POSTGRADUATE STUDIES-SECOND CYCLE

THESIS:

"Challenges of teaching English to multigrade classrooms."

A Case Study in the Elementary School "Sylejman Vokshi" in

Broboniq, Mitrovice

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LIST OF ABBREVIATIONS

ESL	English as a Second Language
ELL	English Language Learners
ELT	English Language Teaching
LEP	Limited English Proficient
L1	First Language/ Mother Tongue
TESOL	Teaching English to Speakers of Other Languages

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ABSTRACT

The majority of classes in our school system are large multilevel classes. Multi-level classrooms seem to be very challenging especially for the ones entering it for the first time. The main goals of this research were to explore students' strategies in language learning, the learning process of English language in our schools, and the challenges teachers face while teaching in a multi-level classroom. It is also intended to provide a guide for teachers in their challenges towards multi-grade classrooms' teaching.

 These objectives have been measured in relation to two distributed questionnaires; one for students and one for the teaching staff and the interview distributed to students and teachers. Data were collected online via google form, which included 80 students and 5 teachers within 5 days.

For the interview, 5 professors were included and 20 students. The findings of the research showed that 60 % of the participants strongly agree that there are multi-level students in their classes. The participants from the teachers' questionnaire think that using different teaching strategies have better outcomes. 31.3% of the students participating in the survey strongly agree that combination of levels and ages exist in their classroom, while 38.7% only agree with this opinion. 46.3% of the students strongly agree that effective methods are used during their English classes, while 26.3% of them only agree with this statement.

The dramatic approach to teaching English in a multi-level classroom is a significant contributor to student effectiveness rather than using traditional language education strategies.

Chapter 1. Introduction

Teachers of English as a Second Language (ESL) engage with students from a variety of cultural and linguistic backgrounds. They also bring with them a wide range of educational and life experiences. While most pupils in a normal classroom are the same age, an ESL teacher may deal with a few grade levels at a time. There are likely to be pupils in the groups who speak various primary languages. Furthermore, language skill levels might vary substantially, which means that an ESL teacher may have a complete beginner and a more advanced English learner in the same class or group. Multi-level ESL courses benefit English learners by allowing them to engage with one another and acquire the language via practice and negotiation of meaning.

According to Bell & Burnaby, Santopietro, Wrigley & Guth, every class, it may be said, is multilevel. Despite initial enthusiasm for the 'earlier, better' approach, the integration of English into primary school curricula has resulted in additional issues, primarily due to overcrowding, insufficient teaching time, and a lack of appropriate instructional resources (Bozavl, 2015). As a result, English classes must be taught by classroom teachers, especially in rural areas where multigrade classrooms are popular.

First and foremost, a teacher must understand what it means to teach in a large class. Based on Hess (2001), a large class is defined as thirty or more students. According to Ur (1996), a large class consists of 40-50 students. Baker and Westrup (2002), on the other hand, present a useful definition, indicating that "If the teacher considers there are too many students for them all to make progress, a huge class can be any number of students. "Adding the multilevel aspect to these types of classrooms means that we must focus not just on the high number of students, but also on the variety in the students' language control." We talk about the proficient student sitting next to the one who can barely speak, as As Karshen, Stephen.D & Terrell, Tracy (2002) point out.

There are various types of group work, as Taylor, Marcia (2005) points out: - Multilevel groups have a few advantages, the most important of which is that you can save a lot of time organizing and starting groups on a work. Members of groups quickly come to know one another and form a strong feeling of group identification. There are, however, some disadvantages. The most important is that dominance and leadership patterns tend to emerge inside the group. Another issue arises when a group's personality balance is disrupted by sporadic attendance.

Chapter 2.   Literature Review

Multi-grade courses are classrooms where children from different grades are mixed together for a variety of reasons, including a lack of pupils, geographic or economic status, and a lack of teachers for each grade (Köksal, 2009). Learning should be encouraged across grades in these types of settings (Little, 2006a). In addition, when developing the curriculum, the variability of the classrooms should be taken into account (Hyry-Beihammer & Hascher, 2015). Multi-grade courses are prevalent in affluent countries like Australia, Austria, England, Finland, France, and the United States, as well as developing ones like Peru (Little, 2006a) (Brown, 2010; Hyry-Beihammer & Hascher, 2015; Little, 2006a).

Despite the fact that multi-grade courses are popular around the world, most countries appear to have difficulties regulating the management, administration, finance, curriculum provision, deployment, and training of multi-grade teachers (Buaraphan et al., 2018). When looking at the relevant literature, it is clear that there are studies that show the benefits (Barbetta et al., 2019; Köksal, 2009; Little, 2006a) and drawbacks of multi-grade class practices (Köksal, 2009; Sağ, Savaş & Sezer, 2009).

Furthermore, multi-grade class teachers lacked training and expertise in teaching multi-grade courses, which made identifying and designing relevant materials for their classrooms much more difficult (Dursun, 2006).

In multi-level classrooms, English is taught by classroom teachers from grades 2-4. Therefore, teaching English as a foreign language in a multi-level class is even more contingent, as the language skills of the teachers in the class may not be as good as those of the students in some cases (Şevik, 2009).

Unal et. al (2016) reported that teachers in multi-grade classes had to resort to additional resources because they could not understand mainstream English textbooks, which they (ibid) considered a risk in ensuring student learning. Likewise, Karcı and Akay Vural (2011) find that teachers in multi-grade classes do not use any supplemental or accessible materials without refining these materials to the needs of their students because they have not received initial training or continued instruction in a foreign language in a multi-grade classroom. Written in a similar fashion, Şevik (2011) reveals that it is difficult for class teachers to teach English because they were unable to receive training to teach English to young learners during preschool education. Moreover, as he pointed out in his study, teachers were not in-service training. Şevik emphasizes the crucial importance of continuing education for unqualified multi-level teachers in the field of English education and calls for

the urgency to provide class teachers with the necessary skills related to English education. Otherwise, not only teachers who learn and teach English under these circumstances, but also students may not expect success. Similar to studies conducted in other countries, Arriagada Cruces (2015) conducted a study of teachers working in schools in five different regions of Chile, examining teachers' views on teaching English as an L2. The results of the study show that the teachers in the class had no special training to teach English as L2 and therefore had difficulty teaching English as L2 in a multi-level classroom using traditional language pedagogy, similar to the results of the study of Şevik (2011), Arriagada Cruces (2015) stressed the importance of English teaching training for instructors working in these rural multi-grade schools in order to meet the needs of L2 courses and improve language education quality.

In addition, Agu (2015) emphasizes the dramatic approach to teaching English in a multi-level classroom as a significant contributor to student effectiveness rather than using traditional language education strategies. There is no doubt that without preservice and in-service training, classroom teachers struggle to teach English in multi-grade classrooms (Arriagada Cruces, 2015; Karcı & Akay-Vural, 2011; Şevik, 2009; Ünal et al., 2016). In other words, as Nunan (2001) asserted in his study, the use of English as a foreign language in multi-grade classrooms from the second grade forward has frequently occurred without adequate financing, teacher training, or resource availability.

2.1. The Multi-Level Class

Multi-Level is a word used by teachers to describe any group of students who are different from each-other in one or more important ways. According to Bell & Burnaby (1984), every class is multilevel since students begin with diverse levels of proficiency and grow at different rates in each of the four language skills: listening, speaking, reading, and writing. However, there are even more elements that influence the levels in many adult ESL lessons. Some programs combine learners of all levels, from beginner to advanced, in a single class (usually due to budget limits, student scheduling challenges, the quantity of learners, and program logistics). Such schools frequently include speakers of a variety of native languages, some of which use the Roman alphabet and others which do not. (Bell, 1991; Santopietro,

1991; Wrigley & Guth, 1992). The type and amount of a learner's previous education; learning style preference; learner expectations of appropriate classroom activities; and the learner's culture, religion, sex, and age are all elements that contribute to classroom variety and pace of development in learning English (Guglielmino & Burrichter, 1987).

Teaching a multilevel class is one of the most difficult tasks for an ESL teacher. Maintaining everyone's interest and addressing everyone's requirements, regardless of their level, is a concern while teaching a multi-level class.

2.2. Teaching ESL Challenges in Multi-Level Classes

First and foremost, a teacher must understand what it means to teach in a large class. Based on Hess (2001), a large class is defined as thirty or more students. According to Ur (1996), a large class consists of 40-50 students. Baker and Westrup (2002), on the other hand, present a useful definition, indicating that "If the teacher considers there are too many students for them all to make progress, a huge class can be any number of students." We talk about the proficient student sitting next to the one who can barely speak, as As Karshen, Stephen.D & Terrell, Tracy (2002) point out.

According to Taylor Marcia (2005), some factors teachers must consider in these types of classes include:

- Learners' expectations of proper classroom activities—in this scenario, the teacher must make the classroom activities they will be dealing with apparent ahead of time.
- Personality of each student—the teacher should not overlook the relevance of individual characteristics such as intelligence and motivation.
- Preference for learning style—Knowing a person's preferred learning style, such as:
- Diverging (feeling and watching) - These students prefer to observe rather than participate in activities.
- Assimilation (seeing and thinking) - These children demand a thorough explanation rather than hands-on experience.
- Converging (doing and thinking) - By discovering answers to issues, they can solve difficulties and make judgments.

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- Accommodating (doing and feeling) - They learn more intuitively than logically, which allows the teacher to employ a range of ways to meet the students' requirements.

For a variety of reasons, multilevel classes are available. Some of these groups have been grouped together based on age. Mixed-level classes may be the sole choice in places where there are few pupils. Furthermore, few schools can afford to provide teachers at all levels of teaching when each category may only have three or four kids enrolled. Companionship and support, on the other hand, are more likely to explain why students endure rather than seek for mixed-level classrooms. Many students prefer mixed-level classes, according to Heck and Thomas (2008), since they have friends or are bashful and benefit from the moral support of a friend.

2.3. Advantages and Disadvantages

In order to use these classes to achieve educational goals, the instructor should examine the benefits and problems that will be encountered when teaching these sorts of classes. Perhaps it is fair to say that teaching large multilevel courses has more drawbacks than advantages. Many teachers, for example, feel powerless in such a setting. Many teachers often feel constrained by management issues, such as keeping students on target and communicating in English. Then there is the issue of catering to different learning styles. In a large group situation, it can sometimes be challenging to motivate and energize silent kids. The large volume of written work may frustrate teachers on occasions (Treko, 2013). As previously indicated, many countries face the challenge of teaching with little resources. These difficulties, however, are not insurmountable; there are numerous techniques for dealing with them. When faced with all of these issues, it can be difficult to think that multilevel classes have any benefits, but they do. One of the most common benefits is that the teacher is unlikely to be forced to follow a specific guideline. Second, the diversity of background knowledge leads to interesting variances in point of view and experience, allowing students to interact naturally. There are other benefits for the individual student, as Ur (1996) points out. Beginners can enlist the assistance of a diverse group of advanced peers rather than relying entirely on the teacher, while advanced students get the

satisfaction of exhibiting their authority.

2.4. The Requirement of Management Skills

Teaching multilevel classes necessitates solid management abilities on the part of the teacher. Before splitting the students into groups, the teacher should first create a sense of belonging among the entire class, and then make sure that a variety of small groupings are used, not just a rigid split along ability lines, but based on the work at hand. It is critical for a teacher to promote student accountability in their learning process. Students must accept that they will be expected to adopt new behaviors. They have to make a decision of what they want to learn (Treko, 2013).

If the instructor can shift from the traditional role of "leader of the class" to that of advisor and facilitator, students will develop more swiftly in their learning. Group work is a crucial component that necessitates the teacher's skill to supervise for good results. A group's size fluctuates greatly based on the activity at hand as well as the number of pupils in a class. It encourages group members to interact and communicate with one another. The purpose is for students to engage in a dialogue, exchange information, share knowledge, and debate different solutions. It is up to the teacher to choose which group kinds to use in various class activities.

There are various types of group work, as Taylor, Marcia (2005) points out: - Multilevel groups have a few advantages, the most important of which is that you can save a lot of time organizing and starting groups on a work. Members of groups quickly come to know one another and form a strong feeling of group identification. There are, however, some disadvantages. The most important is that dominance and leadership patterns tend to emerge inside the group. Another issue arises when a group's personality balance is disrupted by sporadic attendance. Multiple groups are made up of numerous group combinations that the students are familiar with, so they consider themselves to be a part of one of three or four separate groups. Teachers should be mindful that classes that have never worked in groups may first resist the idea, but they will quickly become accustomed to it.

2.5. Language Learning Strategies

Language learning strategies are intentional practices used by language learners to encourage the acquisition, storage, retention, recall, and application of new information

(Oxford, 2011). Diaries, think-aloud techniques, observations, and surveys are all common methods for evaluating strategies. Most successful learners adopt learning strategies that are relevant to the task, as well as their personal goals and level of learning, according to research outside of the language area and investigations involving language learners (Nunan, 2010). Better learners appear to utilize a broader range of tactics in more contexts than less skilled learners, although the relationship between strategy use and competency is complicated. According to research, language learners at all levels utilize strategies, although some or most of them are unaware of the methods they employ or the tactics that are most advantageous to apply (Chamot, 1996).

