to the question 14

QUESTION #14: Teaching English language at schools is more effective than in private courses.

As shown in the Figure 14. 50% or 30 out of 60 students agree, 28.3 % or 17 out of 60 students stated that they are uncertain, 10% or 6 out of 60 respondents strongly agree, 10% or 6 out of 60 disagree, and only 1.7% or 1 respondent strongly disagrees. Based on the graph we can see more than 50% of the respondents agree that teaching in schools is more effective than in any private course.

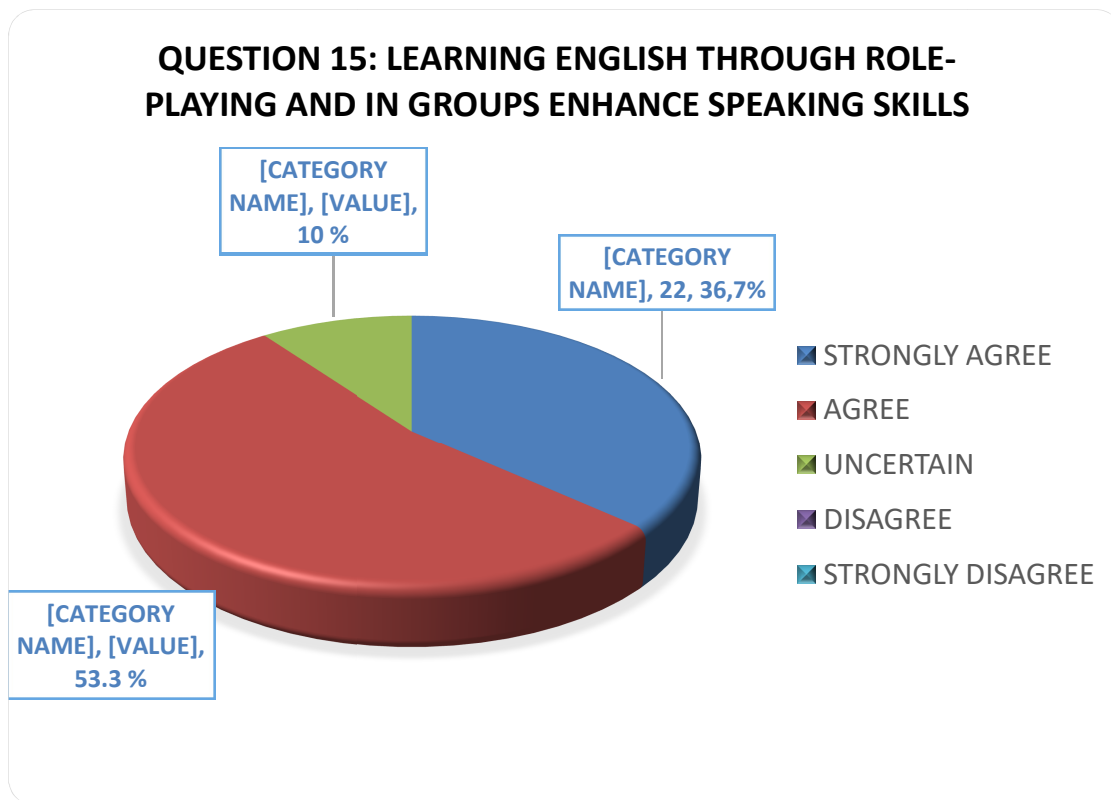


Figure 15. Students' responses to the question 15

QUESTION #15: Learning English through role-playing and in groups enhance speaking skills. As shown in the Figure 15. 53.3% or 32 out of 60 students agree, 36.7 % or 22 out of 60 students strongly agree, 10% or 6 out of 60 respondents are uncertain. Role-playing is one of the most effective method in learning a language and also the results show that the majority of students agree and strongly with it.

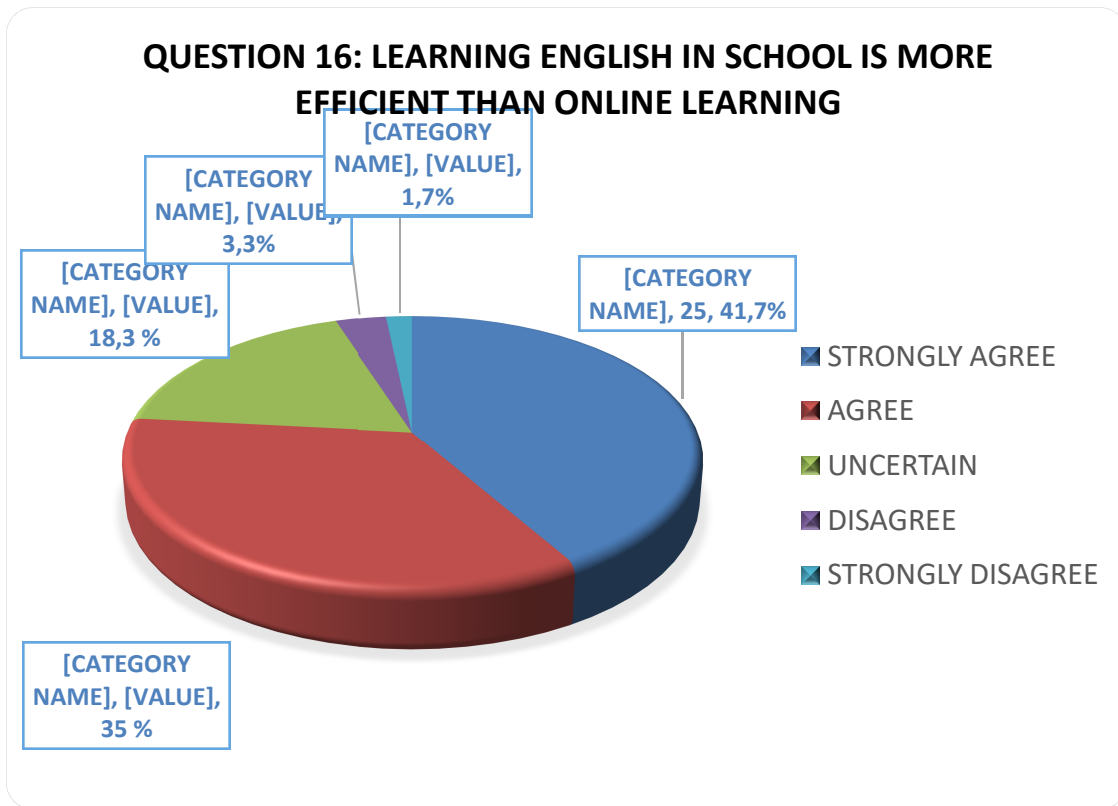


Figure 16. Students' responses to the question 16

QUESTION #16: Learning English in school is more efficient than online learning.

