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TEACHING AND MOTIVATING STUDENTS: A COMBINATION OF METHODS

Abstract

This study aims to emphasize that choosing the right method during the teaching process and offering continuous motivation to students can lead to bilateral success. Methods which are used for teaching foreign languages are good ways to accelerate comprehension. Research has shown that there is no ideal method. Each of them represents its significance and disadvantages. Methods are seen only as avenues to prompt knowledge. Specifically, in this paper five main methods will be taken under consideration where the prime focus will be advantages and disadvantages of each method. Also, intrinsic and extrinsic motivation is strongly connected with teaching process. Every information will contribute to give the final result, an effective and successful teacher chooses the right method according to the age of students, their level of understanding and based on specific topics, without underestimating the power of motivation.

Keywords*: Methods; Motivation; Strategy; Approach; Knowledge; Advantages; Success.*

INTRODUCTION

One of the main issues that teachers face is how to convey information or what methods to choose. Since each approach or method has its advantages and disadvantages, the only concern that remains is the appropriate application of methods based on topic, grammar part and age of learners.

This study will be divided in two main parts. The first part will highlight the advantages and disadvantages that students can find in each method, while second part will be focused on motivation view that its purpose is to increase the desire to learn. The study group consists of 56 students of 5th and 6th grade at "Ibrahim Dalliu" school.

The concept of general methods of teaching is so broad as to need empirical delimitation in any summary of research data. Students might find interesting some activities which are parts of certain methods. Furthermore, not every method allows them to share their thoughts. Equally important during the teaching process is the role of the teacher to encourage them to communicate, to ask questions and to create an interactive and vibrant environment.

Method of the study.

In this study, the qualitative and quantitative methods are used. These will contribute to describe the results of the questionnaire while the interpretation will contribute to understand the significance of methods.

The main characteristics of five methods.

Grammar translation method offers some main characteristics. The main purpose of this method was to help students to read and appreciate foreign language literature. It was believed that through the study of the grammar of the target language, students become familiar and this will help them to grow intellectually; it was recognized that students would probably

never use the target language, but the mental exercise of learning it would be beneficial anyway. (Anderson., 2000) In this case, teachers role is very traditional and they explain in native language. Furthermore, more attention is paid to reading and writing.

The Direct method involves other characteristics. In the early years of the 20th century was continuing mass immigration by speakers of many languages. So, new types of students, immigrants, business people and tourists created a new kind of classroom population. (Larsen). In addition to this, the new type of students needed spoken as well as written language and they needed it fast. Consequently, linguists advocated the Direct method. (Larsen). During the process of teaching, translation in first language weren't allowed. Students were encouraged to speak in class. The main focus was on reading, writing and speaking. They learned the target language in the classroom and they were adopted to know all words which they needed to communicate step by step.

Communicative approach has its main focus to accelerate communication. There are two main ideas: language cannot be learn through rote memorization and it cannot be learn in isolation. A lot of evidence shows that students who learn in small groups together exhibit higher academic achievement, motivation, and satisfaction than those who don't. Collaborative learning puts into practice the major conclusion from learning theory: that students must be actively engaged in building their own minds. (Elizabeth F.Barkley, 2014). The role of the teacher in this case is to monitor the learning process and they don't interrupt during the learning process to correct the errors of the learners. They note the errors and correct them at a later point. Role plays, dialogues and debates are some activities developed in classroom.

Content and language integrated learning (CLIL) refers to the situations where subjects are taught through a foreign language with dual focused aims. Simultaneously learners can increase their knowledge about something and learn a second language.

Task- Based language teaching. The primary focus of classroom activity is the task, and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning (Bowen) Students have to complete a task alone or in groups. It is divided in three different stages. Firstly, in Pre-task stage the teacher gives clear instruction with some guideline before starting activity. She can ask personal opinion in order to involve as many students as possible. During the task, the teacher observes and participates in short discussion. Post-task will be based on the errors that students have made. Second language learning is the acquisition of a complex cognitive skill. In this respect language learning is like the acquisition of other complex skills. (Muriel Saville- Troike, 2006). When students work in group, they can develop communication between them, share experiences and they cannot 'hide' like if they are in a large group.

Advantages and disadvantages of each method.

Every teacher has different reasons why he/she chooses a certain method. In the following part advantages and disadvantages of each method are taken under consideration.