The ethnicity of the learner, the aim of the learning, the nature of the activity, and other factors all influence language strategy selection (Benson, 2006 & Ely, 1996). It is undeniable that students are frequently instructed on how to choose an appropriate learning strategy, and previous research demonstrates that good learning strategies increase language ability. Learning techniques appear to be one of the most important factors determining second language proficiency. More research is needed to determine the specific function of strategies, as instructors have grown more aware of them as a result of appropriate teacher training. There's also a correlation between a student's emotional literacy and, as a result, the quality of his behavior (Stern, 1992).

2.5.1. Student Motivation and Activation

According to research, motivation has a direct impact on students' competency levels in the target language. One of the most important determining variables in learning a second language is motivation. It makes a tremendous impact when a teacher strives to learn about a student's background (Wen, 1997). When a teacher attempts to express a phrase or just one word in the learner's native tongue, students and family members perceive that they are respected by the school system; it helps to break the ice. It is enough to make someone smile just knowing how to say hello in another language. A teacher's effort to speak your students' language and want to connect with their culture pays off handsomely in terms of student learning and achievement. (Wen et al., 1997).

Motivating students to study and engaging the use of English in the classroom is another helpful coping approach. There are a number of successful ways for motivating and activating

students. However, Hess (2001) emphasizes a few key points: it is not necessary to hear or read everything stated or written; students should discuss real-life issues that are relevant to them; and there should be activities that allow for a variety of expression options. People I Admire/Special Places/Dreams I Have/How I Feel Now/Friendship/Favorite Things/Shopping/Travel/Eating Out/Careers/Movies are some recommended subjects and themes that might be of interest to students. There is a variety of classroom teaching and curriculum preparation tools that can be used to improve lessons for big multilevel groups and increase motivation.

Using a range of classroom activities is one area. Mixing activities like lectures, small group work, and pair work, for example, can be useful for motivation and activation. When it comes to student motivation and activation, pace is another crucial factor to consider. Making arrangements for students who finish early and creating activities for students who require more time are both beneficial. Individualization, which allows for personalization, choice, and open-endedness, can inspire drive and contribute to activation, is also crucial to consider. Individualization, according to Ur (1996), is a condition in which students are given the choice to pick what they learn and to adopt or select tasks and materials that are appropriate for them as individuals. This entails providing students with opportunity to work on topics that interest them as well as opportunities to practice language at their own level of proficiency.

It is now much easier to learn how to pronounce a word or phrase in another language thanks to technology and Google translate. A teacher is not expected to be fluent in all of the languages spoken by ESL students. Using a single word or phrase in another language, on the other hand, demonstrates a teacher's sensitivity and attitude toward speakers of different languages, which can go a long way toward building a student-friendly environment (Wen, 1997).

2.5.2. Assessment

According to Heide Spruck Wrigley (2006), multilevel teachers are increasingly being pushed to adopt standardized evaluation methodologies with their students. Other teachers say that, while not having to administer external tests, they are required to create extensive learning plans and conduct regular individual assessments for each student, even if they only

see them for two or three hours per week in a group setting. Both of these extremes are unhealthy. There is no externally produced standardized test that can capture the range of skills found in most multilevel classes. Few multilevel teachers, on the other hand, have the time to do extensive individual assessments without neglecting other students.

The ideal method to assess a multilevel class is to find or create appropriate assessment tools that fulfill learners' demands while also being able to be included into regular classroom activity. Many people's first reaction to the question of what teachers are trying to assess is to think about language proficiency tests, but assessment activities should cover a far broader variety of topics. Of course, it is critical to determine what students can accomplish, but it is also critical to determine what they want to achieve and if they are making adequate progress toward those objectives. Teachers must also evaluate themselves in terms of how they teach, whether students desire to change the teachers' daily routine, the resources they use and the appropriate place and timing.

According to Heide Spruck Wrigley (2006), there are two essential evaluation components in terms of the students: initial assessment for needs analysis and ongoing assessment to assure progress. The learners' need compares what they can do today with what they need to know in order to function properly. Several questions need to be asked first in order to determine the demands of language learners (e.g.: age, background knowledge, purpose of learning, what they want to learn, what socio-cultural knowledge the learners lack etc.). The question of how development will be monitored comes once the students' needs have been recognized. A sense of the students' is needed to start point before there is an ongoing assessment, thus any evaluation we undertake at the beginning of the year should be recorded or preserved.

According to Karshen, Stephen D., and Terell, Tracy. (2002), the simplest method appears to be having a standard exam prepared by specialists. Students can retake the test at any time during the program, and their improved scores will serve as a strong measure of their progress. However, such tests have a number of disadvantages. The first issue is the difficulty of finding a test that is acceptable. The challenge for the multilevel class is that any test that permits the more capable pupils to demonstrate their full range of abilities will be overwhelming for those children who are still struggling with the alphabet. Standardized examinations do not reveal whether or not a person can generate the language in a real-life

scenario, nor do they reveal sociocultural understanding. Many teachers, on the other hand, would use them.

Most experienced classroom teachers naturally watch student behavior and language use, as Heide Spruck Wrigley (2006) points out. When an activity is introduced, it is clear who gets right to work and who takes their time to settle down. The combinations of students that work well, as well as those that don't, are mentioned. Another important aspect of the entire evaluation is the students' own assessment. They can tell the teacher whether the abilities they learnt in class are applicable outside of the classroom, which no examination or test can do. Self-evaluation can take many different forms. At the most basic level, the teacher may create a short form that lists activities completed over the week and asks students to rate how easy, moderate, or tough they found the work. The operation is repeated at various intervals, maybe monthly. Any such self-evaluation should be included in the portfolio of the student. Portfolios are an excellent tool for ongoing student evaluation because they indicate a student's progress over time. In a multilevel classroom, assessing the diversity of activities that take place each day is obviously more difficult than in a more homogeneous class. The good news is that there will be exercises fit for any student, regardless of how diverse their rates of advancement are. Students can only work at their own pace in a class like this.

Chapter 3. English Language Teaching Methods

Over the last few decades, there has been a gradual but significant transition in the field of education, with less emphasis on instructors and teaching and more emphasis on learners and learning. The specification of precise learning objectives, on the other hand, is a design, not an approach, product. Some techniques, from the start, place a larger focus on correct grammar and pronunciation. Some methods aim to teach the fundamentals of grammar (Treko, 2013).

According to Larsen-Freeman (2000: x-xi), the study of methods is beneficial in at least five ways.

1) One goal of teacher education is to assist teachers in making their implicit beliefs explicit. Teachers can become more clear about why they do what they do when they are introduced to ways and asked to think on their beliefs and actively engage with their strategies. They become conscious of their own fundamental assumptions, values and beliefs.

2) Once teachers have a clear understanding of where they stand, they can choose to teach what they were taught in a different way. They can recognize why they are drawn to specific approaches and may be able to argue against authority imposing one method over another.

3) Methods knowledge is part of the instructional knowledge base. Teachers who use it become part of a practicing community (Freeman, 1992 cited in Larsen-freeman, 2000). Being a community member necessitates mastering the professional speech that community members employ in order to engage in professional debate.

4) Teachers' perceptions of how teaching leads to learning may be challenged by a professional dialogue community. Interacting with people might alert you to poor learning conditions or help you overcome sociopolitical injustices.

5) Teachers' decisions are frequently influenced by classroom demands rather than methodological concerns. Simply stating that a method is used does not imply that it is widely used.

3.1. Types of Learning and Teaching Activities

The teaching process, which involves the planned and guided engagement of teachers, learners, and material in the classroom, achieves the method's objectives, whether they are

stated primarily in terms of product or process. Differences in approach across approaches reveal themselves in the classroom through the selection of various types of learning and teaching activities. Grammatical accuracy teaching activities may differ significantly from communicative skills teaching activities (Richards, J. & Rodgers, T., 1986).

The activity categories that a method promotes - the third component in the method analysis level of design - are frequently used to distinguish methods.

Audiolingualism, for example, makes considerable use of dialogue and pattern rehearsal.

Different approaches to varied types of activities and distinct purposes for specific activity categories can represent different philosophies at the level of approach. In audiolingual courses, for example, interactive games are frequently used to motivate students and provide a break from pattern-practice drills. The same activities can be used to introduce or practice specific forms of interactive exchanges in communicative language training. Different arrangements and groupings of learners may be involved in different activity types in techniques.

The basic categories of learning and teaching activity advocated by the method, such as dialogue, reacting to instructions, group problem solving, information-exchange activities, improvisations, question and answer, or drills, are all examples of activity kinds in methods (Richards, J. & Rodgers, T., 1986).

3.2. Learner Roles

The manner learners are considered will have a big impact on how an educational system is designed. A technique reflects the learners' verbal or implicit responses to queries about their role in the learning process. The discovery of the very limited roles opens to learners in audiolingual methods sparked a lot of criticism of audiolingualism. Learners were viewed as stimulus-response systems, with learning occurring as a result of repeated practice. In a personalized approach to language acquisition, Johnson and Paulston (1976) define learner roles as follows: (a) Learners construct their own learning program and hence ultimately assume responsibility for what they do in the classroom. (b) Students keep track of and evaluate their own development. (c) Learners belong to a group and gain knowledge through engaging with others. (d) Students mentor other students. (e) Learners get knowledge through the teacher, other students, and other educational materials. Curran (1976) utilizes an ontogenetic metaphor to illustrate this evolution, and Counseling-Learning

considers learners as having roles that vary throughout time. He divides the learning process into five stages, from complete reliance on the teacher in stage 1 to complete independence in stage 5. Curran compares the stages of learning to the development of a child from embryo to autonomous maturity, which includes childhood and adolescence.

3.3. Teacher Roles

In an educational system, learner roles are inextricably related to the position and function of the teacher. At the level of method, teacher roles are equally linked to preconceptions about language and language learning. Some systems rely entirely on the teacher for information and direction, while others consider the teacher as a catalyst, adviser, guide, and example for learning. Others aim to "teacher-proof" the educational system by restricting teacher autonomy and incorporating instructional material and direction into texts or lesson plans. (J. Richards and T. Rodgers, 1986).

The type of interaction that occurs in classrooms where a certain method is utilized is defined by the teacher and learner roles. The following issues are related to teacher roles in methods:

(a) the types of functions teachers are expected to fulfill, such as practice director, counselor, or model;

(b) the degree of control the teacher has over how learning occurs;

(c) the extent to which the instructor is in charge of deciding what is taught; and

(d) the patterns of interaction that develop between teachers and students.

Methods are usually heavily reliant on teacher roles and realizations. However, less teacher-directed learning may still necessitate extremely particular and, in some cases, even more demanding teacher duties. In the Silent Way, for example, the teacher's role is determined by training and methodological initiation. Only teachers who are completely confident in their own position as well as the role of their students will be considered.

The teacher's role has been outlined in detail for several methods. Individualized learning approaches establish instructor responsibilities that result in distinct patterns of interaction between teachers and students. In lecture halls. These are intended to gradually transfer responsibility for learning from the teacher to the student. Counseling-Learning considers the teacher's function to be that of a psychological counselor, with the effectiveness of the teacher's position determined by counseling skills and traits such as warmth, sensitivity, and

acceptance. As these examples show, learner-teacher role interactions can take many different forms. Some modern techniques have attempted to create more symmetrical learner-teacher relationships, such as friend-to-friend, colleague-to-colleague, and teammate-to-teammate.

Because the effectiveness of a method may depend on the degree to which the teacher can offer content or establish the conditions for successful language learning, the teacher's role will eventually reflect both the method's objectives and the learning theory on which the method is based (Richards, J. & Rodgers, T., 1986).

3.4. Creativity in Teaching English Language

Because the effectiveness of a method may depend on the degree to which the teacher can offer content or establish the conditions for successful language learning, the teacher's role will eventually reflect both the method's objectives and the learning theory on which the method is based (Richards, J. & Rodgers, T., 1986). Creativity is seen as a complicated concept that encompasses all elements of behavior and necessitates a wide variety of skills to reinterpret concepts in the educational area (Foster, 1971: 13).

There is just a little amount of study on teaching creatively in TESOL. It's possible that creative TESOL teaching shares certain characteristics with creative teaching in general. However, this part will place a greater emphasis on the literature on creative ELT.

Creativity appears to be a nebulous concept for many authors. Jones and Wyse (2004: 2), on the other hand, emphasize the teachers benefit from the shift away from viewing creativity as a fixed object to one that is based on people's judgments because they are frequently in charge of determining the extent to which school work is creative. This remark supports the idea that the definition should be derived from teachers rather than imposed by others.

Enhancing students' learning by "integrating language arts activities into textbook-based teaching, a literature-based curriculum, and language enrichment activities" is one example of TESOL creativity (Mok et al., 2006: 76). As a result, encouraging the use of literature can be a creative way of teaching English. Encouragement of language play, another method of describing creativity in ELT, is characterized as:

"For instructors, the shift from characterizing creativity as a fixed thing to one that is based on people's judgments is significant because they are frequently in the role of analyzing the extent to which school work is creative," says one researcher," according to another technique of explaining creativity in ELT. This remark supports the idea that the definition should be derived from teachers rather than imposed by others (Tin et al., 2010: 76).