As shown in the Figure 16. 53.3% or 32 out of 60 students agree, 36.7 % or 22 out of 60 students strongly agree, 18.3 % or 11 out of 60 respondents are uncertain, 3.3% or 2 respondents disagree and 1.7% or only 1 respondent strongly disagrees. According to the students' responses shown, the majority of respondents agreed that Learning English in school is more than online training.

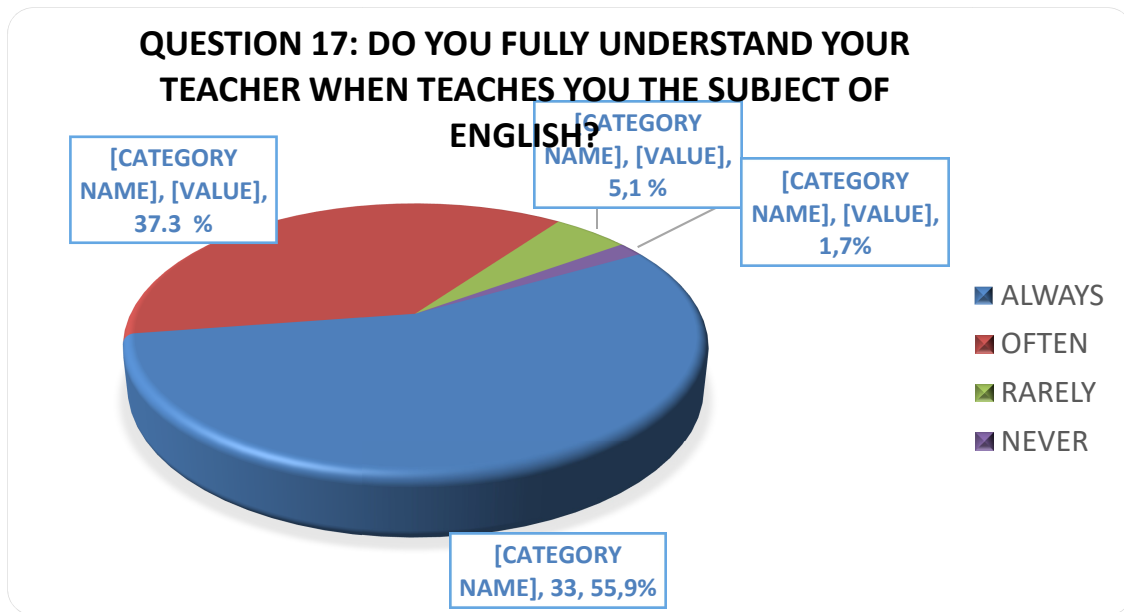


Figure 17. Students' responses to the question 17

QUESTION #17: Do you fully understand your teacher when teaches you the subject of English?

As shown in the Figure 17. 55.9 % or 33 out of 60 students stated always, 37.3 % or 22 out of 60 students replied often, 5.1 % or 3 out of 60 respondents stated rarely and only 1.7% or 1 out of 60 respondents stated never. According to the result we can see that in general the students stated that they have no difficulties in understanding their English teacher.

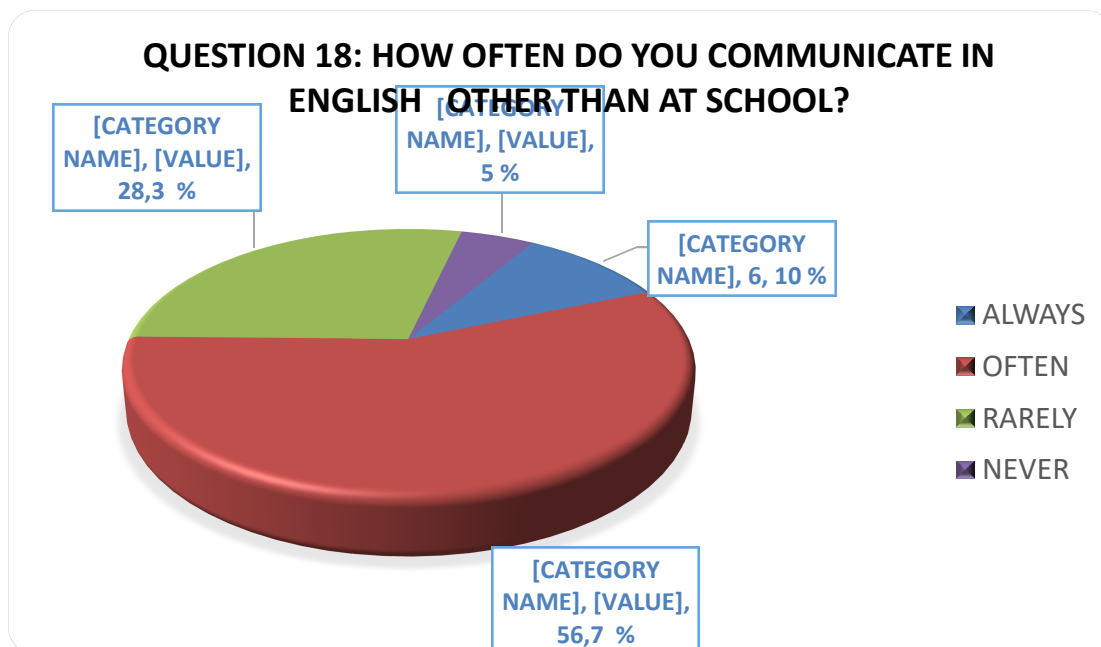


Figure 18. Students' responses to the question 18

QUESTION #18: How often do you communicate in English other than at school? As shown in the Figure 18. 56.7 % or 34 out of 60 students stated often, 28,3 % or 17 out of 60 respondents stated rarely, 10% or 6 out of 60 respondents stated always and 5% or 3 out of 60 respondents stated never. How often do these respondents speak English outside of school, over 50% stated that they speak often.