Grammar translation method is focused only in reading and writing and not in speaking or listening. As a result, students will find difficult to communicate. Important to realize that teachers explain everything in native language which is considered the main disadvantage.

The main advantage of the Direct method is that students also can start conversation and it's not only the teacher. Students are focused on reading, writing and speaking. At the same time, the direct method has been a revolution but not a complete one. To illustrate, using only the target language might bring some difficulties not only for learners but also for teachers, like the problem when they face of how to explain students abstract words.

Communicative language teaching is learner- centred and experience – based. This approach has three main principles: communication, task and meaningfulness. Students can learn through magazines, advertisements, visual sources and so on.

A foreign language will be more effectively learned when integrated with content rather than isolated as a learned subject; thus the language should be more used in contexts than just formally learned. Recent language teaching methods have been geared toward involving both content and language teaching simultaneously, referred as CLIL use. (Ida).

Task- Based involves the main idea and this method keeps students interested and motivated. Researchers strongly believe that these elements can function in a synergy way in order to accomplish the goal. The main disadvantage in this case is that students can communicate in their native language, avoiding in this way the target one.

Motivation, definition and its two main types.

Motivation can be defined as the act or process of giving someone a reason for doing something: the act or process of motivating someone. (Webster). The desire of learning might be created by several factors like students have English as their favourite subject or they want to understand English books and movies or they will travel to English spoken country. For these reasons, the desire of learning English can increase their curiosity and concentration.

It's believed, that motivation is a key element facilitating a successful teaching process. Language researchers created "The Motivation and Engagement Wheel", which comprises: positive thoughts, positive behaviors, negative thoughts and negative behaviors. It's believed, that positive thoughts and behaviors boost students' motivation, while

negative thoughts reduce their achievements. Motivation can even be learnt and changed. (Gvelesiani)

Positive thoughts include:

- self-belief
- valuing school
- Learning focus

Positive behaviors include:

- Planning
- Task management (Gvelesiani)

The activities we ask students to take part in, if they involve the students or excite their curiosity - and provoke their participation - help them   to stay interested in the subject. (Harmer, 2007).   There is no doubt that teacher role is crucial in this point. That's why, he/she should ask some questions that will reveal students' interests. After that the teacher will find easier to develop different tasks and to engage students in class activity. Similarly, students with high motivation and focused are more able to complete their goals.

There are two primary types of motivation: - Intrinsic and Extrinsic Motivation.

On one hand Intrinsic Motivation is geared toward internal rewards and reinforcers. We can celebrate our success when we do well and we can beat ourselves up when we don't. Some examples of internal rewards are enjoyment, achievement, a sense of competence. (Carter) . On the other hand, Extrinsic Motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual.

The result of the study

In this study 56 students of "Ibrahim Dalliu" school were participants in the survey. They are in the 5th and 6th grade. In general, they were enthusiastic in working in small groups. Moreover, motivation was considered important. Suggesting in this way, professors should highlight motivation act in their classes.

1-What would you like to improve in English Language?

- Speaking 55%
- Writing 14%
- Reading 16%
- Listening 15%
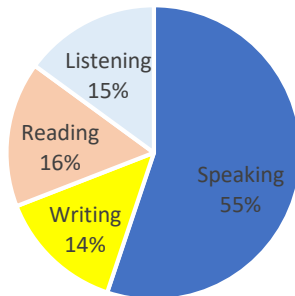
2- How do you like to participate in a class activity?

Individually
17%

Working in large groups
15%

Working in Small Groups
67%
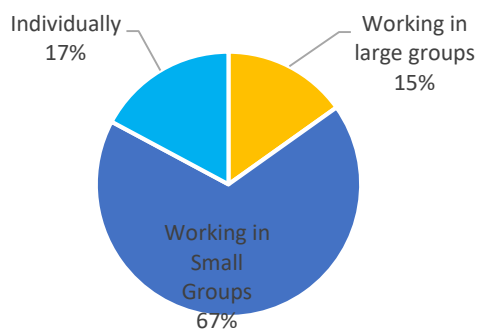
3-When you encounter a new word in English, what would you like?

