

ENGLISH TEXT BOOKS USED FOR ENGLISH TEACHING IN PUBLIC PRIMARY SCHOOLS IN PRZREN MUNICIPALITY

Isa SPAHIU¹, Ismajl KRASNIQI²

^{1*} *Department of English Language and Literature, Faculty of Philology, University of Tetova*

² *Department of English Language, AAB College - Prishtina*

**Corresponding author e-mail: isa.spahiu@unite.edu.mk*

Abstract

Analyzing the learning environment of the English language in Kosovo, through questionnaires and interviews on the use of English textbooks in Primary schools of Kosovo, it is analyzed the way that these books are or are not conform to the teaching-learning situations of the Kosovan learners. This thesis is focused in the content, complexity and capability of the textbooks, through a survey of their uses by teachers and students. They represent a crucial point for the different actors of teaching-learning process in the Kosovo context with a special attention in primary education.

The survey brings conceptions of the interviewed teachers related to the textbooks used for teaching and learning of English, in Prizren municipality. The adoption of the textbook with the context provides a meaningful incentive for the methodological development. This research and the results drawn by the survey, report to extents to which textbooks helps in developing communicative and grammar skills, how much they're conformity to the fours skills, according to Common European Framework of Reference for Languages (CEFR) to what extent teachers see them essential in teaching and how much they help independent acquisition of English language in Elementary public schools in Prizren municipality.

Keywords: *Textbooks, elementary education, teachers, schoolchildren, questionnaires, research.*

1. Introduction

The research is focused on use of the textbook in primary public schools in Kosovo, which can be considered as an essential common feature between pedagogy and the institution. In this contest it should be emphasized that the Kosovan context teachers use textbooks as exclusive sources in their teaching. They still remain as necessary instruments in the English teaching - learning process. Textbooks and the teaching curricula approved by MEST (MASHT, Korniza e Kurrikules e Arsimit Parauniversitar te Republikes se Kosoves, Prishtine, gusht 2011) [201; 38] provide a concrete working framework for the teacher. It brings together the necessary linguistic and communicative knowledge of the language to reach the objectives. It puts at the disposal various means to reach it. Course book turns into an object of knowledge to gain resources and knowledge and to become a reference Cosaceanu A [2010; 39].

In order to understand the use of textbooks in the Kosovan context and in particular in Prizren municipality, we analyzed the opinions of pupils and teachers by means of a questionnaire and interview. Survey brings conceptions of the interviewed teachers, related to textbooks, teaching-learning process of English as foreign language, in Prizren/Kosovo. The findings show the difficulties and needs for a better acquisition as well. The adoption of a course book with the context provides a powerful incentive for the methodological development Harmer J [2007; 181].

1.1. Research Context

This research and the results drawn by the survey, aims to give some feedback in the extent to which textbooks help in developing communicative and grammatical skills, how much they are in conformity to the 4 skills of the Common European Framework of References for languages, to what extent teachers see them essential in teaching and how much they help independent acquisition of English language in Elementary education.

The research was divided into two main parts. The first part is theoretical part, which will give an overview of the textbook's role in enhancing student communicative skills in EFL classroom and what attitudes of English teachers and pupils in primary school have towards textbooks and their expectations in the English Language teaching and learning. The second part relayed on field-based research, including a survey among English teachers and pupils.

According to new education curricula provided by MEST (Ministry of Education, Science and Technology) the English language in our schooling system starts on early stages, from first class of elementary schools to the higher university level. Therefore, the aim of the research was to gather feedback concerning the English language acquisition in primary schools of Prizren/Kosovo. It has to do about the textbooks that are used, the teaching-learning process, curricula, the number of hours foreseen for this subject and/or other factors that affects the language acquisition. It is important to find out the gaps on early stages in order to propose new alternatives and measures to be taken toward improving the language acquisition methodology.