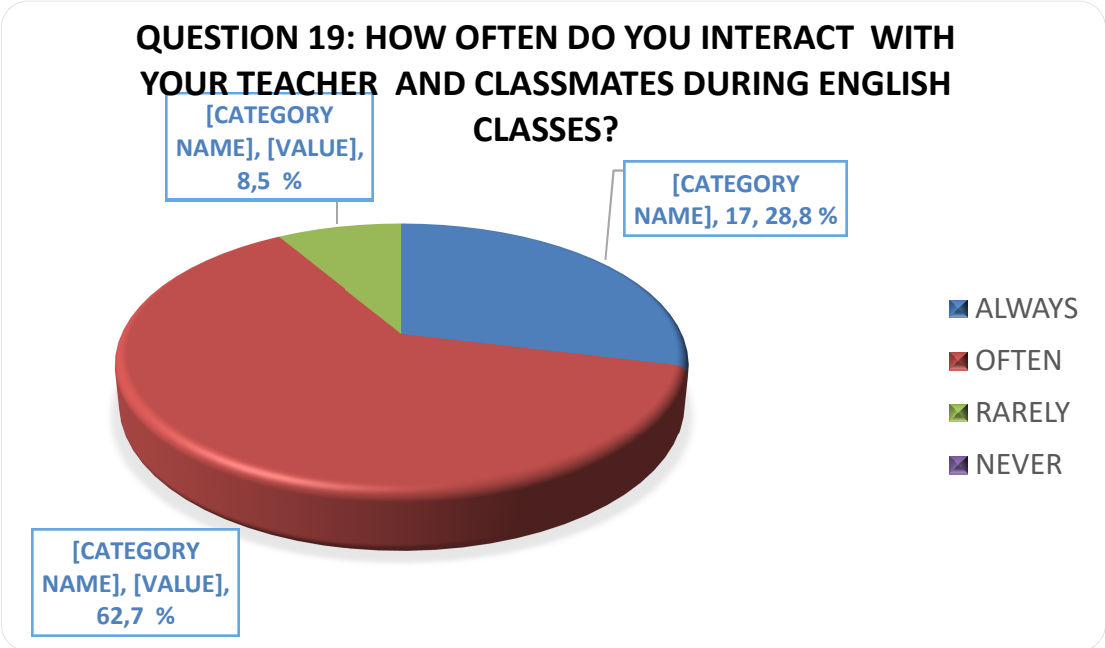


Figure 19. Students’ responses to the question 19

QUESTION #19: How often do you interact with your teacher and classmates during English classes? As shown in the Figure 19, 62.7 % or 37 out of 60 students stated often, 28.8 % or 17 out of 60 respondents stated always and 8,5% or 5 out of 60 respondents stated rarely. Communication with the teacher and classmates helps in improving your English language because during conversation you improve your speaking skills.

QUESTION 20: DOES YOUR TEACHER ADVISE YOU ON HOW TO BEHAVE IN CLASS WITH OTHER CLASSMATES AND WITH YOUR TEACHERS?

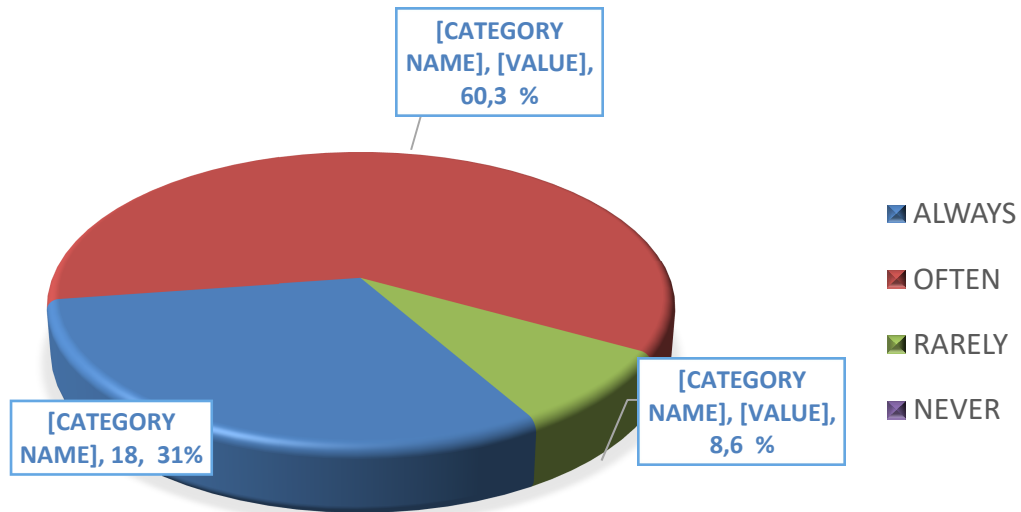


Figure 20. Students' responses to the question 20

QUESTION #20: Does your teacher advise you on how to behave with other classmates and with your teachers? As shown in the Figure 20. 60.3 % or 35 out of 60 students stated often, 31 % or 18 out of 60 respondents stated always, 8.6% or 5 out of 60 respondents stated rarely and there are no students who stated never.

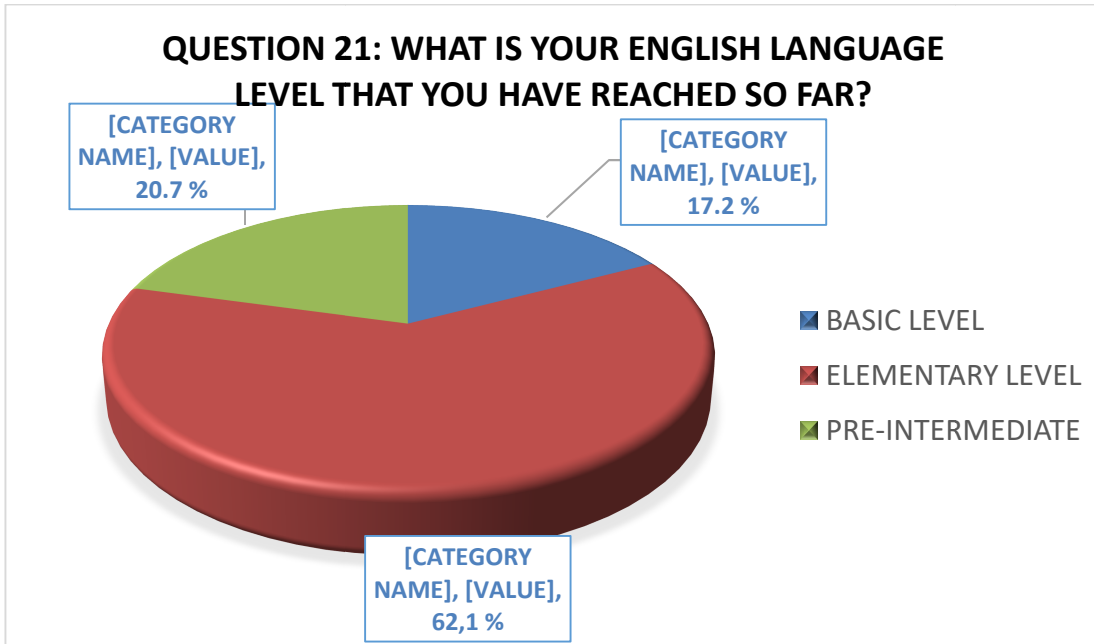


Figure 21. Students' responses to the question 21

QUESTION #21: What is your English language level that you have reached so far? As shown in the **Figure 21**. 62.1 % or 36 out of 60 students stated Elementary level, 20.7 % or 12 out of 60 respondents stated Pre-intermediate level and 17.2 % or 10 out of 60 respondents stated Basic level.