| | 50% | 40% | 30% | 20% | 10% | 0% |

Translation by the teacher in native language — To ask a friend — Dictionary

4- Do you think that Motivation is essential in learning process ?
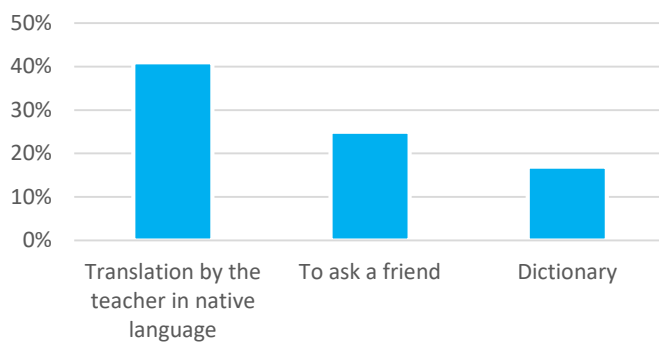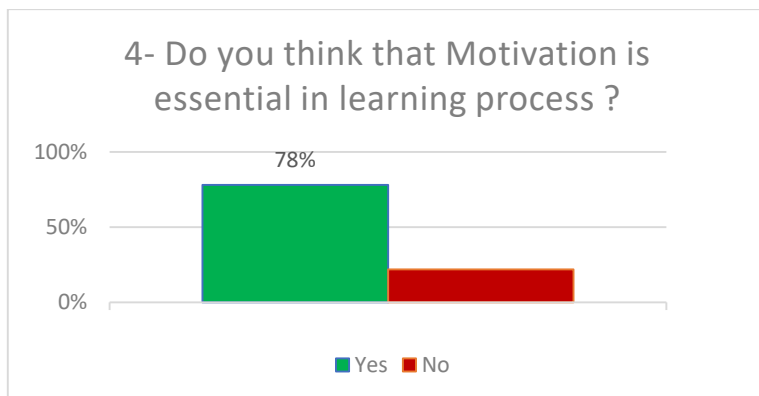
Discussion of the result

As the charts suggest, students are particularly interested in speaking. Apparently they are aware of the fact how important is to learn to communicate. While the others prefer other skills as well.

Nowadays, each unit in books for learning English has different sections where skills like reading, speaking are in focus. A good teacher not only should know advantages of each method but should also use them accordingly to the skills he/she wants to achieve. Moreover, the integration of methods that focus on student different skills, can create an effective learning environment.

The fact that many students like working in small groups can push the teacher to apply this behaviour time after time. This will accelerate their comprehension and make the learning process more interesting.

Teaching through strategies is necessary. Choosing a particular method should have reasons in order to achieve ideal results. It is believed that during teaching process, professors should not hesitate to motivate students. Why they are learning FL? Beyond desired results this will establish good rapport teacher-students.

Encourage students to ask themselves why the ideas related in a text make sense. "Why" questioning can have great effect on learning by connecting readers to prior knowledge that can make facts in a text more

sensible, and hence, more comprehensible and memorable. (Esther Uso-Juan & Alicia Martinez- Flors, 2006).

Recommendations

Depending on the findings of the study and conclusion, the following recommendations are: -

1. The integration of methods would be a useful tool to improve students' skills in learning   a foreign language.

2. Since the desire of learning might be created by several factors, the teacher should know student's interest and encourage them to achieve goals regarding to the learning process.

Conclusion

The purpose of this study was to find the correlation of the triangle between methods, motivation and learners. Also to emphasize the importance of using the right methods during the process of teaching.

The main aim of grammar translation method was to help students to read and appreciate foreign language literature. It was believed that through the study of the grammar of the target language, students become familiar and this will help them. In this case, teacher's role is very traditional and they explain in native language.

In Direct method, the main focus was on reading, writing and speaking. They learned the target language in the classroom and they were adopted to know all words which they needed to communicate step by step.

Communicative approach has its main focus to accelerate communication. There are two main ideas, language cannot be learnt through rote memorization and it cannot be learnt in isolation. The role of the teacher in this case is to monitor the learning process and they don't interrupt during the learning process to correct the errors of the learners.

Teaching learning process characteristic of CLIL involve the main idea, this method keeps students interested and motivated. Researchers strongly believe that these elements can function in a synergy way in order to accomplish the goal.

One of the teacher's main aims should be to help students to sustain their motivation. They can do this in a number of ways. The activities we ask students to take part in will, if they involve the students or excite their curiosity - and provoke their participation - help them to stay interested in the subject. Since teacher's role is crucial in this point, he/she has to know students' interests and after that to find an appropriate way of conveying his/ her ideas. In reality is challenging but the result will bring bilateral benefits.