As a result, it is critical for teachers to understand the relationship between creativity and language teaching/learning when it comes to learning and using a second or foreign language. Brown (2001), a linguist, believes that what was once seen to be an error or an effect of inter-language should be embraced as a source of innovation. Inter-language is a sort of language employed by a second or foreign language learner in which he or she incorporates some aspects of his or her first language into the target language. Errors such as "What does this mean?" " may be view as a sign of progress. It could also be a reflection of the learner's imaginative use of linguistic norms. As a result, some researchers (Tin et al., 2010; Brown, 2001) regard inviting language expectations violations and allowing errors as innovative. Allowing errors without balancing them out, on the other hand, may be a type of chaos and thus might not be welcomed in education.

In TESOL, creativity is an important component of systemic change for educational reform (Forrester & Hui, 2007). Shift, according to the researcher, suggests that a systemic change may result in new and unique results. Cheng and Yeh's definition of creativity in TESOL, which relates it to novelty, is as follows (2006: 41). Any style of teaching that goes beyond addressing the content of prescribed curriculum, moves away from typical, teacher-fronted classroom activities, and involves students with the contents in new ways, employing new approaches, technology, or ways of thinking is classified as creative teaching. In this perspective, creativity is regarded as the polar opposite of teacher-centered traditional education. In addition, the teacher must provide materials, technology, techniques, and ways of thinking. Similarly, Kumaravadivelu sees TESOL teachers in a variety of positions, including technologist, reflective practitioner, and teacher as transformative intellectual (Kumaravadivelu, 2003).

The teacher as technician would be interested in learning new techniques and technology to use in their classroom; the teacher as reflective practitioner would be interested in reflecting

on his or her own practice; and the teacher as transformative intellectual would be more involved in the culture of learners and the world outside the classroom.

3.4.1. Innovation in ESL

Another understanding of creativity as a'state of mind' is that teachers' philosophies should be changed to allow for greater practice and, as a result, better language learning. Some people think of resources as treats and new ideas as tricks: 'treats' can be books and material donations, while 'tricks' can be new ideas and teaching methodologies. According to Wiseman (1997), patience—up to ten years—is required for a teaching innovation to have a measurable impact. A lack of patience in adopting new changes could explain what is happening in TESOL and the wider educational profession, where continual changes are sometimes unsatisfied since a new step is frequently disputed before it establishes its worth (Robert & Steven, 2004). In TESOL, a new thought has recently emerged to propose that each teacher has her or his own approach, rather than the old idea of choosing a language teaching method.

Kumaravadivelu (2003) suggests post-method conditions. Post-method, he believes, "empowers practitioners to build personal theories of practice" that are tied to local culture and necessitate novel teaching tactics. It also enhances instructors' ability to adopt a critical approach in order to self-observe, self-analyze, and self-evaluate their own teaching practice in order to make desired adjustments. Finally, according to Kumaravadivelu (2003: 33), the third requirement of post-method is pragmatism, which comprises a constant rebuilding of classroom practice based on the teacher's self-observation, analysis, and evaluation.

According to Hinkel (2006), TESOL is one of the fields that has seen, and is anticipated to continue to see, ever-changing ideas on teaching/learning ideals. He also cites the importance of bottom-up and top-down skills, the emergence of innovative English knowledge, and the integration of language learning skills as reasons for rejecting pre-determined techniques. According to several studies, instructors' interest in methods is related to the teaching situation rather than the teachers' thinking (Bell, 2007).

3.4.2. Purpose or Usefulness/Value

Another important characteristic of the literature-based definition of creativity is its value or use (Kampylis, Berki & Saariluoma, 2009). Meeting learners' needs is an example of value or usefulness in TESOL. Learners are prepared for language use outside the classroom through knowledge acquisition, critical thinking, and communication. As communication is unpredictable, Kumaravadivelu (2003) believes that creativity is vital for every language acquisition and communication. Unpredictability in communication necessitates the language user's creative (new and valued) reactions and suggestions. Another aspect that might be perceived as beneficial and can entail creativity is learner-centeredness. This is because, from the educator's perspective, creativity is more fertile when the student is the emphasis (Gale, 2001). According to an ELT study in Kuwait, ELT primary instructors want learner-centeredness; nevertheless, real teaching practice is more teacher-centered (Al-Nwaiem, 2006). Teacher-centered approaches can stifle creativity in both teachers and students. This is because, according to Gale (2001), person-centered psychology, which emphasizes learner-centeredness rather than teacher-centeredness, is conducive to educational creativity. Collaboration between the teacher and the student is also linked to educational innovation (Craft et. al., 2008).

Collaboration is also emphasized in TESOL: "An important part of creative planning is collaboration between teachers and learners to evaluate the success of learning experiences" (McKay, 2006: 5). According to Brown (2001), the schemata of both the student and the instructor should be similar; hence, determining the paradigm that the teacher will work with is critical. Sharing schemata will boost the effectiveness of learning and hence the value of creativity in TESOL.

Empathy and the interaction between the teacher and the students are crucial aspects of creativity in TESOL. "The unique part... was the teachers' focus on the potential peer scaffolding as a way of further aiding the ESL kids," says one teacher who advocates peer interaction (Hammond, 2006: 149). "The focus on peer scaffolding...was creative in that it resulted in an original and intelligent solution to unique educational restrictions," Hammond (2006:168) argues.

3.4.3. Using Multiple Modalities During Instruction

An instructor who can "deliberately show a wide scope of educating approaches" might have the option to achieve in excess of an educator with a "extremely restricted collection" (Smith & Renzulli, 1984, p. 49). Innovative methods of delivering education are evolving as a result of the availability of different platforms for communication and learning. Only 20-30% of school-age children appear to be auditory learners, 40% are visual learners, and the remaining 30-40% are tactile/kinesthetic, visual/tactile, or some other mix, according to Dunn and Dunn (1979). According to research, children's tactile/kinesthetic abilities are dominant early on, and they eventually develop other abilities such as visual and auditory (Price, Dunn, and Sanders) (1980). The integrated approach employs a variety of learning modes (such as reading, writing, doing, and talking about it, as well as seeing, hearing, and interacting with it). Teachers can include multimedia and other technologies into courses, as well as websites, to enhance visual learning.

To address the needs of their ESL students, teachers use an interactive teaching style and a variety of learning modalities. Multimodal digital platforms have been transformed by new modalities, giving educators the opportunity to provide meaningful chances for engagement and creativity through the use of distinct cognitive, audio-visual, and interaction senses. Teachers can now provide students with audio feedback, which has been demonstrated to result in more intricate detailed responses in which teachers supply not only more information but also richer language and deeper elaboration of topics (Swan-Dagen, et al., 2008). As students work on media projects, their degree of engagement rises. Students can use social media platforms such as Twitter, Facebook, Instagram, YouTube, and blog entries to communicate their views and ideas or create digital storytelling. When compared to a traditional conversation, when the first responders set the tone for the entire group, online discussion forums allow for a wider range of comments. When ESL students publish their opinions in online forums, they may feel more at ease. It allows for the growth of individual learner voices, ideas, thoughts, and opinions.

Chapter 4. Methodology

The aim of this study is to investigate the frequency of English Language usage, the different levels of students in classes, effective methods and strategies in teaching English language. The research was conducted through a survey using quantitative and qualitative methods. The techniques used in this study are' Questionnaires, Interview Protocol/Case Study.

These objectives were measured in relation to two distributed questionnaires, one for students and one for the teaching staff. The interview was used to examine the opinions, the attitudes, and the personal experience of the teachers and the students in the targeted school ("Sylejman Vokshi" Mitrovice), regarding the effectiveness of multi-level classrooms.

Research Questions:

1. Do the same methods of teaching have similar results in different grade levels?

2. What are the strategies that should be used for teaching English as a foreign language?

Main hypothesis: Different methods of teaching have different results in multi-level classrooms.

Auxiliary hypothesis 1: No statistically significant difference exists between the adjusted achievement scores of students in fifth grade, sixth grade, seventh grade, eighth grade or ninth grade classrooms, regardless of content area (reading, writing, speaking or listening).

Auxiliary hypothesis 2: The classroom arrangement in which the students are enlisted, perform together and the gender of the students do not associate on balanced accomplishment scores.

4.1. Participants

The survey includes 85 participants in total' 80 from the students' questionnaire and 5 from the teachers' questionnaire. Students participating in the study were students who attend English classes in this school, grade V-IX. The study includes 80 students and 5 teachers, hence the sample size is 85 participants.

On the other hand, the interview included 20 students from the elementary schools (grade V-IX) and 5 English teachers of three elementary schools.

4.2. Instruments

The instruments used in this study were: Questionnaires, Interview Protocol/Case Study. For the proposed study, quantitative and qualitative data were analyzed, collected from two questionnaires. The students' questionnaire was administered in students' native language (Albanian) and consists of 14 questions related to the study. The teaching staff questionnaire was distributed in English since the participant is a lecturer of English Language and it also consists of 14 questions related to the study.

a)   Questionnaire

The questionnaire obtains demographic information (gender and grade) from the participants in order to better understand certain background characteristics of the participants and to determine if we are gathering the information we are effectively seeking. Questions related to the different levels of students and the methods and strategies used in teaching English Language were presented in the questionnaires.

b) Interview Protocol/Case Study

Interview was used to examine the opinions, the attitudes, and the personal experience of the teachers and the students regarding the challenges of the multi-level classroom in the elementary school in Mitrovice (the Case Study).

The Protocol contains information on the project, the person interviewed and the place. The interviews options were paper, tape or video recorded depending on the preferences of the person interviewed.

Due to the fact that the school in this case study is a small one and there is only one English teacher, the teachers' questionnaire and interviews were distributed in two additional schools, including two English teachers in each of them. In total, 5 English teachers are interviewed.

The additional schools are: "Migjeni" and "Mehe Uka" both elementary schools in Mitrovice. The teachers are informed and they agree to participate in the process of the Interview Protocol as well as in the Questionnaire.

4.3. Data collection

Data collection for the study was completed online, due to the circumstances of COVID-19. Google form was used for distributing the questionnaires to students and teaching staff of 10 elementary schools in Mitrovice/Kosovo, grade V-IX.

4.4. Data analysis

Data collection for the study was completed online, due to the circumstances. Google form was used for distributing the questionnaires to students and teaching staff of different grades in different schools in Kosovo. Data gathered from the Survey was processed quantitatively, in percentages, tables, and graphs with comments. Data gathered by the case study technique and the interview were analyzed qualitatively, in several phases: introduction of data, defining of the thematic frame, indexing, tabling and categorizing.

Chapter 5. Results

Below are presented the results from the survey, from teachers' and students' questionnaires and interviews. The results are categorized and presented with tables and graphs with comments regarding them.

5.1. Teachers' questionnaire

The teachers' questionnaire consists of 14 questions pertaining to gender, the school participants' lecture at, questions with Likert scales, and open-ended questions regarding the participants' certain opinions.

The first question pertains to the gender of the participants from the teachers' questionnaire, in which all of the participants are female.

0%   0%

100%

■ Female
■ Male
■ Prefer not to say
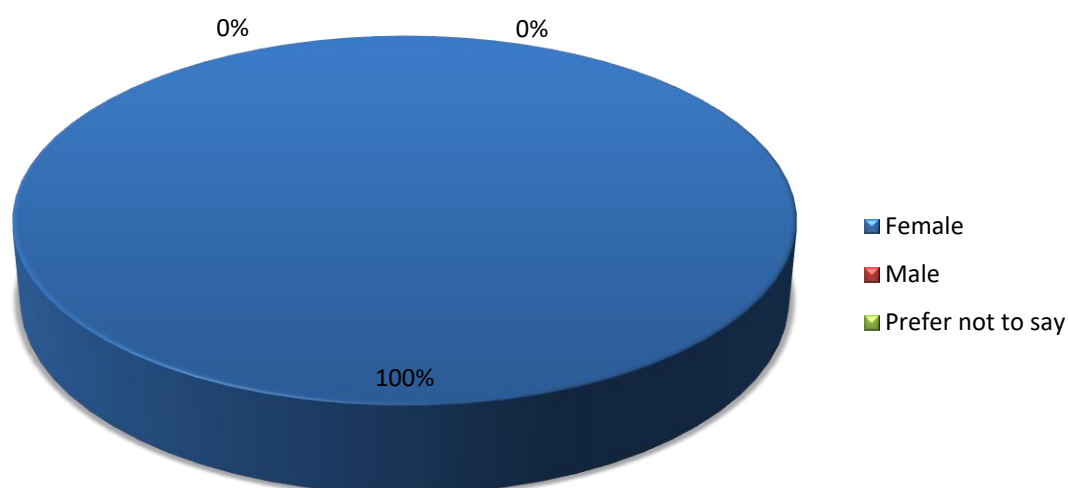
Figure 1. The gender of the participants from the teachers' questionnaire.