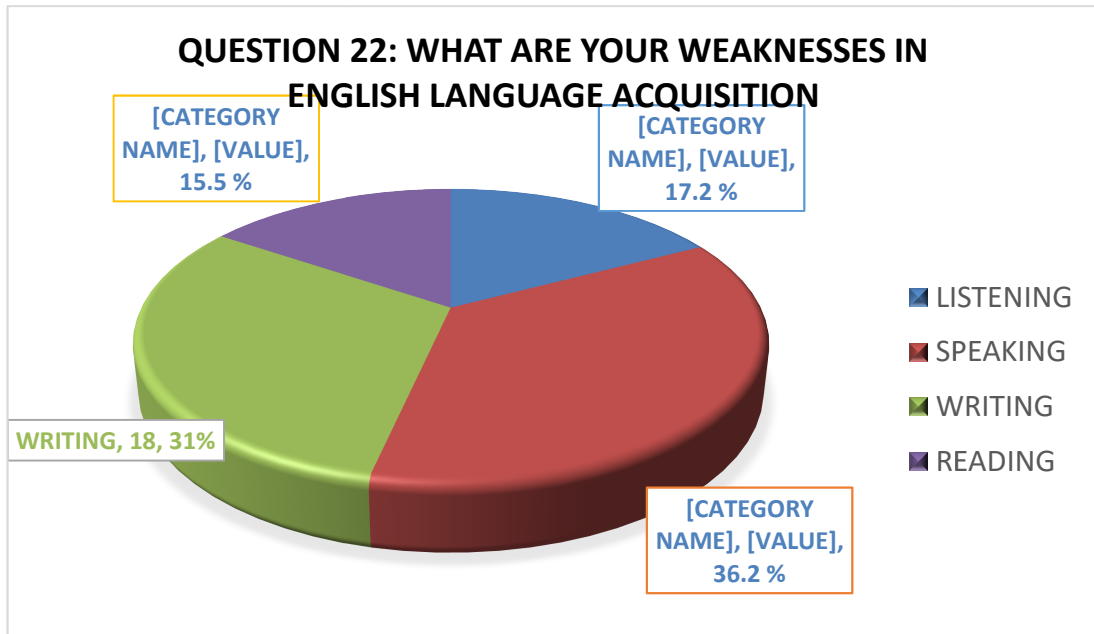


Figure 22. Students' responses to the question 22

QUESTION #22: What are your weaknesses in English language acquisition? As shown in the **Figure 22**. 36.2 % or 21 out of 60 students stated speaking, 31 % or 18 out of 60 respondents stated writing, 17.2 % or 10 out of 60 respondents stated listening and 15.5 % or 9 out of 60 respondents stated reading.

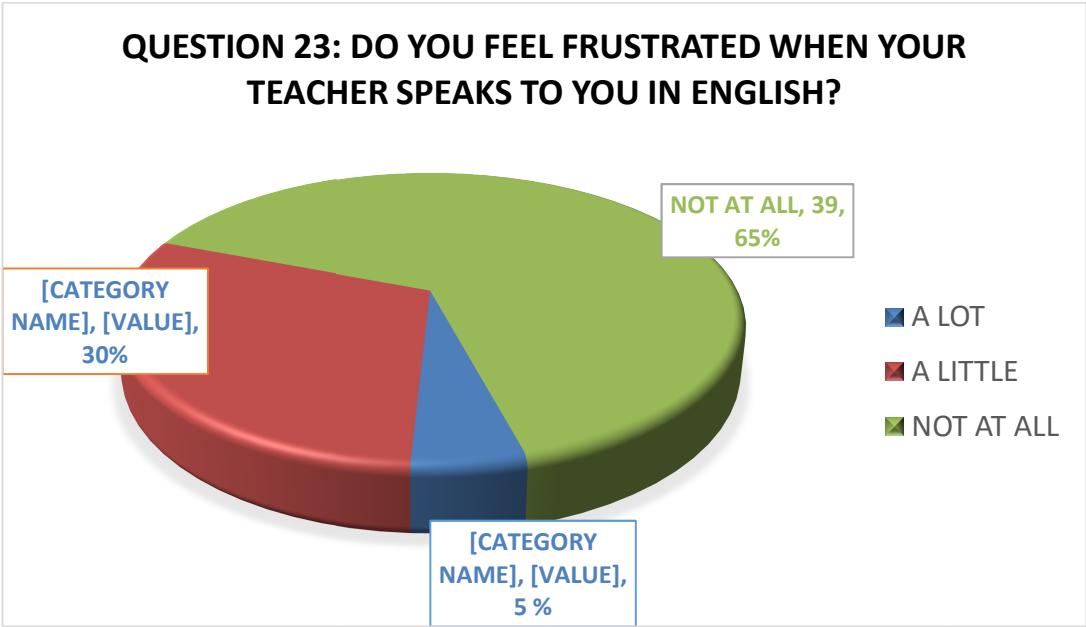


Figure 23. Students' responses to the question 23

QUESTION #23: Do you feel frustrated when your teacher speaks to you in English? As shown in the **Figure 23**. 65 % or 39 out of 60 students stated not at all, 30 % or 18 out of 60 respondents stated a little and 5 % or 3 out of 60 respondents stated a lot. The results show that the majority of respondents do not feel frustrated when their teacher communicates to them in English.