Choosing a particular method should have reasons in order to achieve ideal results. It is believed that during teaching process, professors should not hesitate to motivate students.

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The role of differentiated approach in achieving effectiveness in the learning process.

Abstract

Differentiation is the approach to teaching which ensures that all children learn well, in contrast to the many differences they have between them. This study addresses the role of differentiated approach especially in achieving effectiveness in the learning process.

The purpose of this study was to find out: a) the importance of differentiated teaching in understanding learning processes; b) identifying factors, ways and opportunities for implementing and applying differentiated learning in our schools; c) the role of subjective factors as the main actor in this process.

To achieve the purpose of the study are presented some of the strategies that help in the differentiation process, trying to argue that differentiated teaching and learning is a method of involving all groups. Also, is argued the ways and forms of cooperation between parents, students and teachers in the differentiation processes, as building and developing the school and family partnership as one of the most current topics in the discussions and professional approaches of school instructors, teachers, in the field of education.

This study is a holistic approach by making a combination of research methods: a) direct /indirect observation was used as the main

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instrument, combining with b) focus group interview method. Also the study is based on a rich scientific literature as books, articles, and reports of various organizations focusing on effective teaching, children and their achievements in the community. Data processing was done on the basis of thematic analysis, oriented by the thematic guide

The main findings of the paper are that the family has a significant role and potential in the effectiveness of child education, where the idea of the greater and qualitative involvement of actors in education is, the more advanced the child is in every aspect.

Also, it contributes to the answer to the call for more quantitative and qualitative research and at the same time argues the need for more in-depth studies suggesting a variety of challenges to practice, policy and research in this area to Albania context. We end up with an effort to reflect the conclusions emerging from the study.

Keywords: Differentiation approach, subjective factors, effectiveness, Dalton Plan

2. INTRODUCTION

In Albania, in recent years, various reforms have been made in the education system. Research has shown that schools, families and students should build partnership relationships based on mutual communication, shared responsibilities and collaboration in organizing school life. Differentiated education provides the opportunity to receive effective educational services, in accordance with the needs, skills and support materials needed, in accordance with age, in order to be prepared to be a good citizen in society.

From the various studies that have been done to differentiate in our country, it is shown that much work is needed from all subjects so that the children are educated and developed their potentials, according to their abilities and opportunities in order to make the most of the potential them. To understand the subject matter more objectively, the recognition of the reasons, the ways and the strategies of the differentiation process in the school would help. The study focuses on the age group of children attending primary education, as it is the age where children spend a good part of the day interacting with each other and facing differentiation for the first time. In conclusion, high quality early childhood differentiation programs are required to have at least three key components: a) accessible to all children and their families; b) programs designed in accordance with the unique needs of each child; and c) include a continuous evaluation of programs to ensure full participation.

3. THEORETICAL FRAMEWORK

There are different theories and models that are concerned with this issue. Differentiated pedagogy is thought to facilitate the integration of children into school. Helen Parkhurst in 1919 developed an individual-based learning technique known as the Dalton Plan. This kind of pedagogy arrived in Europe through publications of the movement called the new education. According to the theory of multiple intelligence (Gardner, H., 1983) it is imperative for teachers to recognize and promote in a wider space the talents and skills of students, which is why teachers, should also

focus on student talents. An important issue, among other things, is the recognition of students, incentives, needs, interests and the way of learning effectively (Kolb, D. 1984). Pedagogies vary widely, as they reflect different social, political, cultural contexts from which they arise (Li, G., 2012). So, differentiated pedagogy should not be understood as a new pedagogical system, but as a dynamic to promote every pedagogical act, a moment needed for each teaching. In a paradigm of social constructivism teaching, differentiated pedagogy is thought to improve children's learning by considering children as the main actors in their intellectual development (N.Grenier, M. Moldoveanu, 2011). Meanwhile, the "Theory of Pedagogical Types", based on the work of psychologist Carl Jung, (1961) has further expanded to create a more complete frame of personality categorization. The essence of differentiated teaching is the adaptation of contents, processes, methods and materials to the rhythms of different students to achieve the same goals and objectives.