Regarding the school the lecturers teach at, 2 (40%) of the participants teach in "Mehe Uka" school, 2 (40%) of them teach in "Migjeni" school and only one (20%) participant teaches at "Sylejman Vokshi" school.
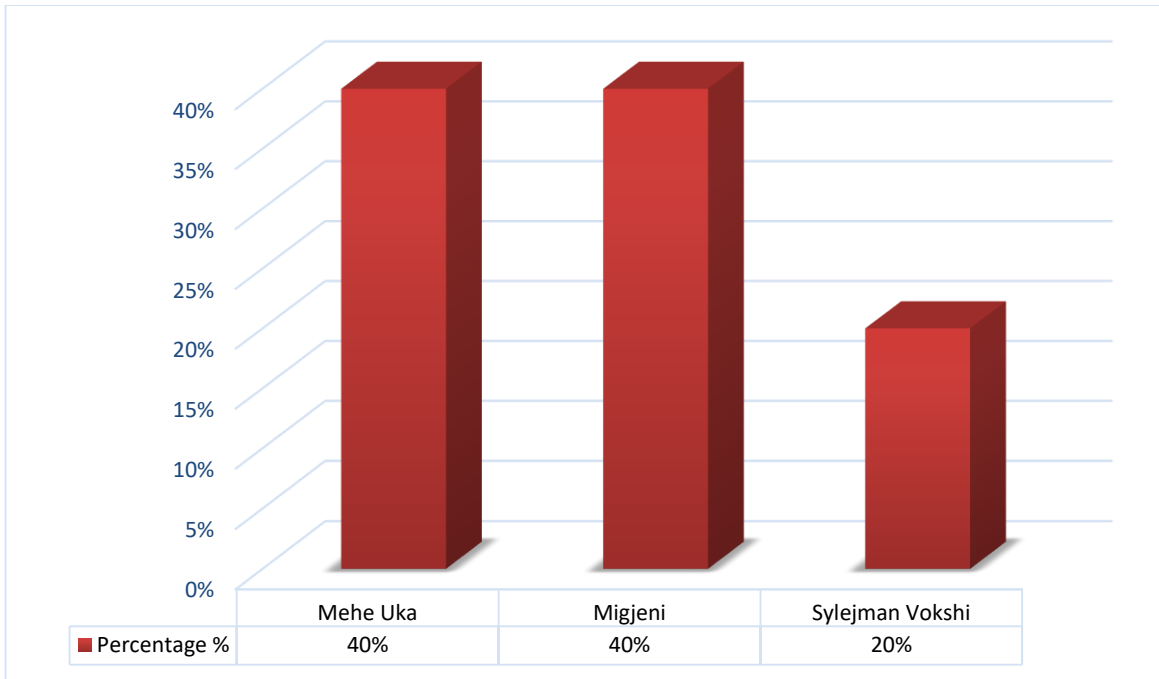
Figure 2. The school in which the participants teach at.

The questions from 3 to 9 include Likert scale approach in which the participants stated their opinion in 4 point Likert scale (Strongly agree, Agree, Disagree and Strongly disagree). The questions in which the participants strongly agree are the third, fourth and fifth question. The third question states: Multi-grade classrooms invite cooperation and other forms of pro-social behavior. The fourth question states: There are students with different levels of English in my classes. The fifth question states: I know my students' language levels.

On the other hand, none of the participants strongly agrees with the statement: "Every student is engaged in the classroom activities".

	Strongly agree	Agree	Disagree	Strongly disagree
Q3. Multi-grade classrooms invite cooperation and other forms of pro-social behavior	5 (100%)	0	0	0
Q4. There are students with different levels of English in my classes	5 (100%)	0	0	0
Q5. I know my students' language levels	5 (100%)	0	0	0

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Q6. I am aware of my students' academic background	2 (40%)	3 (60%)	0	0
Q7. I always provide opportunities for interaction in the classroom	4 (80%)	1 (20%)	0	0
Q8. I have access to specialized material to support my preparation	1 (20%)	4 (80%)	0	0
Q9. Every student is engaged in the classroom activities	0	1 (20%)	2 (40%)	2 (40%)

Table 1. The teachers' opinions regarding teaching and their knowledge around their students presented with Likert scales.

The 10th and 11th question are presented below, which include: Yes, No and Sometimes answers. As per the tenth questions which states that *students prefer to have classes only in English,* two (40%) of the participants have answered with No, while the other three participants (50%) have answered with Sometimes.

	Yes	No	Sometimes
Q10. Students prefer to have classes only in English:	0	2 (40%)	3 (60%)
Q11. Students prefer to have classes only in L1 (mother tongue)	0	1 (20%)	4 (80%)

Table 2. Opinions of teachers regarding having classes in English or L1.

The twelfth question from this questionnaire includes the teachers' opinion in the strategies they use in their English classes. Using peer and teacher feedback, doing presentations, Group/pair activities, Taking time to prepare the lessons beforehand are the strategies mostly used by the majority of the participants. On the other hand, none of the participants seem to use allowing L1 among the students.
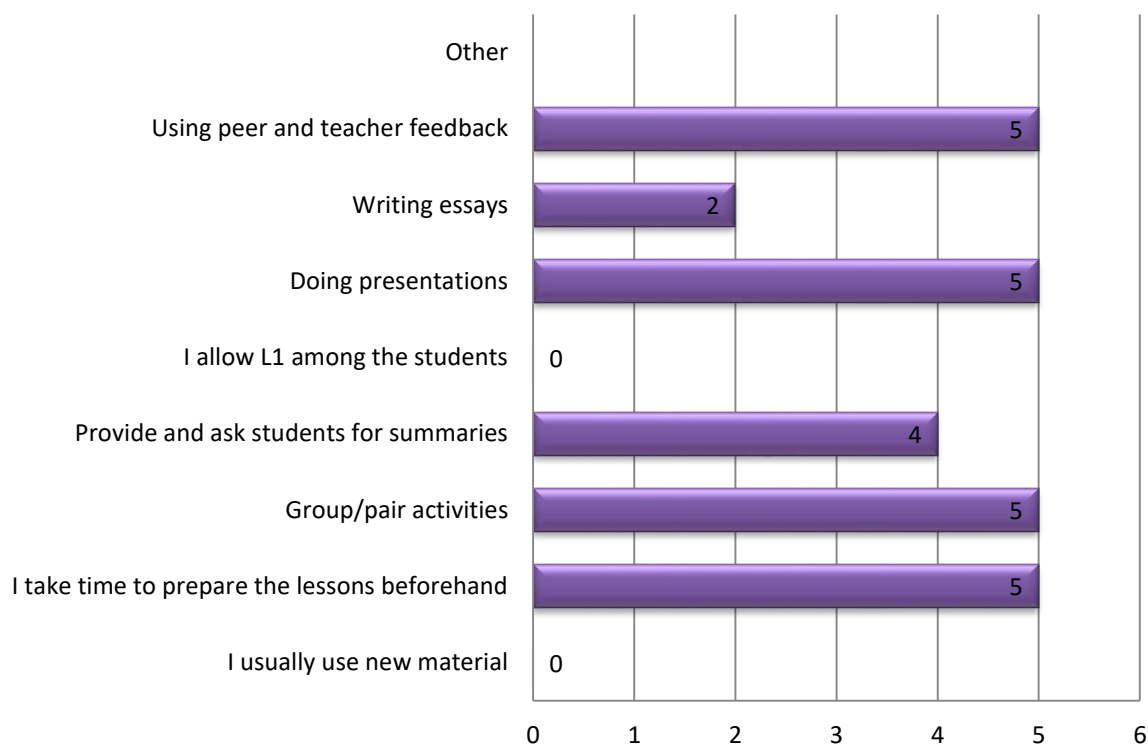
Figure 3. The strategies used by the teachers' in their English classes.

The thirteenth question of this questionnaire poses the question of which are the most successful strategies in the teachers' classes. Each of the participants gave a different answer. One of the participants thinks that *group activities proves to be the most successful teaching strategy.* Another opinion states that *peer/teacher feedback, peer to peer feedback, group activities* are the most successful strategies*. According to another participant, *Group/pair activities, Providing summaries and Presentations, are the most successful strategies.* Another thought on this question is *using peer and teacher feedback group/pair activities.* While the last opinion on this question is *Group activities.*
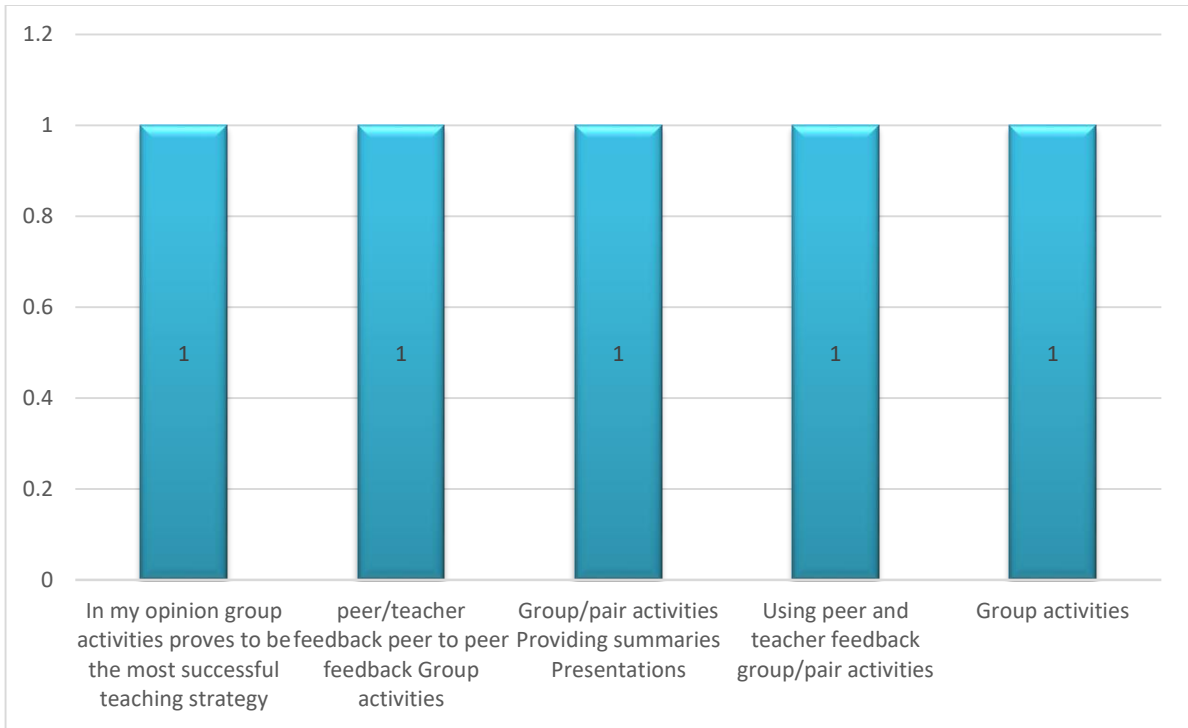
Figure 4. The most successful strategies in the participants' class.

The last question from the teachers' questionnaire asked for the participants' opinion on the teaching methods used in their English multi-level class. Each of the participants gave a different answer, as provided below.

The teaching methods I use seem to be very successful because all the students engage in the process of learning

I try to use different methods that provide opportunities for interaction in the classroom and this actually works

I always attempt to provide interaction in the classroom so I use different activities to achieve that. I can sat that this is a very successful teaching method in my multi-level class

Trying to keep all the students involved in the process of learning I sometimes use group activities and peer to peer feedback. I try to adapt the methods based on my students

I provide different activities every day and I think this helps my students to engage more in the process of learning

Figure 5. The participants' opinion on the teaching methods used in their English multi-level class.

5.2.   Teachers' interview

The teachers' interview consists of eight open-ended questions in which the participants were asked to give an opinion.

The first question of the interview pertains to the reason why the participants decided to become teachers. Five different answers with slight similarities were given as follows: a relative or a teacher was an inspiration to become a teacher; becoming an English teacher has been a childhood dream; it is a profession that fits perfect to the participant's personality.
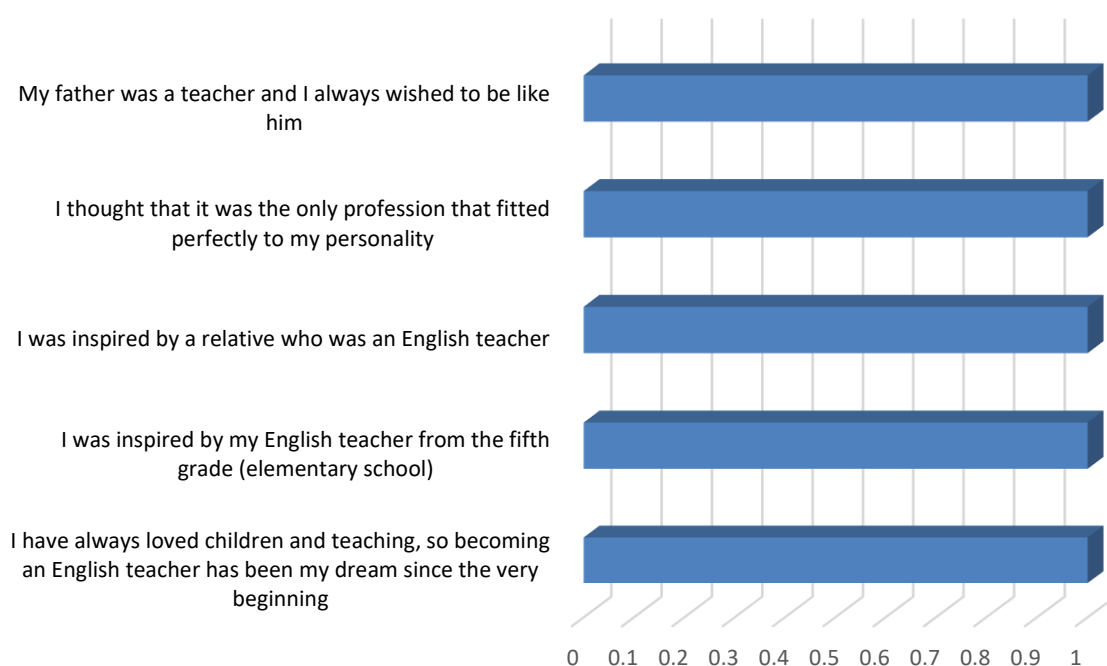
Figure 6. The participants' reasons to become an English teacher.