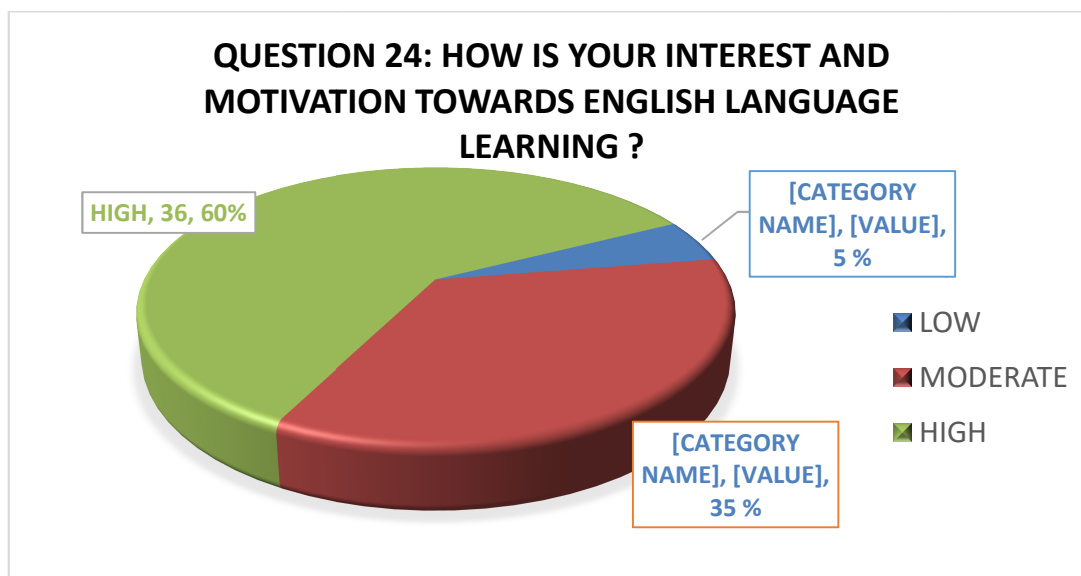


Figure 24. Students' responses to the question 24

QUESTION #24: How is your interest and motivation towards English language learning? As shown in the Figure 24. 60 % or 36 out of 60 students stated high, 35 % or 21 out of 60 respondents stated moderate and 5 % or 3 out of 60 respondents state low. The results show that a high percentage of students have interest and motivation to learn English language.

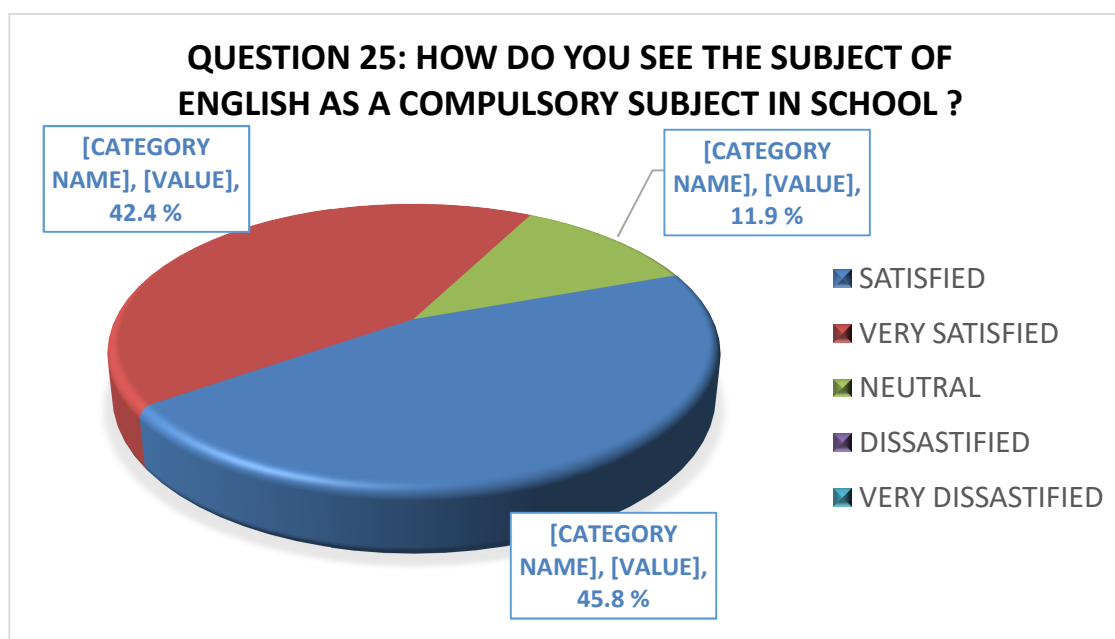


Figure 25. Students' responses to the question 25

QUESTION #25: How do you see the subject of English as a compulsory subject in school? As shown in the Figure 25. 45.8% or 27 out of 60 students stated satisfied, 42.4 % or 25 out of 60 respondents stated very satisfied and 11.9 % or 7 out of 60 respondents were neutral regarding this question.

4.2. An analysis of teachers' interview responses

There are several types of interviews, but in this study I conducted an unstructured interview with English language teachers which lasted approximately 15 minutes for each teacher, this interview contained basic questions regarding teaching in general and teachers were willing and confident in answering those questions by sealing their identities. As you may see below the answers of some were longer whereas some others answered the questions , but nevertheless each shared their thoughts and opinions about the students' interest in English as a second language in school as and the ways, methods and approach of teaching in raising students' interest in learning English. They seemed to be confident and honest in answering the questions. The interview consisted of 10 basic questions regarding learning English and they were asked to give detailed answers to each question.

Interviews with English language teachers were conducted face to face and the interviews were conducted at different times and days according to their school schedule. All five teachers agreed to be part of my case study by giving their answers. Below are shown the interview questions and answers from the teachers in the form of tables.

The main reason of this interview was to gain responses from different English language teachers in order to complete the research questions in this thesis as follows:

- 1. How should teachers increase the students' learning interest in foreign language?**
- 2. What teaching methods and techniques should teachers use to encourage students in language learning?**

Question 1: *Have you given confidence to the students by giving them chances to express not only their talents, but also their feelings?*

Teacher 1: Pointed that many students have the tendency to express their feelings while learning a new topic, **T1** also pointed out that most of the time let the students express or share their experiences that relates to the topic in some way.

Teacher 2: Stated that he does this all the time and he considers it as a great form of getting to know them better as this helps him to treat misunderstanding easily and overcome eventual problems, sometimes depends from the circumstances but in general students have the chance to express their feelings in order that we as teachers might help students with their issues to improve learning.

Teacher 3: Argued that students should be given the opportunity to show their talent first of all they should be allowed to express their feelings and thoughts during the learning process, as sometimes our students tell us about the doubts they have.

Teacher 4: *Emphasized that always tries to give them freedom to express themselves as it is an important thing in engaging them in learning and also we usually give confidence to the students by giving them opportunities to express not only their talents but also their feelings during the lesson.*

Teacher 5: Stated that the students he/she teaches are confident and they are free to express themselves regarding the lessons taught in the classroom but also their personal feeling.

Question 2: *Do you think that good communication on your part conveys motivation and confidence to the students?*

Teacher 1: Stated that good communication reflects many positive aspects to students, one of which is motivation and confidence, but also through communication students can be convinced of the importance of learning English.

Teacher 2: Pointed out that Communication is an important factor towards success, so it is important the way we communicate with students and letting them build a confidence in the classroom.