In conclusion, pedagogical differentiation can be defined as an effort, willingness as a strategy, not as a new method. It takes in consideration group work and individual help, differentiating, adapting or negotiating with the child's interests.

4. LITERATURE REVIEW

3.1. The importance of differentiation

Pedagogical differentiation is deeply oriented towards quality learning and student success. Diversity of students in the classroom makes the need to differentiate more urgently. This diversity can take many forms and have different origins: individual, social and cognitive. Students with different styles try to solve problems in different ways (Group of Authors, 1997). In order to realize differentiated teaching, the teacher should know well the content of the lesson and the characteristics of the students (D. Kolndreu, 2019). Pedagogical differentiation aims therefore to take into account the individual changes in the students, to allow each one to move as far as possible to the acquisition of knowledge and to the development of his / her own competences

3.2. When to differentiate

Non-recognition of differentiated teaching risks the "learning disability", "behavioral problems", "fear of school" phenomenon and so on. The application of classroom pedagogy may take different forms of association (Trelfa, D. 1999). Working in groups is the most suitable form for organizing differentiated learning. Differentiated learning is often defined as the formation of student groups in order to make their learning more effective (Gaxhiqi, B. 2018). According to a group of authors (Karaj, Dh. P. Muka, and L. Qela: 2006), the teacher should keep in mind these goals for differentiated learning and the formation of a group of students: a) The group of students with disabilities in development; b) Formation of student groups by changing the grouping of methods; c) Formation of student groups by level or homogeneity; d) Forming student groups using supplementary time. Starting from the formation of the student groups methodically it is possible and permissible for the groups to be at three different levels of difficulty and progress that are required to remain relatively constant and that the studies show not dare to further reduce them.

1.3   Principles of differentiation of the learning process and ways of its realization

Differentiating the teaching process does not mean that a teacher satisfies all the interests of all students all the time. It requires that the teacher establish a reasonable number of learning strategies most of the time so that students can see learning as appropriate during this time (Morina, A. 2017). Four elements of the curriculum that can be differentiated are: structure; content, process and product (Tomlinson, Carol A. 2001)

3.3.1 How to differentiate structures?

This differentiation can be done by differentiating activities in groups, subgroups and individually, facilitating mutual work assistance, forming subgroups according to different needs and adapting the classroom.

3.3.2 How to differentiate content?

To differentiate from this point of view, it is necessary to hold a training program in order to determine what needs to be selected and taught. This kind of differentiation requires taking into account the objectives and the competences of the students as a learner.

3.3.3 How do we differentiate the processes?

Differentiating processes implies changing the situations of the subject by considering the different ways in which students treat the information. To achieve this effectively we can change pedagogical strategies: strategic teaching, project pedagogy, etc. They must be sufficiently heterogeneous and in order to take into account the diversity of cognitive styles present in the classroom. These strategies are of different nature (Group of Authors, 1995): social constructivism (projects, tutorials, etc.); interactive (discussion and group discussion); individual work (problem learning and case studies); mastery strategy (exhibits and demonstrations). Armstrong Thomas (1999) proposes teaching strategies that consider different types.

3.3.4 How to differentiate products?

The product is the result of the lesson, an evaluation or a project. One of the basic principles of pedagogical differentiation is based on continuous assessment and adaptation. The forms that student products can receive are multiple: product (written or oral) exposure and multimedia presentation. Moreover, these modes of communication may vary from one student to another.

3.4. The role of subjective factors in the differentiated learning process

The full inclusion of factors in the so-called didactic triangle involves three elements: the student, the teacher, and the parents.

3.4.1. The student

The learner, as subjective factors in the teaching work, represents the most important social structure of the multifunctional educational system. In order to achieve the purpose of the learning process, students should acquire and develop: knowledge, cognitive skills and attitudes, so called the realization of the curriculum duties by the teacher or the cognitive, affective and psychomotor task. Recently, school psychologists have suggested that holistic education aims to help children achieve maximum capacity (K. Voko, Veronika D. and Izela T.; 2014). Education from a holistic perspective relates to the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potential. Ron Miller (2008) defines the holistic perspective of education as an attempt to cultivate human development as a whole human being. The holistic approach recognizes the fact that a child who grows to become a complete person must develop not only intellectual, but also physical, psychological, emotional, interpersonal, moral, and spiritual abilities. Miller identified four qualities that characterize holistic education: 1. Encourages learning through experience; 2. Creating personal relationships; 3. Emphasis is also placed on the inner world of children; 4. Holistic education expresses the "ecological" conscience (Kochhar, Bryant, C.A. and Heishman, A.; 2010).