In the second question, the participants were asked of the most successful methods they use in their teaching. Again, since the questions are open-ended, five different answers were given. The answers vary from; group / pair activities and presentations; cooperative learning / summative and formative assessment; teamwork; using technology in classroom.

■ Group/pair activities, Presentations

■ Cooperative learning, Students centered, Summative and formative assessments

■ The Direct Method of Teaching

■ Working as a team, Cooperative Learning, Differentiation

■ Using technology in the classroom Student-Centered Discussions
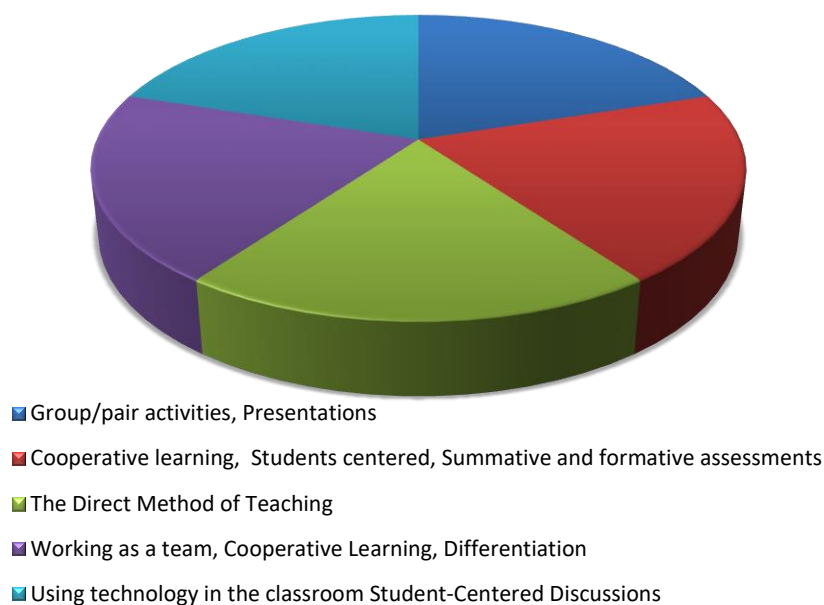
Figure 7.The most successful methods used by the teachers' in their classes.

The third question is presented in the table below. In this question the participants were asked about their manner of engaging the students in class. The methods used from the participants are; activities, critical thinking, work and share with the class, team work and discussion.

	Q3. How do you engage the students in class?	
	Number (N)	Percentage (%)
By providing activities that make them want to engage in the process of learning	1	20%
Using critical thinking, problem solving...	1	20%
Encouraging students to work and share with the class	1	20%
By using team work and collaboration / Providing a choice of different activities	1	20%
Team work Giving them the chance to present / Asking good questions that lead to discussions	1	20%

Table 3. The participants' answer in engaging the students in class.

The following question has reference to the challenges the participants of the interview face in the classroom. The answers are as shown in the table below and they vary from meeting the needs of everyone, first grade students, lack of time for planning and the number of students in the class.

	Q4. What is a challenge you've faced in the classroom?	
	Number (N)	Percentage (%)
Meeting the needs of everyone	1	20%
First grade students	1	20%
Lack of time for planning the class	1	20%
The large number of student in the classroom	1	20%
There are a lot of students in a classroom	1	20%

Table 4. The challenges the participants have faced in the classroom.

Described in the following are the results from the fifth question. The answers on the reason why students need to learn English differ. The answers include; more opportunities in the future, a need for communication with foreigners, increased chances for a job, improving networking skills, understanding different cultures and increase educational opportunities.

	Q5. Why do you think students need to learn English?	
	Number (N)	Percentage (%)
For more opportunities in the future	1	20%
They will need it to communicate with different nationalities	1	20%
Learning English increases their chances to get a job	1	20%

	To improve their networking skills, to be able to discuss in a foreign language, especially in English which is the most used and spoken language in the world	1	20%
	It helps them understand different cultures and to communicate with different people. It also helps them increase their educational opportunities	1	20%

Table 5. The participants' opinions regarding why students need to learn English.

Illustrated by the following table are the results from the sixth question, which poses the question "*Do you think having a good teacher-student relationship is important? Why or why not?".* All the answers are positive, they vary in details and additional information.

	Q6. Do you think having a good teacher-student relationship is important? Why or why not?	
	Number (N)	**Percentage (%)**
Of course, having a good relationship makes them feel valued and this has also a great impact in the process of learning	1	20%
Of course it is important. Having good relationship with students helps them to learn. If you are a good teacher you inspire your students	1	20%
I think this is crucial. This leads to accepting rules easier and building trust to each-other	1	20%
Building relationships with your students is very important. When a student has a good relationship with a teacher, he is more likely to engage more in learning	1	20%
Of course it is very important for their social development	1	20%

Table 6. The participants' opinions in having a good teacher-student relationship.

Furthermore, the seventh question of the teachers' interview refers to the importance of English in the students' life and the difference it will make in their lives. The answers are as

indicated as in the table below.

	Q7. What do you think learning English means to your students? What difference do you think learning English will make in their lives?	
	Number (N)	**Percentage (%)**
I think they are not really conscious regarding the importance of English language nowadays. They find learning English as they are doing it just for fun but English language will provide a lot of opportunities for them in the future.	1	20%
My students from grade 1-5 find English very attractive, fun, and important. English will give them many opportunities in their lives	1	20%
They find it fun but at the same time it is very important because It's the most widely spoken language in the world so it will give them access every where	1	20%
English is an International language; you can communicate with different people from all around the world. Learning English means a lot to them and they usually enjoy it a lot	1	20%
They find it important to learn e new language and to be able to communicate with the others. It will help them find a good job and also for socialization and entertainment	1	20%

Table 7. The participants' opinions regarding the importance of English to the students and the difference it will make to their students' like.

The last question of this interview concerns to what it means to the participants to be an English teacher. As in all the above listed questions, this question is open-ended as well, hence the question varies as well. The participants' opinions on this question are displayed as follows.

	Q8. What does it mean to you to be an English teacher?

	Number (N)	Percentage (%)
Being an English teacher means a lot to me. It makes me feel full and at the same time looking for more	1	20%
Being an English teacher is one of the best things of my life since it gave me the chance to help my students learn a new language	1	20%
It means you should encourage you students to learn in a fun and warm environment	1	20%
Being an English teacher means that before teaching your students anything, you should teach them how to lean, and how to enjoy it	1	20%
It means that I should be able to maintain students' engagement and further developing my teaching skills	1	20%

Table 8. The participants' opinion regarding what it means to them to be an English teacher.

5.3. Students questionnaire

The students' questionnaire consists of 14 questions pertaining to gender, the grade level of the students. There are also questions with Likert scales, and open-ended questions regarding the participants' certain opinions on English classes.

The first question pertains to the gender of the participants from the students' questionnaire. Out of 80 participants 36 were male and 44 were female.
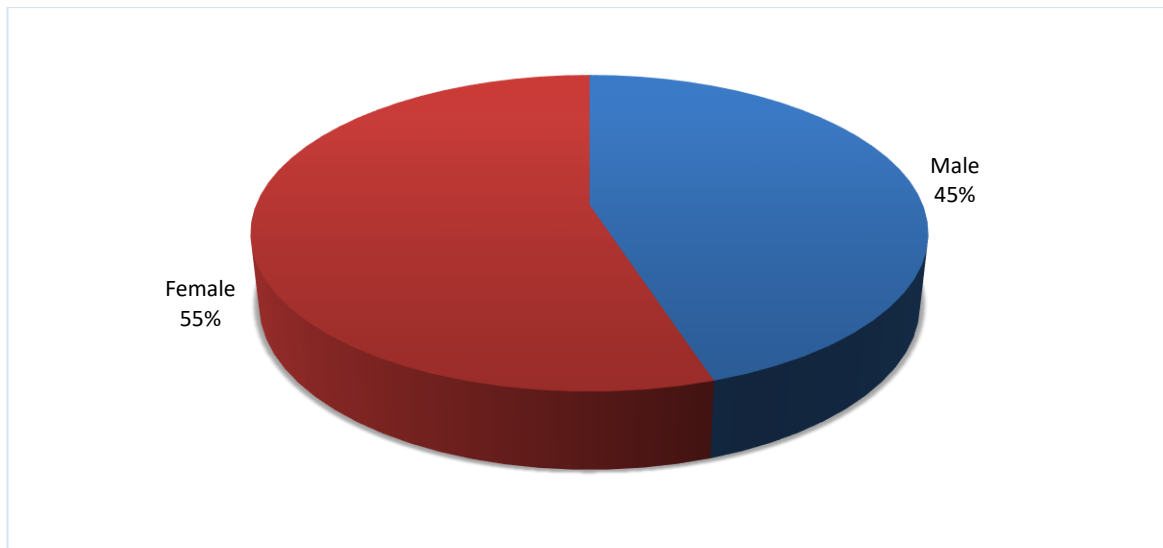
Figure 8. The gender of the participants.

All of 80 participants or 100% of them learn at "Sylejman Vokshi" elementary school.
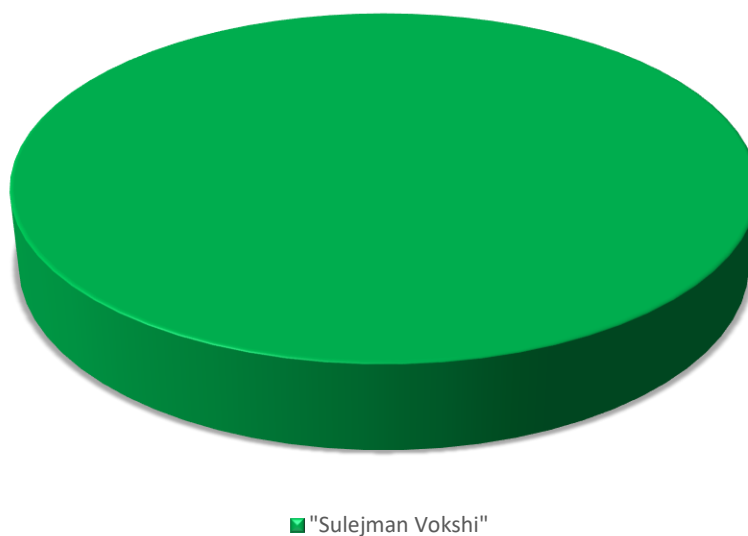
Figure 9. The schools the participants study at.

The third question from the students' questionnaire, included information regarding the participants' grade level.

16 participants were in the 5th grade, 16 other participants were in the 6th grade, 14 of them were in the 7th grade. The majority consisted of 18 participants, which were in the 8th grade. 9th grade students were with a number of 16 as well.

Students' current grade
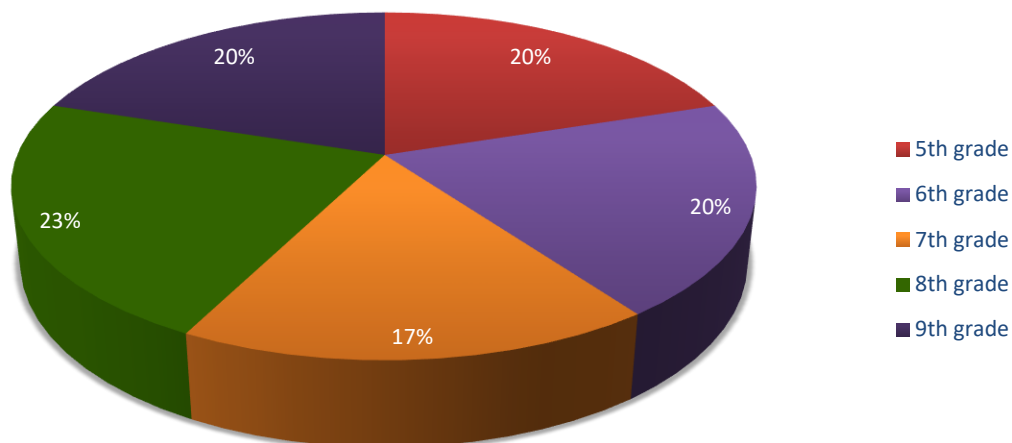
Figure 10. The current grade of the students participating in the study.