1.2. The major objectives of the study

As mentioned above the major objectives of this study were to collect important data that affects the English Language Acquisition (ELA) on Primary schools in Prizren. More over the purpose of the study was focused in certain fields considered quite important for ELA, as:

1. To investigate the teaching textbook approaches used for teaching EFL in primary schools in Prizren/Kosovo.
2. To analyze the EFL acquisition gaps in conformity to the 4 skills according to CEFR
3. To explore teachers' and student opinions and gain recommendations on teaching by assessing EFL skills.

1.3. Research Questions

The present study of this research attempts to give answers to the following questions:

1. What are the EFL teaching textbook approaches toward the goals utilized by MEST?
2. Are the textbooks used in primary schools in Prizren municipality in accordance with EFL acquisition in conformity to the 4 skills according to CEFR?
3. What is teachers and students' opinion about textbooks used on teaching – learning process?

1.4. Hypothesis

The proposed hypotheses are based on major objectives and purpose of the study. They aim to answer to the following concerns:

H1. The teaching textbook approach toward the goals utilized by MEST fulfill the nowadays curricula of EFL acquisitions requirements.

H2. The current textbooks in principal terms are in accordance with EFL acquisition in conformity to the 4 skills according to CEFR.

H3. The teachers and students' opinion is that current textbooks used in primary schools don't fulfill their needs and expectations on EFL acquisition.

2. Literature review

Textbooks as a basic source for the use by learners is an important document in which besides the enrichment of lexical and grammatical knowledge, learners are confronted with unfamiliar documents and values that belong to another socio - cultural environment. Responding to the demands of methodological terms of the textbooks itself and its lines, the learner is encouraged to take a stand on various phenomena that take part or not in his life but which enhance them toward the European integration.

It is known that languages are part of the cultural wealth of our society and the world in which we live and work. Learning a foreign language facilitates and promotes a common understanding and increases civil responsibilities. Students learn how to appreciate different countries, different cultures, communities and societies. By making comparisons, they get acquainted with the culture and society, part of which is the language they learn.

Learning a foreign language creates a critical and analytical perspective, which helps learners gain self-confidence. Teachers who teach the foreign language and is not their native language, often have had the same experience in learning English as their learners and this gives them a moment (even non- conscious) in understanding of what their learners of them are experiencing Harmer J. [2007; 119]. They try to promote a cultural approach. In doing so, learners can integrate the English culture in the Albanian culture. However, it is better that students can work with native speakers, because they can create a cultural continuity Holliday, A. [2005]. But this is not possible in the Albanian context. "The ideology of the use of the native language is based on the assumption that native speakers of English have a special claim on their language [idem, 2005; 8].

Native speakers often bring "the discourse amount" from their own country, which has a tendency to rationalize the other learners' behavior, by reducing them in "cultural national or regional stereotypes" [idem, 2005; 88]. In a globalized world, has emerged a different model of education. An individual must be well informed and has flexible skills needed in life, so learning English is a good tool to create the future of citizens with knowledge, creativity and critical thinking skills, to be able to cope with life Gradol, D. [2006; 71].

The textbooks used in Primary schools of Prizren municipality, which are accordingly to the MEST curricula, are analysed as well in order to have a close overview of the survey results.

3. Research design and methodology

In order to achieve the objectives, the study was carried out in both desk and field-based research. While the desk research was focused in analysing the MEST current curricula framework, textbooks and other relevant materials, the field research took place through questionnaires carried out in five Primary schools in Prizren municipality. A quantitative research method is used to investigate the textbook's role in assessing teaching and learning skills in EFL acquisition.

Within the qualitative method, there are used two main instruments; questionnaires and interviews. Teachers and students have answered separately to the questionnaires while twelve teachers were also interviewed on the other hand. English teachers were required to complete a questionnaire that examines their actual opinions on English textbooks they use. Data analysis are presented in numbers and percentages under the findings and conclusions section. The classrooms survey data are analyzed both qualitatively and quantitatively, by drawing assumptions, principles, and even values about truth and teaching reality and the role that English textbooks play in a good English acquisition.

The quantitative analyses are conducted through questionnaires that were handed out to English teachers to analyze the level of the help that textbooks provides in the communicative skills development, in the collaborative learning, in the variety of class activities, in learning strategies, in the use of technology, in their conformity with the Common European Framework of References (CEFR), in their help in an effective implementation of the curricula.