Teacher 3: Agreed that a good communication encourages and motivates students to learn and also said that a good communication is a very powerful tool for achieving motivation and confidence.

Teacher 4: Argued that Communication is very important in any situation, as well as when teaching students and always tries to have good communication with the students and tries to convey communication and confidence to them.

Teacher 5: Stated that communication is the key to many things and thinks that a good communication helps increase motivation but also self-confidence in students towards learning, but also the communication in general can be the best way to solve a problem.

Question 3: *Do your students openly express their feelings and thoughts about English language in the classroom?*

Teacher 1: Stated that most of the time their students express themselves without hesitation if it is a positive feedback about English language but they do it indirectly if they want to share a negative feedback.

Teacher 2: *Answered shortly to this question by stating that most of them do express their feelings and thoughts about English Language.*

Teacher 3: Answered that students are always free to openly express their thoughts, feelings also their dissatisfactions regarding English learning in the school since it is the right of every student to express himself or herself and so that we as teachers cannot deny their rights.

Teacher 4: Affirmed by stating that they are free to express their feelings and opinions about English language. T4 also pointed out that there some students who express their feelings whether they are good or bad, but there are some who may give different opinions regarding the English language

Teacher 5: Emphasized that students always express their positive feelings and thoughts regarding English Language because we try to make it easy for them to express themselves, but there are also students who are reluctant to express what they know.

Question 4: *What is your students' attitude towards English language learning?*

Teacher 1: Explained that there are many students, so their attitude towards English may differ. According to his/her own opinion, students may gain motivation for English from their teacher and their motivation affects their attitude towards learning English.

Teacher 2: Criticized by stating that some students like English but they are just lazy to study, but in general most of them tend to learn and pay attention during English classes

Teacher 3: Affirmed that students have positive attitude and are interested to learn English Language. They prefer to communicate in English so that we often do group discussion in English about certain things.

Teacher 4: Stated that students are very interested and eager to learn new things and the majority of the students have positive attitude towards English Language and find my class very interesting.

Teacher 5: Explained that in general, their attitude towards English learning is positive and they are eager to learn and speak English all the time, in the classroom and outside. But, I can say that during the English language lessons, they look happy and motivated as they cannot wait to start the lesson, especially when I ask about their homework if they have done it.

Question 5: *What are some teaching methods that you practice the most and you find them effective in the classroom?*

Teacher 1: Explained that most of the time uses Teacher-Centered Approach but sometimes uses Student-Centered Approach. Using technology while teaching helps a lot in achieving an effective learning outcome.

Teacher 2: Stated that combines different teaching techniques and methods such as Teacher Centered, Direct method, Interactive methods and Role-playing

Teacher 3: Mentioned some teaching methods which are effective as follows: The direct method, Communicative Language Teaching, The Grammar Translation Method. Also stated that

Cooperative learning is one of the most effective method that is very useful.

Teacher 4: Stated that conversation, free discussion help them to express themselves, as well as cooperative learning, which encourage students to work together. Emphasized that tries to be interactive and cooperative with the students as much as possible.

Teacher 5: Pointed out some of the methods that he/she applies in and outside the classroom are free conversations about different issues, talking about things they are interested in, free activities, games, songs, telling stories, debates, watching video lessons, working in groups etc. Students say they love English, express readiness for communication and interest in translation as well.

Question 6: *What do you think the school can do to enhance students' interest and motivation in learning?*

Teacher 1: Stated that School digitalization would be a great thing to enhance students' interest and motivation.

Teacher 2: Pointed out that the school must improve the classroom environment and then share positive outcomes.

Teacher 3: Argued that the school must hire good teachers, organizing activities, motivating students and making an attractive environment suitable for them.

Teacher 4: Argued that the school should provide them with conditions, having classes well equipped, put the child in charge as much as possible, didactic tools and opportunities for greater activities within the school

Teacher 5: Suggested that the school should organize tours for students in American or English schools in the country or even in the region where students may have the opportunities to speak English with their peers.

Question 7: *Do you think that students' attitude and motivation will change as they grow older, if so why?*

Teacher 1: Explained that as the students grow older they have more responsibilities and they could lose motivation but this is not always the case.

Teacher 2: Emphasized that the younger students are, they tend to express more motivational behaviors as they are able to understand things easier as they may have less stress.

Teacher 3: Stated that it depends on what students are eager for, if they do what they like, their motivation will increase.

Teacher 4: Pointed out that students' attitudes and motivations will change as they grow older, because they will realize how important it is to learn English both at work and in everyday communication.

Teacher 5: Pointed out that the older they get, the more they may lose interest and motivation in learning as their responsibilities and obligations of life also increase.

QUESTION 8: Do you prefer online or classroom teaching regarding English language teaching? If so why?

Teacher 1: Stated that prefers classroom teaching, because the students' physical presence

makes teaching easier and it will also be easier to observe them in the classroom rather than through online teaching.

Teacher 2: Argued that Online teaching is harder than classroom teaching because of the fact that many students are not equipped with the technology needed to be a part of online education and this might be one of the factors.

Teacher 3: Pointed out that Classroom teaching is more effective for students but also online teaching has the perspective in modern life.

Teacher 4: Stated that in the current circumstances (pandemic) even online learning will be preferred because the continuity will continue and students will not have a break from learning.

Teacher 5: Stated that prefers Classroom teaching rather than online teaching because it's more effective and it's easier for teachers and students to learn and develop language skills.

QUESTION 9: *Are your students afraid to communicate in English and how do you handle these cases?*

Teacher 1: Emphasized that students sometimes hesitate to express in English because they are afraid of making a mistake which would probably lead to others making fun of that student so as a teacher tries to let them know that without making a mistake you cannot learn and that doing a mistake is human.

Teacher 2 Stated that there are cases that some students may be shy to talk but always we try to make them feel free and comfortable in classroom.

Teacher 3: Answered shortly by stating that they aren't, indeed my students enjoy learning the

subject of English language

Teacher 4: Emphasized that students are not afraid at all, they communicate very well in English and as teachers we treat them very well by giving them constant support.

Teacher 5: Pointed out that some students are shy and do not express their opinions because they think they may be wrong, but we try to make them free and confident to speak by motivating them to practice because practice makes perfect.

QUESTION 10: *Are there any cases when students are interested in learning but are reluctant to express themselves?*

Teacher 1: Stated that there are many cases like this, but they try to get whatever knowledge they have out of them and make them feel secure about their opinions and pointed out that also use

Teacher 2: Pointed out that students have the tendency to express and ask anything at any time but sometimes they just hold back because their shyness. Teacher explained that once we identify students who are shy to express themselves, we arrange small groups of students and try to make learning more fun so that those students can express themselves

Teacher 3: Emphasized that there are cases when students are reluctant to talk but usually tries to solve this issue by talking and explaining to them that it is good to express what they know whether they may give wrong or right answer.