The questions from 3 to 10 include Likert scale approach in which the participants stated their opinion in 4 point Likert scale (Strongly agree, Agree, Disagree and Strongly disagree). The questions in which the participants strongly agree are the sixth and eighth question. The sixth question states; There are students with different levels of English in our class. The eighth question states; Effective methods are used during my English classes.

	Strongly agree	Agree	Disagree	Strongly disagree
Q4. Combination of levels and ages exist in our classroom	25 (31.3%)	31 (38.7%)	17 (21.3%)	7 (8.8%)
Q5. Time is used flexibly in accordance with our needs.	24 (30%)	30 (37.5%)	18 (22.5%)	8 (10%)

Q6. There are students with different levels of English in our class.	34 (42.5%)	23 (28.7%)	13 (16.2%)	10 (12.5%)
Q7. My English professor uses the appropriate English literature according to our needs.	29 (36.3%)	29 (36.3%)	11 (13.7%)	11 13.7%)
Q8. Effective methods are used during my English classes:	37 (46.3%)	21 (26.3%)	13 (16.2%)	9 (11.3%)
Q9. My English professor adapts the methods according to our needs.	31 (38.8%)	30 (37.5%)	11 (13.7%)	8 (10%)
Q10. We are all involved in the process of learning.	12 (15%)	17 (21.3%)	26 (32.5%)	25 (31.3%)

Table 9. The participants' opinion on teaching methods and learning process.

The 11th question of this questionnaire is; what is the most effective way of learning a foreign language? The opinions taken from the participants are stated below.
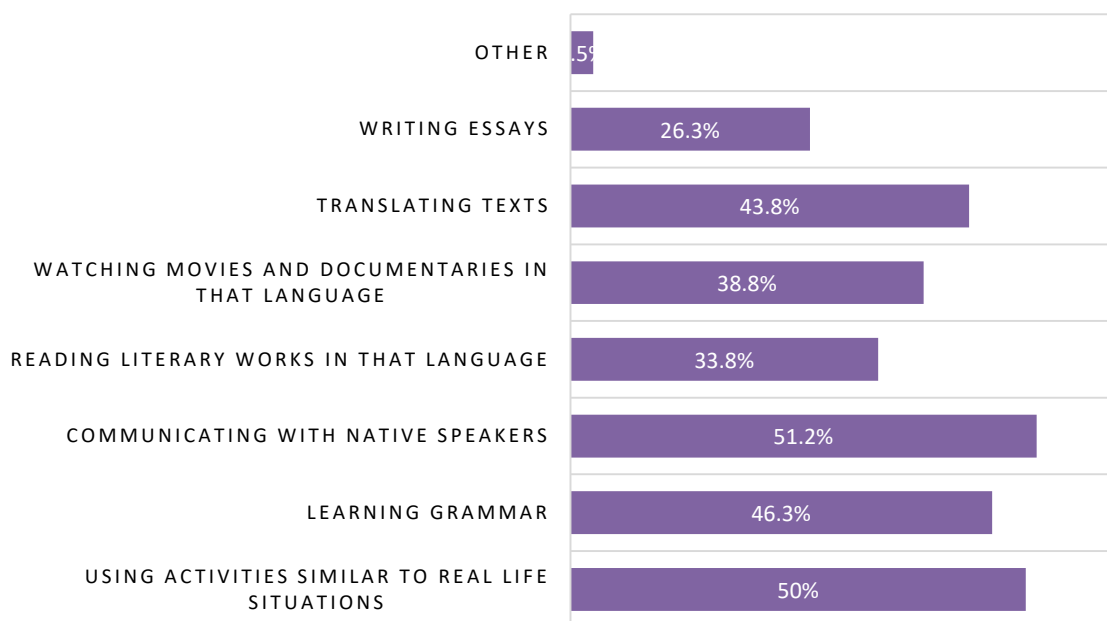
Figure 11. The students' opinion in learning a foreign language.

The 12th question asked the students to select options regarding their English classes. They were able to choose more than one option.

The majority of the participants, 43 or 53.8% claimed that they are tested by exam and they engage in classroom activities. 42 or 52.5 % of the students stated that they are tested orally. A minority of 7 participants or 8.8 % claimed that exercises are not interesting.

	I am tested by exam;	I am tested orally	I do not engage in the classroom activities;	I engage in classroom activities	I learn better when we communicate with each other	I have to learn too much grammar;	It is difficult for me to remember many words;	There are too many new words in our textbooks	Exercises are not interesting;
■ Series 1	53.80%	52.50%	16.30%	53.80%	40%	27.50%	28.70%	21.30%	8.80%
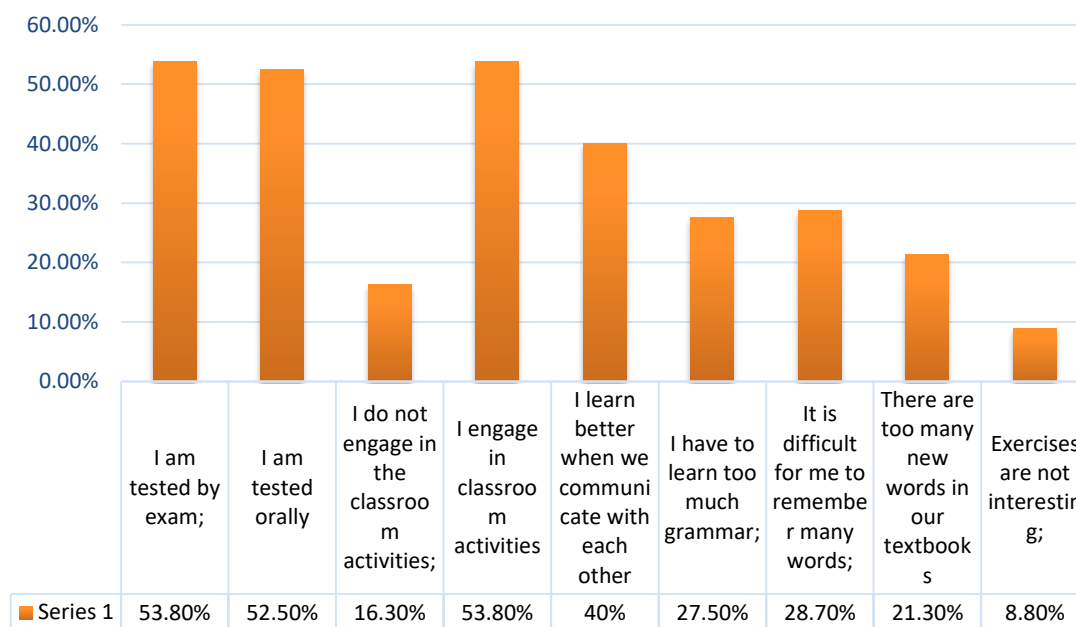
Figure 12. The participants' opinions regarding their English classes.

The 13th question of the students' questionnaire asked for the students' opinions on their English professors.
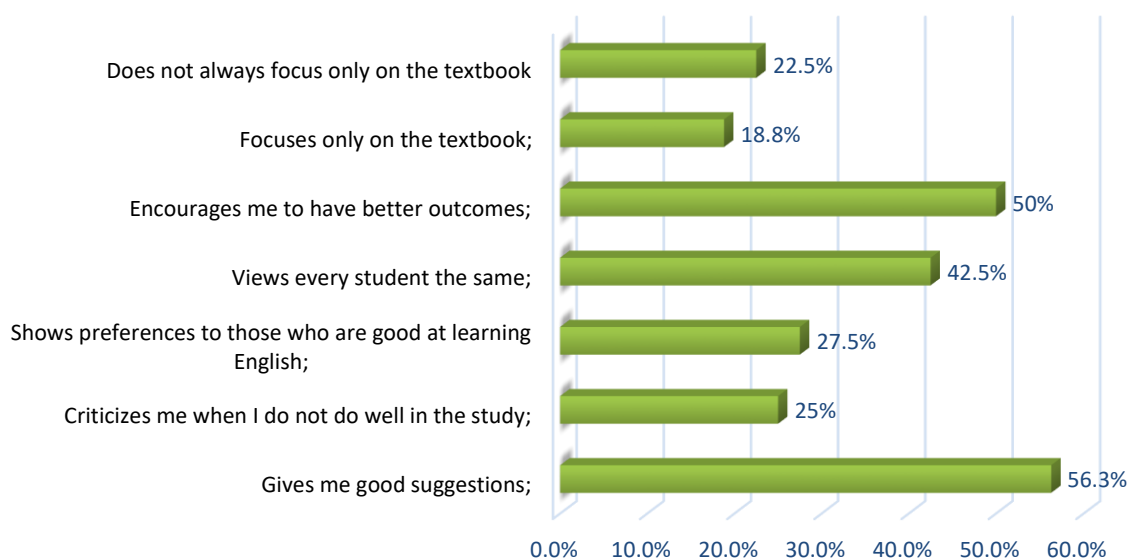
Figure 13. The participants' opinion on their English professors.

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The opinions regarding this question were mostly positive. The majority of them 45 or 56.3% claimed that they teacher gave them good suggestions. 40 of the participants stated that their teacher encourages them to have better outcomes.

The 14th question asked the participants to give their opinion on the methods of learning used in their English classes. Since the question was open ended, 80 participants have given different opinions regarding the last question. The majority of the participants stated that:

- Their teachers use good methods;
- They learn a lot;
- They like their Teacher's methods they don't like it when they give them homework;
- They have too much grammar to learn, but sometimes they do different activities;
- The methods that they like is when they have to speak to each other;
- They like the methods because they have a lot of fun in the English class;
- They like the methods but sometimes they learn too much grammar;
- The teacher uses different methods every time and this helps the students staying focused;
- The students want English classes to be more often;
- The students do not like it when they have a lot of homework and many exercises from the book;
- Right now the classes are very short and the students learn enough;
- The students have a lot of fun when they have free activities and not when they have to learn a lot of grammar.

5.4.   Students' interview

The students' interview consists of eight open-ended questions in which the participants were asked to give their opinion regarding the topic.