The final stage of the research was the collection of data from interviews and questionnaires carried out in five Primary schools and the presentation of the data statistics in numbers and percentages. The outcome of the questionnaires result carried in six classes with twelve English teachers and 123 pupils are used to analyze teacher and pupil's opinion on the topic.

The research is conducted in five primary schools of Prizren municipality: "Abdyl Frasheri", "Leke Dukagjini", "Motrat Qiriazi", "Luigj Gurakuqi" and "Ibrahim Fehmiu". Six classes are chosen randomly, mainly of higher classes (III – V) due to the possibility to conduct the questionnaires and twelve teachers, nine of which from the above-mentioned schools and three others from two other schools ("Dy Deshmoret" and "Nazim Kokollari") of Prizren. The teachers were proposed by the school management (school Director or Vice Director) usually the ones who were on the shift while the researcher was conducting the survey. The same methodology was used even for schoolchildren beside on cases when it was necessary to wait for the certain day when they had English classes.

4. Findings and results

The outcome results from the questionnaires as well as the answers from the teachers' interviews are carefully analyzed. The collected data shows interesting findings toward the research topic. In the following we are going to present the outcomes and results of this survey.

The two target groups were teachers and schoolchildren of Primary schools in Prizren.

Concerning **Teachers** included in the research, the general data are like following:

- **12 Teachers** who teach English in Primary schools, from **class I -V**
- **Ten** of them were **female** teachers and **two** of them were **male** teachers.
- Age was between **34 - 55** years.
- Teaching experience was between **9-30** years.

Based on the above-mentioned data it comes to our attention that most of the teacher who teach English in primary schools are female teachers, their age is middle age, they have high education background and they have quite a long experience in teaching. Therefore, their comments and recommendations are assumed to be taken seriously.

As per questions and the short questionnaires carried out with teachers beside the above-mentioned personal data (gender, age and experience) there were eleven questions made and the outcome results and findings are presented below:

1. How many English subject hours per week usually the schoolchildren from I-V class have?

Response rate: 10 teachers said 2 hours a week per class, 2 teachers 1 hour per week.

Findings: The classes from I-II usually have 1 English hour a week, while classes from III-V usually have 2 English hours a week. Beside the cases when the complementary (elective) hours are dedicated to English language subject. This number of hours is as it's foreseen by MEST curriculum prediction.

2. Do you think that this number of hours is reasonable for the Primary schoolchildren?

Response rate: 3 teachers said YES, 6 teachers said NO and 3 others refuse to reply.

Findings: Most of teachers (half of them) think that the number of English hours per week (2 hrs) is low.

3. How much do you think that schoolchildren like the English subject?

Response rate: 10 teachers said VERY MUCH and 2 teachers said AVERAGE level.

Findings: Almost 80% of teachers think that schoolchildren like the English subject very much while only for 20% English subject is on average level.

4. What kind of textbook do you use for teaching English? Do these textbooks have Workbooks?

Response: All of them use official textbooks (provided by MEST). The textbook "Follow Me 1" (is used for III-rd grade) - Has No Workbook, "Follow Me 2" (used for IV-th grade) - No Workbook, "Exploring English 1" (Harris, T & Rowe, A 2006) (used for V-th grade)- Has Workbook as well as "Yazoo" and "Yazoo 1" used in I-st and II-nd grade) which have Workbook, too.

Findings: In 100 % of case the official textbooks are used. Most of them beside the textbook have the Workbooks as well. Textbooks "Follow Me 1" and "Follow Me 2" (used for III-rd and IV-th grade) have no Workbooks. Those books have Albanian Authors and are published by "Dukagjini" Printing house (Kabashi-Hima, Ardita & Krasniqi Nimete 2006).

5. Do you think that actual textbooks used for teaching English are appropriate ones?

Response rate: 2 teachers said VERY MUCH appropriate, 3 teachers said AVERAGE level, 5 teachers said UP-TO and 2 other teachers said NOT AT ALL.