Teacher 4: Pointed out that there are such cases but we insist on finding ways for students to express themselves without hesitation, we do this, by diving students in small groups and by simplifying tasks given.

Teacher 5: Stated that there are such cases when students are reluctant to express themselves. Teacher pointed out that, when students are asked about the lesson, they give correct answers.

Chapter V

Conclusions

The journey of this study I can say that has not been so easy for me because it occurred at an inopportune time due to the outbreak of the pandemic which made almost everything difficult in daily life but that also affected my concentration and motivation in completing my master thesis, but my commitment as well moral support from the colleagues and my family has enabled me to successfully complete my master thesis. The main purpose of this research was to obtain information, opinions and thoughts from different students regarding their attitudes and interests towards English as a foreign language in schools and then to make an analysis of the answers given by them. I can say that this research has met my expectations regarding their responses as most of the respondents from the survey I conducted in the high school have shown positive attitudes and feedback regarding the English language, with the exception of a few students who gave negative answers in regards to English as a second language.

Nowadays in Kosovo, but perhaps also in many other countries, English is learned not only in school but also through television, music, internet, in games and computer applications, where a large number of people from childhood begin to learn English words before going to school.

Based on research and studies we can see that student's attitude is an important factor in language acquisition. My research was focused on only one school and with two different classes, and in this study I have tried to find the answers from students and teachers and to make a comparison with other scholars who also conducted study cases at some schools around the world. Below are shown some conclusions through which we will try to answer the research questions and support the hypotheses given in this study along with research questions related to English language and teaching.

Research Question 1: *How should teachers increase the students' learning interest in foreign language?*

Hypothesis 1: Teachers should apply different teaching methods in order to increase students' interest in learning a foreign language.

My first research question was to find out to what extent teachers work to increase students' interest in learning a foreign language. According to a statement from some scholars in previous chapters with which I completely agree where they say that teachers should not force their students to learn a foreign language in this case English because it can cause dissatisfaction and unfavorable attitudes to students versus the teacher, so teachers need to be attentive and find appropriate ways and methods to encourage their students to learn a foreign language because it is not a mother tongue and it may not be that easy. In addition, some English language teachers also stated that good communication is an important factor in building self-confidence in students but also reflects on many positive aspects such as increasing students' motivation and willing. In general, based on their answers, all of them stated they put their best efforts to make their students learn the language.

Research Question 2: What are the benefits of learning English as a foreign language at schools?

Hypothesis #2 Mastering English as a second language is beneficial and useful for students for their future especially for job opportunities.

According to the data gathered from the students' questionnaire on the 4th question "*Do you think English is an important language and it will be needed in your life*" and 7th "*Learning English will provide perspective for learners*" regarding the benefits of learning English Language, we can see that over 90% of respondents provided positive feedback by agreeing that English language may be needed for their future whereas only a small percentage of respondent were neutral.

Knowledge of English is necessary and it is required if someone wants to apply for a job vacancy in an American company but also in some foreign organizations such as EU and OSCE, we can say that young people can benefit if they master English.

RQ 3: What teaching methods and techniques should teachers use to encourage students in language learning?

Hypothesis #3 Learning second language will not depend only on learners' efforts in developing the language but also it depends on what teaching techniques and strategies are used by teachers in engaging and motivating learners in learning

As mentioned on previous chapters, teaching techniques and strategies play a crucial role when teaching students. There are different teaching methods that teachers can use to engage students in learning. According to the answers given from the interview conducted with English language teachers, we can see that each teacher has mentioned different teaching methods and strategies who they apply in their classes in raising students' interest and motivation towards learning, such effective teaching methods mentioned were: *(The Direct Method, Communicative Language Teaching, The Grammar Translation Method)* and *(Teacher-Centered Approach and Student-Centered Approach)*. I believe that the use of different methods can help to engage students in learning and make learning more interesting.

I have tried to obtain results which support some of the questions asked at the beginning of this study that "Why should we learn English?" and "Why is English such an important language?".

English language is seen to be important language based on the study results conducted with the students from the high school "Kuvendi i Arbërit". According to responses given by the students in the questionnaire, in general, they have shown positive thoughts and attitudes in terms of interest, motivation, expressing the pleasure and desire to learn English as a foreign language in school and considering this language important for their future. They also indicated their preferences if they like to teach in private schools or English language courses. Also, most students expressed that they feel comfortable during the English language class praising the

teachers for their efforts in teaching the students. Regarding the analysis of the teacher interview regarding the methods and ways of teaching, I have highlighted some of the main answers, they mention some of the methods that they practice in school and which help to increase the interest and motivation of students in learning English language also most of the teachers emphasized that communication with students is very important, through communication can also express their feelings. As for the question which is the main goal about the attitude towards English language learning "What is your students' attitude towards English language learning?" In general they emphasized that their students have positive attitudes towards English language and are eager to learn. When asked what school can do to enhance students' interest and motivation, there were some suggestions and recommendations from teachers that the school should be organized school activities, some others said that it should be digitalized.

In conclusion, this study was conducted at a time of pandemics where perhaps in some people including students the pandemic may have negatively affected their emotional state but nevertheless students and teachers have shown positive results regarding students' attitudes and interest in learning towards English as a compulsory foreign language in school.

Chapter VI

Limitations and Recommendations

6.1. Limitations

In the last chapter of this study, some recommendations or suggestions will be given regarding to this study. To do a case study we cannot say that it is such an easy task as it requires commitment to accomplish it and this thesis could not have been completed without the support of the participants in this case mentioning the involvement of some students and English language teachers who with their answers regardless of whether they gave positive or negative feedback helped me to complete my master thesis. There were some factors which affected this research related to the topic.

Firstly, the literature has been limited in the library and the insufficiency of the study materials has made it difficult to provide as much facts regarding this study with the exception of some books and materials from various sources published on the Internet, therefore the support of the questionnaires and interviews helped me to have this work thesis completed.

Secondly, another factor that has affected this study has been the Covid Pandemic outbreak which has made us have a limited number of participants, slowed down the process of work of my master thesis and limited my journey to conduct the study because we were asked to follow and obey to Anti-Covid rules from the institution of Public Health to prevent the spread of the virus. Due to this, the number of respondents in the school was only 60 students and 5 teachers, in order to gain more data regarding this research would have been better to have a larger number of participants in order to have best results. Due to these limitations, I had to hand over the students questionnaires to the official person in the school and I wasn't allowed to be present during the research in the classrooms but only after they have completed the questionnaires and those were turned in to me and in the other hand, the interview with English language teachers has been conducted outside the school.