3.4.2. Teacher

As it is argued above, the teacher is a subjective factor of importance in the teaching work, which with his professional ability and didactic-methodical preparation, plans, organizes and realizes all the teaching work with students and enables the creation of basic conditions for doing successful learning outcomes. The teacher plays several multiple roles (Musaj, B., 1999). Differentiated teaching and differentiated learning can be done in three ways: a) Differentiating outcomes, where all children are given the same assignment, while differentiation is done based on their responses; b) Differentiating from tasks where children are given specific tasks depending on their skills; c) Differentiation from the teacher's attempt to adjust the level of teacher intervention (K. Voko, Veronika D., Izela T., 2014) Differentiation results if the teacher has some qualities (Behxhet G.; 2018), while Tomlinson (2003) argues that teachers should imagine the

class as not a static one. The research showed that there are some forms of differentiated learning models. So, the need for differentiated teaching stems from the diversity of students and more specifically this situation has been presented by Burns, (1999) "There are no two students to progress at the same speed. There are no two students who are willing to learn at the same time. There are no two students to use the same techniques to study. There are no two students who solve problem points by point in the same way. There are no two students with the same profile of interest. There are no two equally motivated students and achieve the same goals. There are no two students with the same behavior"

3.4.3. Parents of students

Referring to the Dalton Plan (Forbes Magazine, 2010) each student belongs to a smaller community, (family), and to a larger community (school). The most popular forms of cooperation between our schools and parents can be: i) individual form is the direct contact mode; ii) collective form that enables full knowledge of the parents; iii) the group form is intended to collect parents of a general character.

Educational professionals today expect their classes to be with different children with high diversity. Some factors affecting children by making them more vulnerable, affecting their ability to learn or to have good relationships with teachers such as: i) children coming from low-income families; ii) children used or coming from other countries; iii) children from families with divorced parents who have experienced domestic or community violence; iv) children with physical or mental health problems; v) children living in families with economic problems; vi) children with special learning needs (K. Voko, Veronika D., and Izela T, 2014). In conclusion, through co-operation, teachers and parents add to their social and professional competence and contribute to the process of development and advancement of education.

4- METHODOLOGY

4.1. Purpose/ objective and method of study

The purpose of this study was to evaluate the practical implementation of differentiated work and its impact on the learning process effectively. To reach the object of the study, extensive literature has been used, focusing on effective teaching. Some of the objectives of the study are: 1. to identify how the differentiated teaching method is used in primary education; 2. to analyze the effects of the teaching and learning process in the primarily education; 3. to understand how the subjective actors are engaged in the processes

For the purpose of this study, qualitative design has been used. A research using qualitative research is primarily exploratory research. It is used to gain understanding of underlying reasons, opinions and motivations of the participants in a certain field. As part of the work, a focus group with 20 elementary school teachers was also implemented. Some common methods include focus groups (group discussions), individual interviews and participation/observations (De Franzo, 2011). Data processing was done on the basis of thematic analysis, oriented by the thematic guide.

The principle of the study was also respecting subjects as human beings. The reason was the implementation of the ethical standards of the study. Participants were informed about the purpose of the study. Teachers have been explaining the nature of the study and the data was taken from them anonymous and confidential.

4.2. Study research questions

Searching through the selected methodology is intended to answer these research questions:

- What is the stakeholders' knowledge about the differentiation process?
- What were the difficulties encountered working with students during the differentiation process?
- How has the presence of strategies and differentiation methods influenced the learning process during the classroom?

- What was the frequency of meetings with parents and how did it affect the process?
- What were the difficulties the teachers have experienced working with these classes?

5- RESULTS

It is important that all schools have organizational structures, processes and practices that enable and support collaborative learning and differentiation to continuously improve students' achievements.

Regarding the first question of research, *on the knowledge of actors regarding the differentiation process*, the subjects involved in this study were happy to share a wide variety of things they did and often differentiation as a method of knowledge contribute to improving students' achievements. Classes were often too overloaded and the available time was small. Some of the actors involved in the study had knowledge as working methods (grouping), but not about ways to differentiate. So often the process of differentiation was casual, immediate grouping without considering products, structure and so on. The teachers of these classes need more knowledge or training to know more in depth to the differentiated work and the importance it attaches to the effectiveness of children, taking into consideration all their potentials.