Findings: Most teachers (7 out of 12) think that current textbooks used are not really the appropriate ones while only few of them think that they are or stand in an average level.

6. Do you use any extra teaching material during teaching (like; songs, poetry, role plays, photos, stories, movies etc.)?

Response rate: 10 teachers said YES and 2 others SOMETIMES

Findings: Nearly 80 % of teachers said that they use the complementary teaching materials while only 20% said that they use them time by time.

7. Does your school have a projector? If yes, do you use it in teaching process?

Response rate: 8 teachers said that their school has projector while 4 of them said NO. Concerning the use, 4 of them reply positively (YES) and 8 of them negatively (NO).

Findings: Nearly 66 % of teachers admit that their school is equipped with projectors while 33% said no. However, their use shows a vice-versa result.

8. Concerning the four language skills (Listening, Reading, Speaking and Writing) which skills do you think that schoolchildren have comprehended? Marking at level from 1-5.

Response rate: Listening - 3.6, Reading - 3.6, Speaking - 3.1, Writing - 3.7

Findings: While the three language skills (Listening, Reading and Writing) stand on a satisfying level teacher admit that the lowest rate has to deal with the Speaking skill. This seems as a gap in the language acquisition.

9. At what level do you think that the average schoolchildren stand with English language acquisition according to Common European Framework of Reference for Languages (CEFRL)?

Response rate: 11 teachers said A-Basic User level, 1 teacher refuses to answer.

Findings: Almost all interviewed teachers said that the average English acquisition according CEFRL stand on A-Basic User level only 1 teacher refuses to answer.

10. How much do you think that the English teaching-learning objectives are achieved according to the Education curricula?

Response rate: 2 teachers said FULLY, 9 teachers- AVERAGE and 1 teacher N/A

Findings: Nearly 70% of teachers admit that English teaching and learning objectives are achieved on average level only a small percentage think that this is achieved fully while 1 teacher refuses to answer at all.

11. What do you think that School, Municipal Education Directory or MEST should offer more for teachers and/or schoolchildren in order to achieve successfully the foreseen objectives according to the curriculum?

Response rate: 5 teachers said that they need projectors and Internet (in each class), 3 teachers said to change the Textbooks (for grade III and IV), 2 teachers said that they need Workbooks (for grade III and IV), 1 teacher said to increase the English working hours and 1 teacher said teacher's (further) training.

Findings: Concerning the further support needed to for teachers and schoolchildren in order to achieve the curriculum objectives nearly 40% of them think that IT equipment such as projectors and Internet access in every class would help them to achieve better results, 25% think that changing the textbooks (especially for grade III and IV) would help toward this goal, 2 teachers ask for Workbooks, while one of them thinks increasing number of hours per week and another one attending further professional training.

The outcome results from the questionnaires carried out with Schoolchildren in five Primary schools. The selected schools were: "Abdyl Frasheri", "Leke Dukagjini", "Motrat Qiriazhi", "Luigi Gurakuqi" and "Ibrahim Fehmiu". Four of them belong to urban area and one of them to rural area. Six classes are chosen randomly (the ones who were on the shift while conducting the survey),

mainly of higher classes (III to V) due to the possibility to fulfill the questionnaires. The schoolchildren answers are carefully analyzed and the collected data shows interesting findings toward the research topic. The outcomes and results of the survey are presented below:

Concerning the **Schoolchildren** included in the research, the general data are like following: There were **123 Schoolchildren** of five Primary schools from **class III -V**. 69 of them were **female** and **64** of them were **male** while the age was between **9 - 12** years old.

As per questions and the short questionnaires carried out with schoolchildren beside the above-mentioned personal data (gender, age and class attending) the following questions have been raised while the results and findings are presented below:

1. How many hours per week on English subject do you have?

Response rate: 102 Schoolchildren said 2 hours a week per class and 21 Schoolchildren said 3 hours per week.

Findings: The classes from III-V usually have 2 English hours a week. One class had 3 hours per week as in the last 1 hour was dedicated as complementary (elective) hour which was chosen on English language subject. This number of hours is as it's foreseen by MEST curriculum prediction.