The first question of the interview asks the participants if studying English important for them? Why or why not? Since in this interview there were 20 participants, 20 different answers were given. Five participants or 25% gave a positive only answer, claiming English is very important, without further details as per why English is important. Two participants or 10% stated: "*Yes it is because I need English*". Two other or 10% answered with: *yes, because it is the most important language*". The rest of the participants, each gave a different answer which are portrayed in the graph below.
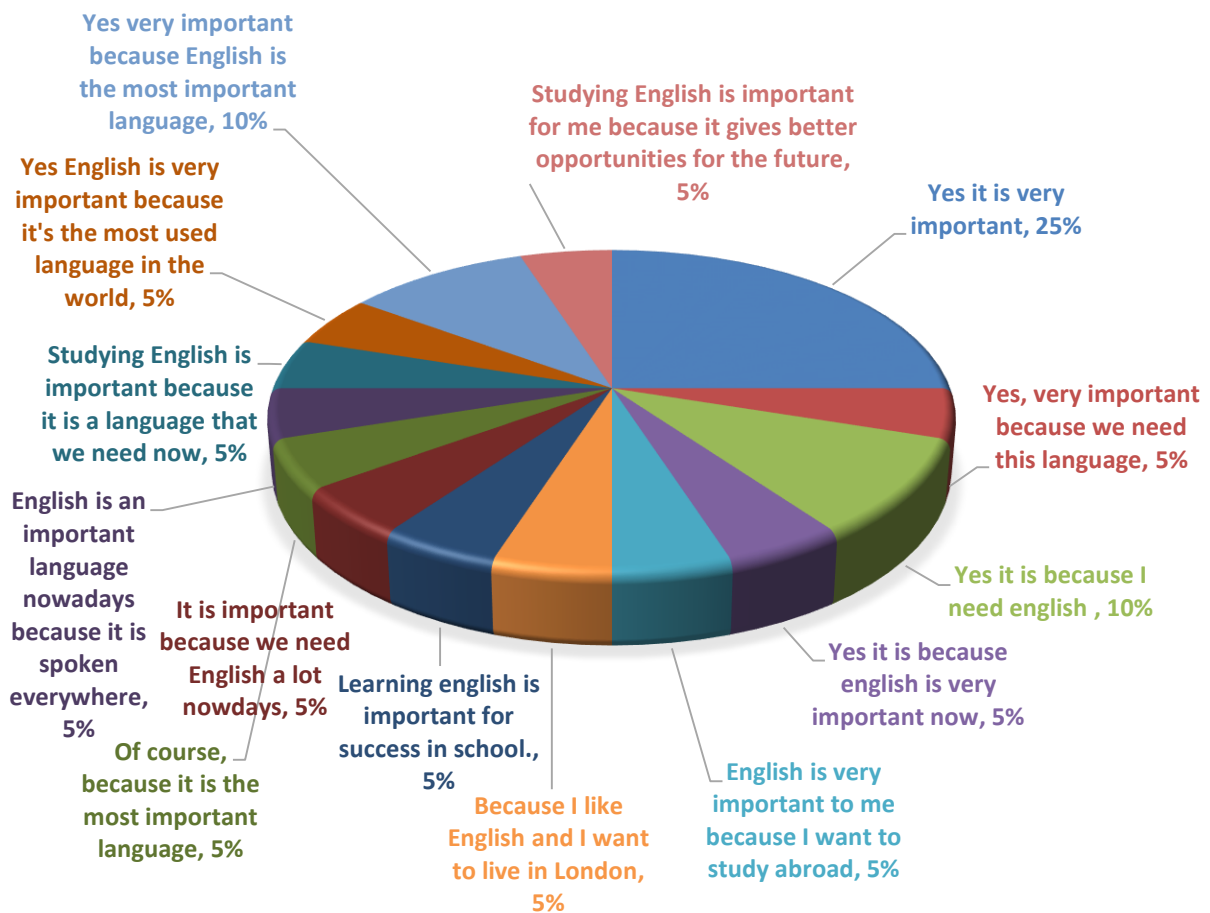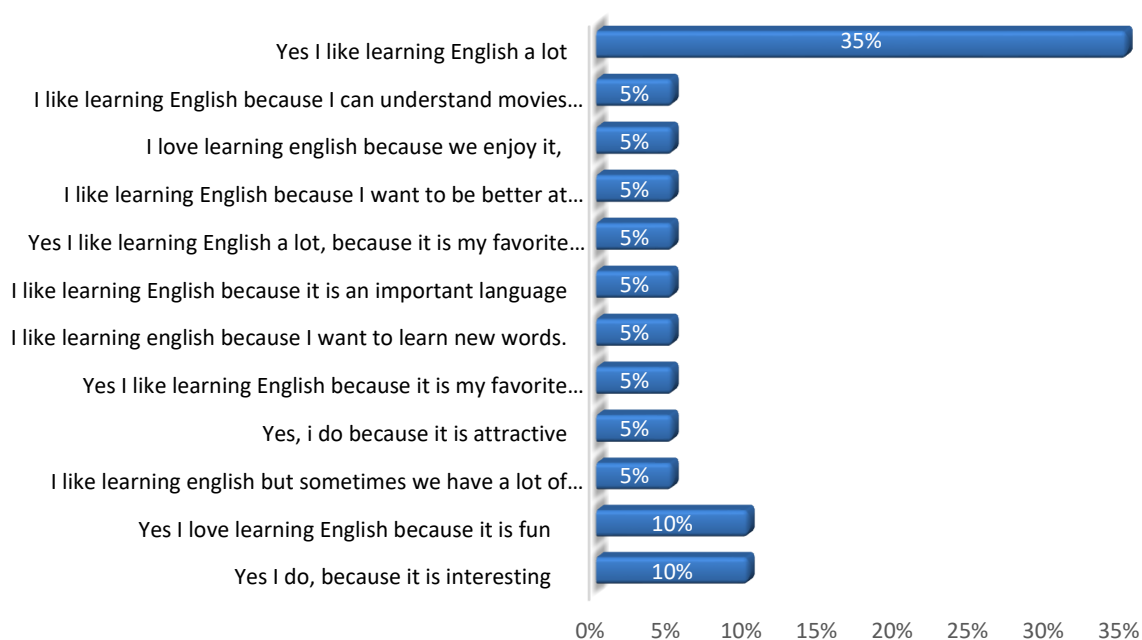

Figure 14. The participants' answer regarding the importance of studying English.

The second question of the interview asked the students if they like learning English and why

or why not. 7 or 35% of the participants stated that they like learning English a lot. 2 or 10% of the students participating said they like learning English because it is interesting. Two other students or 10% said they love learning English because it is fun. The remaining 9 participants, each had an opinion of their own. These opinions are as follows:

➢ I like learning English but sometimes we have a lot of homework and I don't like it;

➢ Yes, i do because it is attractive;

➢ Yes I like learning English because it is my favorite subject at school;

➢ I like learning English because I want to learn new words;

➢ I like learning English because it is an important language;

➢ Yes I like learning English a lot, because it is my favorite subject;

➢ I like learning English because I want to be better at speaking;

➢ I love learning English because we enjoy it;

➢ I like learning English because I can understand movies and videos;

Figure 15. The participants' preference on learning English.

The third question pertains to what kind of things do the students prefer doing the most in their English class. Considering the fact that there are 20 students answering an open ended question, this question has received many different answers. Two or 10% of the students participating claimed that they like communicating. Two other students (10%) stated that they prefer everything. Another pair of students have revealed that they like reading and

translating their lesson.

	Q3. 3. In your English class, what kind of things do you prefer doing the most?	
	Number (N)	**Percentage (%)**
Speaking and writing essays	1	5%
Presenting and playing games	1	5%
Writing essays, reading texts and doing presentations	1	5%
Communicating	2	10%
I like when we discuss different things	1	5%
I like when we work in group to discuss about different topics	1	5%
I like when we do presentations	1	5%
I prefer everything	2	10%
Speaking activities	1	5%
Reading and translating and presentations	1	5%
Grammar tests	1	5%
I like when we learn new things	1	5%
I like when we write essays	1	5%
I prefer doing tests	1	5%
I prefer speaking English with my friends	1	5%
I like reading and translating our lesson.	2	10%
I like learning new words and translating our lesson.	1	5%

Table 10. The participants' answer In what kind of things do the students prefer doing the most in their English class.

The fourth question from the students' interview asked the students participating if there is anything the students do not like about their English classes. The majority of the participants 10 or 50% claimed there is not anything they do not like about their English classes. However,

4 or 20% of the participants said they do not like grammar, and 2 or 10% of them stated they do not like too much homework.
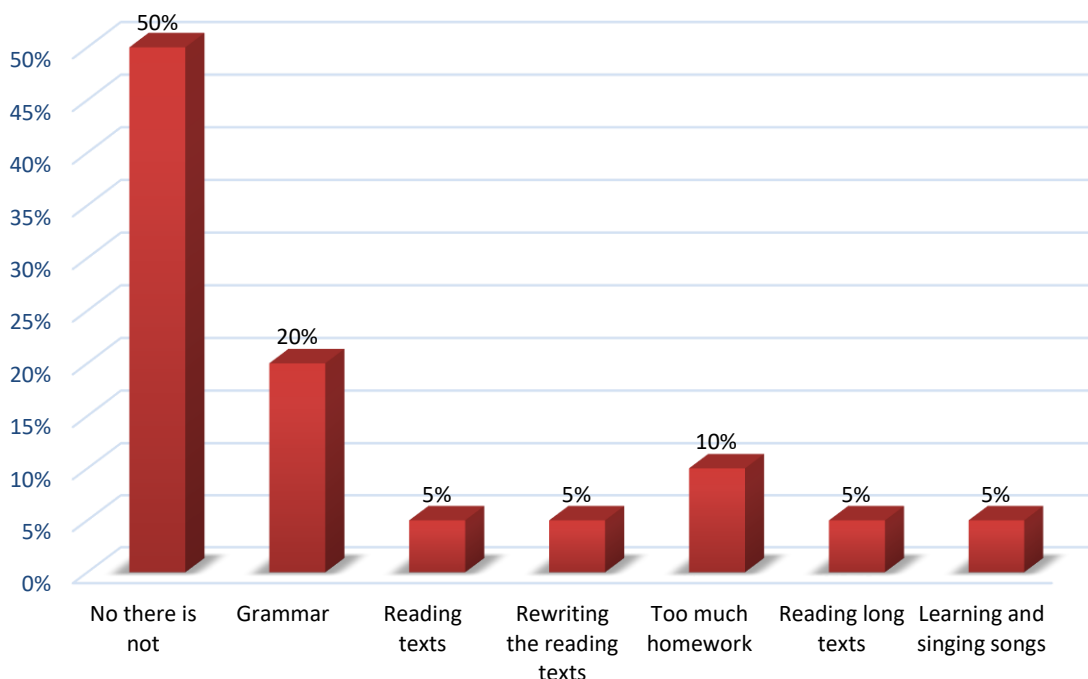
Figure 16. The participants' answer regarding anything the students do not like about their English classes.

The fifth question in in regards to English usefulness. The students were asked to give their opinion as per why is learning English useful. The examples aforementioned were: for getting a better job; watching foreign movies, TV; reading for pleasure; accessing information not available in your mother language; interacting with foreigners; it helps learning other languages; it makes a good impression; pleases my parents; to work or live abroad.

6 partakers or 30% answered with *all of the above*, 3 of them answered with *English is very useful for those who want to work, study and live abroad.* An additional 3 students answered with *to get a better job, to study abroad*. Lastly, 2 of the participants or 10% answered with *English is useful for all, it helps us with everything.*
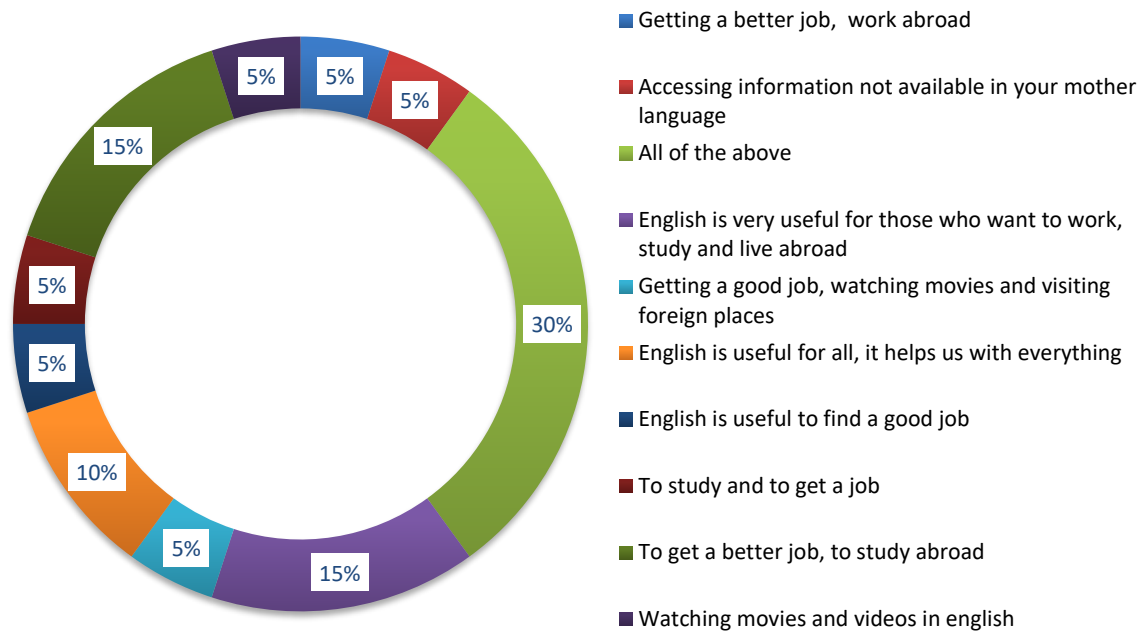
Figure 17. The students' answer regarding to English usefulness.

Question number 6 from the students' interview refers to the students will to become an English teacher when they grow up and why. The answers on this question varied with different opinions. However, the majority of the participant's response were negative.

	Q6. Would you like to be an English teacher when you grow up? Why?	
	Number (N)	Percentage (%)
Yes, my dream is to be an English teacher	2	10%
Yes because I would like to be a teacher	2	10%
Yes I think I will be a teacher when I grow up	2	10%
No	3	15%
No, I would like to be a doctor	2	10%
No, because I would not like to be a teacher	2	10%
No, I would like to be an engineer	2	10%
No, I would like to be an Albanian teacher	1	5%
No, I like to be a math teacher	1	5%
No, I want to be scientist and I need to read English for my studies.	1	5%

	Number (N)	Percentage (%)
I would like to be an architect when i grow up	1	5%
No, because I do not think I know English very well to be e teacher	1	5%

Table 11. The partakers' opinion to the students will to become an English teacher when they grow up.

The penultimate question from the interview is with reference to the importance of a good student-teacher relationship. All of the partakers think that having a good relationship with their teacher is important. The detailed answered given from the students are displayed in the table below.

	Q7. Do you think having a good relationship with your teacher is important? Why or why not? (motivation, etc).	
	Number (N)	**Percentage (%)**
Yes, very important	9	45%
Yes, because it makes you feel better and safer	1	5%
It is the most important thing because this motivates me to learn more	2	10%
Yes, because it helps us improve	2	10%
Yes, because we need to feel comfortable	1	5%
Yes, because when I have a good relationship with teacher I feel better and happy	2	10%
Yes, because you get to talk more.	2	10%
Yes, it is very important to have good relationship with teacher, because you get attention	1	5%

Table 12. The students' opinion on the importance of a good student-teacher relationship.

The ultimate question from the interview is quite general. The students are asked to give their opinion regarding why they like learning English.