Meanwhile, to the second questioning question about the *difficulties encountered in working with students* to realize the differentiation process and promote success for each child, teachers should first accept responsibility for each child. So they used the method of differentiation but encountered many difficulties in their grouping and full realization. Even some of them thought they needed to get more knowledge about this application, as they often did not know or were unclear whether they were grouping children properly. Many teachers understood differentiating work as a method that was used only for children with special skills. It seemed that teachers and parents were more interested in content learning than for the act of learning as a process. So the content seemed to appear to be more important than the way to get there. So, this kind of pedagogy

seems to be still taught little in our schools. Tradicional learning process still remains one of the main forms.

To the third question, *how has the presence of strategies and differential methods influenced the learning process during the classroom*, the findings showed that through classroom observations and talking to children, were sometimes implemented but children were not asked for feedback. The analysis of the study showed that differentiation as a class interaction method is little used. Some of the reasons highlighted by the observation are:

- Huge loads of curricula in learning areas or different subject areas.
- Learning objectives / outcomes are high, sometimes inaccessible to most students.
- Lack of continuous motivation to include students with different abilities.
- Using an outdated methodology that is not suited to psychological age characteristics.
- The use of a deterrent evaluation, which only determines levels of appropriation but does not stimulate and encourage students to create lasting skills.
- Physical learning environments unsuitable for the development of the learning process. .
- Lack of teaching-learning tools in the function of learning
- Insufficient involvement in this process of assistance of parents or others that may be interested in participating

While the fourth and fifth questions about *the difficulties / frequency of meetings with the parents the teacher has during the differentiated work* was evident in the fact that many parents do not at all use the opportunity to attend teaching and learning in the classrooms. This is a not known theory in our schools. Even so it seemed strangely surprising how parents could engage in curricula, programs, or even less in direct working groups. This shows once again how little parents are engaged within the school. The parents we talked with were proud to learn that their children also applied differentiated work, focusing on the learning process of their children in a visible way, but they had no knowledge of how they could become part of it. It seemed that in our schools is still the traditional concept of teaching that "the teacher is a master in his class". So traditional

teaching methods still seem to be accepted and better known by other actors. The education system is permeated by the fulfillment of two students' rights. The first is the right to equality of opportunity for everyone; the second is the right to be different. So there is a need for the textbooks or curricula to be redefined in the function of the student. Teacher's assessment often focuses on knowledge rather than on the ways it is used to gain knowledge. The analysis of the study showed that students are little or no involved in the opportunity to talk at the end of their activities about the experiences they have experienced in learning: how they felt, what they liked, were they interested, to say what they learned, what they suggest to change etc.

Meanwhile, the European and wider experiences dealt with in the literature (Dalton Plan) greatly appreciate the teacher-parent co-operation. In addition, there are many schools that enter into agreements with companies and institutions where parents work, to allow them to attend 1-2 classes in schools once a week or 1-2 times a month. Even they themselves give their contribution to the fields of expertise they work for. Researchers of contemporary pedagogy appreciate greatly the contribution of parents to the classroom. While, the analysis of the study, emerges that parents'/teacher cooperation are mainly achieved through their periodic meetings, letters and, sometimes, on-line communications. Problems and concerns were encountered in the type of learning during the interaction we grouped as follows:

- Teacher interaction is temporary (when he or she runs a group),
- Equal activation of students is not guaranteed,
- Type and manner of differentiated activation is not the same for all groups. Literature study showed that the teacher cannot be the only source of knowledge in the classroom; rather, they are students, even parents, who have diverse professions that are directly or indirectly related to subjects in different classes.

6- DISCUSSION

The discussion of the results of the study aimed at identifying the realization of the purpose of this study and answering research questions

in the study on the differentiated work and its effectiveness, the difficulties faced by students, teachers and parents in the work of common factors in child education, factors affecting this new approach in teaching and learning, school practices and the challenges they face, identifying the needs / difficulties of support in achieving and fulfilling the potentials and skills.