2. Do you like the English subject? Tick one option between; very much, average, up-to, a little and not at all.

Response rate: 111 schoolchildren answered: **Very much**, 8; **Average**, 2; **Up-to**, 2; **A little** and no one answered **Not at all**.

Findings: From the above-mentioned answers it seems that English subject is one of their favorites or at least they're interested on.

3. What kind of textbook do you use for English subject?

Response/Findings: In 100 % of case the schoolchildren use the **official textbooks** (approved and provided by MEST).

4. Do these textbooks have Workbooks?

Response: 112 schoolchildren answered that the textbook "**Exploring English 1**" (used for V-th grade) **has Workbook** as well. And 21 answered that textbook "**Follow Me 2**" (used for IV-th grade) **has no Workbook**.

Findings: While the textbook "**Exploring English 1**" (used for V-th grade) **has Workbook** the other textbook "**Follow Me 2**" (used for IV-th grade) **has no Workbook**. It comes to our attention that among all only textbooks "Follow Me 1" and "Follow Me 2" (used for III-rd and IV-th grade) have no Workbooks.

5. Do you like the textbooks you use for English subject?

Response rate: 102 (or 83%) schoolchildren answered **VERY MUCH**, 9 schoolchildren (or 7%) answered on **AVERAGE** level and 12 schoolchildren (or 10%) answered **UP-TO**.

Findings: Most schoolchildren or 83% likes the current textbooks used in English subject only 17% think that the textbooks are between average and medium level.

6. Does the English Teacher use any extra teaching material? (Like; songs, poetry, role plays, photos, stories, etc.)

Response rate: 20 schoolchildren answered **YES**, 4 **NO**, 62 **SOMETIMES** and 37 **RARELY**

Findings: Most schoolchildren or about 50% admit that teachers use extra teaching materials, 37 or 30% answered rarely while 16% answered yes and only 4% answered no. These finding shows that most teachers use other teaching materials as well.

7. Does your school have a projector? If yes, is it used during English learning?

Response rate: 61 schoolchildren admit that their school has projector (YES), while 62 answered negatively (NO). Concerning the use, 80 of them replied negatively (NO) while 43 of them positively (YES).

Findings: Although 50% of schoolchildren admit that their school is equipped with projectors the other half answered NO. Their use in the teaching process shows a contrary result. 65% answered that the projector is not used while only 35% confirm its use. Another problem appeared is that although the schools might be equipped with projectors, they don't have projectors in each class which would easy their use.

8. Concerning the four language skills (Listening, Reading, Speaking and Writing) which one do you think you've learned better? Marking at level from 1-5.

Response rate: Listening - 3.4, Reading - 3.7, Speaking - 3.0, Writing - 3.1

Findings: While the three language skills (Listening, Reading and Writing) stand on a satisfying level the schoolchildren admit that the lowest rate has to deal with the Speaking skill. This seems as a learning gap in the English language acquisition.

9. Do you ever try to communicate in English with your friend or schoolmate?

Response rate: 55 schoolchildren answered positively; YES, 39; SOMETIMES, 10; REARLY, 17 negatively (NO) and only 2 NEVER.

Findings: Concerning the communication, respectively the Speaking skills the schoolchildren's' positive answers are quite high 45% -Yes, 31% - Sometimes, another 8% answered -Rarely while 14% said No and only 0.15% said Never.

10. Are you attending or have attended English private courses?

Response rate: 48 schoolchildren answered positively (YES), while 75 answered negatively (NO).

Findings: It seems that 39 % schoolchildren admit that they're attending or have attended the English private courses, the next 61% answered negatively. This rate seems quite high, especially in urban area while the schoolchildren of rural areas have less opportunity to attend private courses.

11. What do you think that School or the English Teacher has to do more in order that you learn English more easily?

Response rate: 62 Schoolchildren's opinion is that teachers are crucial in the teaching-learning process. However, 35 of them think that their teachers are not giving their maximum toward language acquisition while 26 others have negative opinion about the teacher's role.