51

The majority of the participants, 18 (90%) like to learn English because knowing English presents better job opportunities. On the other hand, 16 (80%) participants find their English teachers' teaching methods interesting.

	I like to learn English because knowing English presents better job opportunities.	I prefer to attend English classes because I find the way it is taught is very interesting.	I like to learn English because the learning environment, the classroom dynamics and the arrangements of the seats are interesting to me.	I find our English teachers' teaching methods interesting.
■ %	90%	55%	50%	80%
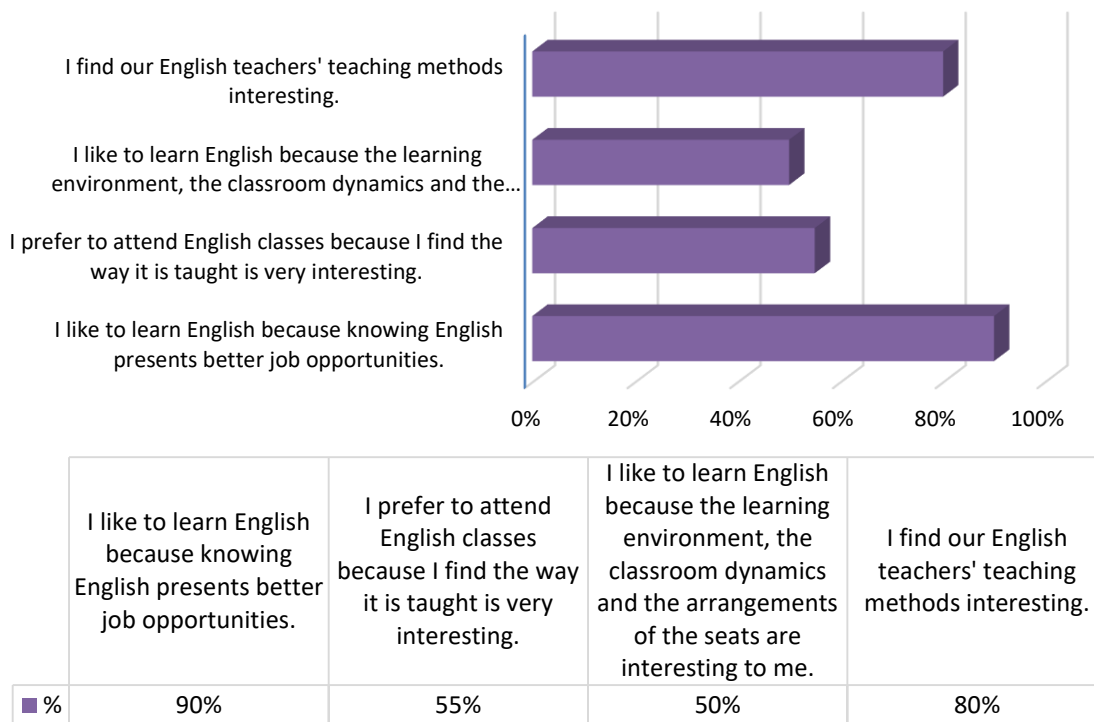
Figure 18. The students' opinion regarding why they like learning English.

Chapter 6.   Discussion

According to the results from the survey conducted regarding multi-level classrooms, the **main hypothesis** which states: *Different methods of teaching have different results in multi-level classrooms, stands.*

The arguments supporting this hypothesis are found in the 13th question of the teachers' questionnaire. Each of the participants gave their opinions in reference to the most successful strategies in the teachers' classes. One of the participants thinks that *group activities proves to be the most successful teaching strategy.* Another opinion states that *peer/teacher feedback, peer to peer feedback, group activities* are the most successful strategies. According to another participant, *Group/pair activities, Providing summaries and Presentations, are the most successful strategies.* Another thought on this question is *using peer and teacher feedback group/pair activities.* While the last opinion on this question is *Group activities.*

Moreover, the last or 14th question of the teachers' questionnaire gives more supporting arguments regarding the main hypothesis. This question asked for the participants' opinion on the teaching methods used in their English multi-level class. The responses provided below, additionally strengthen the main hypothesis.

"Trying to keep all the students involved in the process of learning I sometimes use group activities and peer to peer feedback. I try to adapt the methods based on my students needs and I think that they like them and benefit from them".

"I provide different activities every day and I think this helps my students to engage more in the process of learning".

"I always attempt to provide interaction in the classroom so I use different activities to achieve that. I can say that this is a very successful teaching method in my multi-level class".

On the other hand, **Auxiliary hypothesis 1,** which states, *No statistically significant difference exists between the adjusted achievement scores of students in fifth grade, sixth grade, seventh grade, eighth grade or ninth grade classrooms, regardless of content area (reading, writing, speaking or listening),* does not hold.

The third question from the students' questionnaire, included information regarding the participants' grade level, but not a statistical difference between achievement scores. 16 participants were in the 5th grade, 16 other participants were in the 6th grade, 14 of them were in the 7th grade. The majority consisted of 18 participants, which were in the 8th grade.

9th grade students were with a number of 16 as well.

Hence, with an average number of 16 participants for each grade level there cannot be any significant difference regardless content area.

Additionally, **Auxiliary hypothesis 2:** The classroom arrangement in which the students are enlisted, perform together and the gender of the students do not associate on balanced accomplishment scores, does not stand as well.

Although on the first question from the students' questionnaire, out of 80 participants 36 were male and 44 were female, there is not any significant information if the gender and the classroom configuration affect achievement scores.

Chapter 7.   Conclusion and Recommendations

Agu (2015) emphasizes the dramatic approach to teaching English in a multi-level classroom as a significant contributor to student effectiveness rather than using traditional language education strategies. There is no doubt that without preservice and in-service training, classroom teachers struggle to teach English in multigrade classrooms (Arriagada Cruces, 2015; Karcı & Akay-Vural, 2011; Şevik, 2009; Ünal et al., 2016). In other words, as Nunan (2001) asserted in his study, the use of English as a foreign language in multigrade classrooms from the second grade forward has frequently occurred without adequate financing, teacher training, or resource availability.

However, there are even more elements that influence the levels in many adult ESL lessons.

Over the last few decades, there has been a gradual but significant transition in the field of education, with less emphasis on instructors and teaching and more emphasis on learners and learning. The specification of precise learning objectives, on the other hand, is a design, not an approach, product. Some methods aim to teach the fundamentals of grammar (Treko, 2013).

According to Hinkel (2006), TESOL is one of the fields that has seen, and is anticipated to continue to see, ever-changing ideas on teaching/learning ideals. He also cites the importance of bottom-up and top-down skills, the emergence of innovative English knowledge, and the integration of language learning skills as reasons for rejecting pre-determined techniques. According to several studies, instructors' interest in methods is related to the teaching situation rather than the teachers' thinking (Bell, 2007).

There are various types of group work, as Taylor, Marcia (2005) points out: - Multilevel groups have a few advantages, the most important of which is that you can save a lot of time organizing and starting groups on a work. Members of groups quickly come to know one another and form a strong feeling of group identification. There are, however, some disadvantages. The most important is that dominance and leadership patterns tend to emerge inside the group. Another issue arises when a group's personality balance is disrupted by sporadic attendance. Multiple groups are made up of numerous group combinations that the students are familiar with, so they consider themselves to be a part of one of three or four separate groups. Teachers should be mindful that classes that have never

worked in groups may first resist the idea, but they will quickly become accustomed to it.

Chapter 8. Limitations and weak points of the study

This research is known by the fact that teachers that work with multi-grade classrooms are usually more experienced, and the students that are put in multi-grade classrooms are there because of their need to work individually. Many facts show that multi-grade classrooms' performance is well and sometimes even better than in single grade classrooms

"Children with a diversity of needs, capabilities, abilities, and methods of knowing are succeeding in classrooms," Kasten (1998) asserts.

As with any literature review, the methodological quality of the studies included was variable. Some of the studies involved relatively small sample sizes. It is also very possible that not all relevant studies have been included. This review only included studies published in English, with the possible exception of other studies.

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APPENDIX 1

Students' questionnaire

Questionnaire on "Challenges of teaching English to multi-grade classrooms."

1. Gender

   a. Male

   b. Female

2. Which grade are you currently attending?

   a. fifth grade

   b. sixth grade

   c. seventh grade

   d. eighth grade

   e. ninth grade

3. Combination of levels and ages exist in our classroom

   a. Strongly Agree

   b. Agree

   c. Disagree

   d. Strongly Disagree

4. Time is used flexibly in accordance with our needs.

   a. Strongly Agree

   b. Agree

   c. Disagree

   d. Strongly Disagree

5. There are students with different levels of English in our class.

   a. Strongly agree

   b. Agree

   c. Disagree

   d. Strongly disagree

6. My English professor uses the appropriate English literature according to our needs.

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

7. Effective methods are used during my English classes:

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

8. My English professor adapts the methods according to our needs:

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

9. We are all involved in the process of learning.

    a. Strongly agree

    b. Agree

    c. Disagree

    d. Strongly disagree

10. What is the most effective way of learning a foreign language? (you can choose more than one option)

    a. Learning grammar

    b. Using activities similar to real life situations

    c. Communicating with native speakers

    d. Reading literary works in that language

    e. Watching movies and documentaries in that language

    f. Translating texts

    g. Writing essays

h. Other _____

11. In my English classes: (you can choose more than one option)

    a. I am tested by exam;

    b. I am tested orally

    c. I do not engage in the classroom activities;

    d. I engage in classroom activities

    e. I learn better when we communicate with each other

    f. I have to learn too much grammar;

    g. It is difficult for me to remember many words;

    h. There are too many new words in our textbooks;

    i. Exercises are not interesting;

    j. Other _____

12. My English professor: (you can choose more than one option)

    a. Gives me good suggestions;

    b. Criticizes me when I do not do well in the study;

    c. Shows preferences to those who are good at learning English;

    d. Views every student the same;

    e. Encourages me to have better outcomes;

    f. Focuses only on the textbook;

    g. Does not always focus only on the textbook

    h. Other _____

13. What is your opinion on the methods of learning used in your English classes? (Please, write it down!)

_____

____

Thank you for your participation!

APPENDIX 2

Teaching Staff questionnaire

Questionnaire on "Challenges of teaching English to multi-grade classrooms."

1. Gender:
    a. Male
    b. Female

2. School you lecture: _____

3. Multi-grade classrooms invite cooperation and other forms of pro-social behavior
    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

4. There are students with different levels of English in my classes
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

5. I know my students' language levels
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

6. I am aware of my students' academic background
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

7. I always provide opportunities for interaction in the classroom

   a. Strongly agree

   b. Agree

   c. Disagree

   d. Strongly disagree

8. I have access to specialized material to support my preparation

   a. Strongly agree

   b. Agree

   c. Disagree

   d. Strongly disagree

9. Every student is engaged in the classroom activities

   a. Strongly agree

   b. Agree

   c. Disagree

   d. Strongly disagree

10. Students prefer to have classes only in English:

   a. Yes

   b. No

11. Students prefer to have classes only in L1 (mother tongue)

   a. Yes

   b. No

   c. Sometimes

12. What are the strategies you use in your English classes? (you can choose more than one option)

   a. I usually use new material

   b. I take time to prepare the lessons beforehand

   c. Group/pair activities

d. Provide and ask students for summaries

e. I allow L1 among the students

f. Doing presentations

g. Writing essays

h. Using peer and teacher feedback

i. Other _____

13. What proves to be the most successful teaching strategies in your class? (Please, write them down)

_____

____

_____

____

14. Overall, what is your opinion on the teaching methods used in your English multi-level class? (Please, write it down!)

_____

____

Thank you for your participation!

APPENDIX 3

Students' interview

1. Is studying English important for you? Why or why not?

_____

_____

2. Do you like learning English? Why or why not?

_____

_____

3. In your English class, what kind of things do you prefer doing the most?

_____

_____

4. Is there anything you don't like about your English classes?

_____

_____

5. Why is learning English useful? E.g. for getting a better job; watching foreign movies, TV; reading for pleasure; accessing information not available in your mother language; interacting with foreigners; it helps learning other languages; it makes a good impression; pleases my parents; to work or live abroad.

_____

_____

6. Would you like to be an English teacher when you grow up? Why?

_____

_____

7. Do you think having a good relationship with your teacher is important? Why or why not? (motivation etc).

_____

_____

8. Why do you like learning English?

a. I like to learn English because knowing English presents better job opportunities.

b. I prefer to attend English classes because I find the way it is taught is very interesting.

c. I like to learn English because the learning environment, the classroom dynamics and the arrangements of the seats are interesting to me.

d. I find our English teachers' teaching methods interesting.

APPENDIX 4

Teachers' interview

1. Why did you choose to become an English teacher?

_____

_____

2. What are some successful teaching methods you use?

_____

_____

3. How do you engage the students in class?

_____

_____

4. What's a challenge you've faced in the classroom?

_____

_____

5. Why do you think students need to learn English?

_____

_____

6. Do you think having a good teacher-student relationship is important? Why or why not?

_____

_____

7. What do you think learning English means to your students? What difference do you think learning English will make in their lives?

_____

_____

8. What does it mean to you to be an English teacher?

_____

_____