Appointment schedules for conducting my research in schools have been postponed and

suspended several times due to Covid measures which have affected my research process but finally after overcoming all these challenges, I managed to complete this study successfully.

6.2. Recommendations

I recommend to students, from the study case at school, who were probably skeptical about their attitude towards English as a foreign language at school that they should not feel that English is difficult to learn, but they should find motivation and confidence in achieving this goal, the best way is to understand the importance of knowing English which may be needed for their future.

Some recommendations I can suggest to prospective students and English teachers currently working in schools:

- Suggesting research studies to be more extensive including more literature and books in order to give you more information about the topic
- Having a large number of study participants might bring more effective results
- Conducting research not only in schools but also in private English language courses by getting more regarding English Language
- To conduct a wider research including more literature and books regarding the topic title
- Prepare and distribute English tests to students to measure English language proficiency

Bibliography

1. Anne, M. (2013). Why learn a foreign language? Benefits of bilingualism. Retrieved from:<http://www.telegraph.co.uk/education/educationopinion/10126883/Why-learn-a-foreign-language-Benefits-of->
2. Abu-Snoubar, T.K.(2017). An evaluation of EFL students' attitudes towards English language learning in terms of several variables. International Journal of English Language Teaching Vol.5, No.6. Published by European Centre for Research Training and Development UK (www.eajournals.org)
3. Cabansag, N.J. (2013).The attitudinal propensity of students towards strategies in English language learning. Vol.-IV. Issue-2. International Refereed Research Journal.
4. Dadi, Megersa (2018). Student's attitude & motivation towards English language learning: English major students at Dire Dawa University in focus, Vol.8. No.11, ISSN 2224-5766 (Paper) ISSN 2225-0484 (Online)
5. Do˘rnyei, Z. (2003), Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications.
6. Icek, A. (2005). Attitudes, Personality and Behaviours.Second edition. Publisher: Open University Press.
7. Kocaman, O. (2017). Factors impeding the learning of a second language in Spanish school system: Valladolid University sample. Journal of language and linguistic studies, 13(2), 578-592.

- 8.** Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

- 9.** Guerrero, M. (2015). Motivation in second language learning: A historical overview and Its relevance in a public high school in Pasto, Colombia. *HOW Journal*, 22(1), 95-106.
<https://doi.org/10.19183/how.22.1.135>

- 10.** Oliver, D. (2020) "The role of attitudes in foreign language learning". *Educational Sciences*. 40. https://academicworks.livredelyon.com/edu_sci/40

- 11.** Shameem A. (2015). Attitudes towards English language learning among EFL learners at UMSKAL, *Journal of Education and Practice*. Vol.6, No.18. www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online).

Appendix A

Survey Questionnaire for students

High school: "Kuvendi i Arberit" – Ferizaj

Name (optional): _____ Age: _____ Gender: _____ Grade: _____

As part of my MA research thesis at the South East European University, Tetovo, I am conducting a survey that investigates the attitudes of students towards English as a foreign language at school. Any information obtained from this study at your school will remain confidential.

Part I. Please answer the following questions regarding English Language Subject by placing a checkmark (✓) in the answer box or fill in the blank if indicated

1. Do you enjoy learning English as an obligatory language at school Yes No

2. Would you recommend a different language instead of English? Yes No

3. Do you have difficulty learning English Language? Yes No

4. Do you think English is an important language and will it be needed in your life?
 Yes No

5. Do you learn English anywhere else other than at school? Yes No

6. Do you have enough opportunities to practice English language in your school?
 Yes No

7. Learning English language will provide future perspectives for learners.

- a) Strongly agree
- b) Agree
- c) Uncertain
- d) Disagree
- e) Strongly disagree

8. Teaching English Language at schools is more effective than in private courses.

- a) Strongly agree
- b) Agree
- c) Uncertain
- d) Disagree
- e) Strongly disagree

9. Learning English through role-play and in groups enhance speaking skills

- a) Strongly agree
- b) Agree
- c) Uncertain
- d) Disagree
- e) Strongly disagree

10. Learning English in school is more efficient than or online learning.

- a) Strongly agree
- b) Agree
- c) Uncertain
- d) Disagree
- e) Strongly disagree

11. Do you fully understand your teacher when he/she teaches you the subject of English language?

- a) Always
- b) Often
- c) Never
- d) Rarely

12. How often do you communicate in English other than at school?

- a) Always
- b) Often
- c) Never
- d) Rarely

13. What is your English language level that you have reached so far?

- a) Basic level
- b) Elementary level
- c) Pre-intermediate level

14. What are your weaknesses in English language acquisition?

- a) Listening
- b) Writing
- c) Speaking
- d) Reading

15. How is your interest and motivation towards English language learning?

- a) Low
- b) High
- c) Moderate

16. Has there been any occasion when English was very necessary for you to get something personal completed?

- a) Yes
- b) No

17. Does learning English at school have a positive effect on your everyday life?

- a) Yes
- b) No

18. Do you consider English needless to be taught as an obligatory subject in schools?

- a) Yes
- b) No

19. Do you feel comfortable during English classes at school?

- a) Yes
- b) No

20. Do you think that your teacher gives best efforts to teach you English?

- a) Yes
- b) No

21. Collaborating with classmates helps in learning English.

- a) Yes
- b) No

22. How often do you interact with your teacher and classmates during English lessons

- a) Often
- b) Always
- c) Rarely
- d) Never

23. Do you feel frustrated when your teacher speaks to you in English?

- a) A little
- b) Not at all
- c) A lot

24. How do you see the subject of English as a compulsory subject in school?

- a) Satisfied
- b) Very satisfied
- c) Neutral
- d) Dissatisfied
- e) Very dissatisfied

25. Does your teacher advise you on how to behave in class with other classmates and with your teachers?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Appendix B

Interview with Teachers

- 1. Have you given confidence to the students by giving them chances to express not only their talents, but also their feelings?**
- 2. Do you think that good communication on your part conveys motivation and confidence to the student?**
- 3. Do your students openly express their feelings and thoughts about English language in the classroom?**
- 4. What is your students' attitude towards English language learning?**
- 5. What are some teaching methods that you practice the most and you find them effective in the classroom?**
- 6. What do you think the school can do to enhance students' interest and motivation in learning?**
- 7. Do you think that students' attitude and motivation will change as they grow older, if so why?**
- 8. Do you prefer online or classroom teaching regarding English language teaching? If so why?**
- 9. Are your students afraid to communicate in English and how do you handle these cases?**
- 10. Are there any cases when students are interested in learning but are reluctant to express themselves?**