Findings: Concerning the School and Teachers' facilitation the schoolchildren opinion is divided, while almost 50% of them think that Teachers are important teaching factor only 28% thinks that Teachers are giving their maximum. 22% think that Teachers have to give more. Regarding facilities, beside the teacher's role most of them thinks that complementary equipment like projectors and smart tables would contribute in better learning. Some of them hesitates to answer while only few of them thinks about changing the textbooks or having complementary lessons.

The survey conducted with both parties; teachers and schoolchildren present us a clear overview of the situation based on two points of view. The questions have been made quite similar (8 out of 11 questions) in order to be able to compare both opinions.

The presented findings give answers to the raised research questions and confirm closely the hypothesis presented for the research.

The research outcomes give the following answer to the hypothesis's questions:

H1. The teaching textbook approach toward the goals utilized by MEST fulfill the nowadays curricula of EFL acquisitions requirements.

Based on the teachers' response to the question: (Q. no. 10) How much do you think that the English teaching-learning objectives are achieved according to the Education curricula? The findings shows that 75% of teachers admit that English teaching and learning objectives are achieved on average level, only a small percentage (16%) think that this is achieved fully while other percentage (8-9%) refuse to answer at all. Therefore, we can assume that current MEST curricula fulfill the EFL acquisition requirements to a considerable level.

H2. The current textbooks in principal terms are in accordance with EFL acquisition in conformity to the 4 skills according to CEFR.

Based on the teachers' response to the question: (Q. no. 9) - *At what level do you think that the average schoolchildren stand with English language acquisition according to Common European Framework of Reference for Languages (CEFRL)?* The Response rate shows that 92 % of teachers said **A-Basic User level** while other 8% refuses to answer. However, analyzing the four skills (Q. no. 8) - *Concerning the four language skills (Listening, Reading, Speaking and Writing) which skills do you think that schoolchildren have comprehended? Marking at level from 1-5.* The Response rate is: Listening - 3.6, Reading - 3.6, Speaking - 3.1, Writing - 3.7 While the three language skills (Listening, Reading and Writing) stand on a satisfying level. Teacher admit that the lowest rate has to deal with the Speaking skill. Findings shows that the average English acquisition according CEFRL stand on **A-Basic User level** which according to CEFRL seems as a gap in the language acquisition.

H3. Teachers and students' opinion is that current textbooks used in primary schools don't fulfill their needs and expectations on EFL acquisition.

Based on the teachers' response to the question: (Q. no. 5) - *Do you think that actual textbooks used for teaching English are appropriate ones?* **The Findings shows that 58%** teachers think that current textbooks used are not really the appropriate ones while only 25% of them think that they are or stand in an average level and other 17% think that they're not appropriate at all. Two textbooks used in III-rd and IV-th class don't even have Workbooks at all! Therefore, we can assume that current textbooks used in primary schools don't fulfill their needs and expectations on teaching - learning EFL acquisition.

5. Conclusions

Based on the objectives of the study through this survey, which was carried out with teachers and schoolchildren in five Primary schools of Prizren municipality. The presentation of above data collection and its findings, we can come out with following conclusions and propose the following measures to be taken.

1. There is a need to use more appropriate textbooks for teaching process in primary schools. There is an immediate need to change the textbooks used in III-rd and IV-th class (which don't even have Workbooks at all) or at least to create and publish them as soon as possible. The absence of workbooks presents a huge gap in English language acquisition, especially in writing skills acquisition.

2. Concerning the EFL acquisition in conformity to the four language skills (Listening, Reading, Speaking and Writing) according to Common European Framework of Reference for Languages (CEFR) it seems that schoolchildren acquisitions on Primary schools stands on **A-Basic User level** showing a gap in speaking skills (communication) which is still evident and stands in the lowest rate. Therefore, teachers are advised to pay more attention in speaking skills acquisition and encourage schoolchildren to communicate more in English. This can be achieved through answering the questions, role plays, storytelling commentaries etc.

3. Regarding the teachers' and schoolchildren opinion about necessary means and facilities to provide better teaching and learning opportunities toward achieving better EFL acquisition there are several measures proposed. By comparing both teachers and schoolchildren opinion never annoying the teacher's role which is crucial in teaching-learning process, the most common requirements are like following; **a) The use of audio-visual tools** like projectors or smart tables in each class; **b) Using more appropriate textbooks** and **c) Increasing the number of English hours per week.**

The above-mentioned requirements are really reasonable and would indicate positively to make the English subject more attractive for schoolchildren. There's a general assumption as Nilson mentioned in her research: *'Learners learn better when the material or text causes emotional effects and not only intellectual and physical ones. In other words a long experience of learning must be such as to make the material more unforgettable and to motivate students to learn'* 1 Nilson B. Linda [2010; 4].

The above mentioned conclusions can be used as a referring point toward the necessity for a deeper evaluation of the current situation of language acquisition in primary schools in Prizren/Kosovo. On the other hand the research present some feedback and suggestions that might be useful for MEST in order to improve the quality teaching-learning process and take the necessary measures toward the improvement of English textbooks used for EFL teaching.

References

- [1]. Brown, H. D., (2000), Principles of language teaching and learning 4th edition, New York.
- [2]. Common European Framework of References for languages: Learning, Teaching, Assessment (CEFR); Modern Language Division Strasbourg (2001), Cambridge University Press
- [3]. Cosaceanu A. (2010) "Politiques linguistiques et réforme des manuels de langue en Roumanie"
- [4]. Everson, P., (2009), The importance of four skills in English education, Seul.
- [5]. Harmer, J. (2007) The practice of English Language Teaching; 4th edition; Pearson education limited
- [6]. Harris, T & Rowe, A (2006) Exploring English 1, "Dukagjini", 2006 -152 f.
- [7]. Holliday, A. (2005) "The Struggle to teach English as an international language." Oxford University Press
- [8]. Kabashi-Hima, A. & Krasniqi, N. (2006) Follow me 2, Peje: "Dukagjini", 2006 -113 f.
- [9]. MASHT, 2011 "Korniza e Kurrikules e Arsimit Parauniversitar te Republikes se Kosoves", Prishtine
- [10]. Nilson B. Linda (2010) "Teaching at its best" A Research-Based Resource for College Instructors, Third edition Jossey – Bass a Wiley imprint
- [11]. Spahiu, I. (2013). Using native language in ESL classroom. IJ-ELTS: International Journal of English Language & Translation Studies, 1(2), 243-248.

- [12]. Spahiu, I., & Spahiu, E., (2016). Teacher's role in classroom management and traditional methods. ANGLISTICUM. Journal of the Association Institute for English Language and American Studies, 2(3), 91-100.
- [13]. Spahiu, I., Kamberi-Spahiu, E., (2015) "Teachers' Feedback and Students' Preferences on Second Language Learning: A Case Study. Knowledge International Journal, 11.1. 385-388.
- [14]. Spahiu, I., Kamberi-Spahiu, E., (2016) The Benefits of New Technology and Their Impact in Language Teaching Knowledge International Journal, 12(1),
- [15]. Spahiu, I. (2013). Using native language in ESL classroom. IJ-ELTS: International Journal of English Language & Translation Studies, 1(2), 243-248.
- [16]. Spahiu, I. & Spahiu, E. (2016). THE BENEFITS OF NEW TECHNOLOGY AND THEIR IMPACT IN LANGUAGE TEACHING, International Journal of Knowledge, Bulgaria. Pg 355
- [17]. Isa Spahiu, Arburim Iseni, Niman Dreshaj, Husamedin Česko, Ismajl Krasniqi, (2021) THE USE OF NEW TECHNOLOGIES IN LEARNING ENGLISH IN THE AGE OF COVID-19 Journal of the Association-Institute for English Language and American Studies, Vol 10, No 5

Links

- [1]. https://masht.rks-gov.net/uploads/2015/korniza_e_kurrikules11.pdf
- [2]. www.ceo.int/en/web/common-european-framework-reference-languages