The study conducted, that the development of differentiated work in schools is a challenge in itself. Some contextual factors such as classroom organization, time, curriculum, geographical area in which the school is located, personal and professional basic training of teachers, etc., may cause difficulties in the effectiveness of teaching. Also, the effectiveness of the teaching process and its full achievement depends on a number of factors that need to interact with one another.

Studies showed that differentiated work in different education systems has been achieved through drafting, implementing and monitoring policies at the school level, which often determine the effectiveness of differentiated work as the ultimate goal of ensuring the right to education of children with skills and various potentials. The importance of school culture is clear from the research. It has to do with "the way things are done" in a given place. So the role of differentiated work is more than a set of strategies or practices. It was important to emphasize that teachers themselves need to be aware of the importance of their attitudes in achieving the success of the effectiveness of differentiated work. Teachers have a great influence on the students' work.

The research has confirmed that parent engagement contributes to the quality and efficiency of teaching. This study highlighted that student parents are encouraged to cooperate more with the school. The importance of parents' involvement in school is an immediate need, in the last decades this topic is the focus of many studies. An important goal of co-operation between parents and the school is the regular exchange of information and ideas.

Despite some positive trends outlined above, the study noted that schools did not provide the necessary support infrastructure especially in material resources to respond in the first instance to the needs of students with different achievements / skills but also the pedagogical staff involved in

the process. Aspects to be considered by teachers developing co-teaching or using differentiated work are: i) characteristics and needs of students; ii) characteristics and needs of teachers; iii) the curriculum including content and teaching strategies. Teachers assert that teaching tools are not in line with student needs and their different abilities. The data obtained in focus groups and interviews brings other details to be mentioned. In many cases, teachers try to adapt to the environment and use the auxiliary equipment that may be available as laptop computers, calculator machines, and certain programs taken from their homes. Often the teachers themselves take care of the necessary material base for a classroom as the school does not provide anything to circumvent the possibility of applying differentiated work and this can affect the effectiveness of the learning process as the various studies show that students can acquire better new information with materialization with tools. The study highlighted the concerns of teachers in this as they exacerbate even parents as their economic situation does not allow, and this certainly affects the social and academic achievements of children.

The study also highlighted the problems that lie in school curricula, considering it too "burdened". Most teachers emphasize that the curriculum is based on content rather than on skills-building and orientated by exams and should be realized within a certain time limit. Also, the study revealed that classes are not large, which often hampers access and mobility for children; they are overcrowded where the average total of children per class in some cases exceeds 35 students. Also in a good part of the classroom schools' classes are organized with tournaments, which according to them brings together and stresses in the teaching processes. But as Sebba, J., & Sachdev, D. (1997) argues, the quality of organized planning is important for resource efficiency and flexibility to ensure the inclusive education process. In general, teachers still use passive teaching methods

7- CONCLUSIONS

The study clearly evidenced the tendency to have serious efforts to accomplish teaching through the differentiated work of children in

mainstream schools, but it is still at low levels. In this context, its impact is assessed as important for: i) awareness of all actors, but also wider, of the positive and supporting role that this approach has for the quality development of children to fulfill achievement of their potential; ii)identifying the need for radical changes in the education system, in order to create the necessary infrastructure, to enable the implementation of differentiated education and to encourage and orientate the most necessary interventions; iii) creating a social positive climate in the school community, increasing the chances of developing differentiated work by significantly influencing the attitudes of stakeholders and the community in general; iv) reducing the role of parents in the process of differentiated work.

Despite the positive trends outlined above, the study noted that the infrastructure needed to respond to the needs of students with different skills and potential, and also the pedagogical staff involved in working process with them was not provided. Lack of complementary structures within the school with specialized staff, teachers-supporters, other professionals, didactic and information materials, textbooks and tools geared to quality education; the appropriateness of the classroom and school environment as a whole – were objective obstructive factors directly in the implementation of inclusive education for the development of this kind of teaching. The study also concluded that teaching for pupils with different potentials is carried out by teachers whose knowledge is very limited to fair pedagogical approaches. In conclusion, students gain partial knowledge of the curriculum or do not work all their potential. Based on the analysis of the aforementioned factors, is concluded that: - the role of differentiated work is not recognized and yet not fully realized, so that all students are given equal chances to fully express their potentials and values social and academic. Thus, differentiated work is a difficult process requiring dedication and maximum attention from subjects, but with little dedication it can be accomplish

8- RECOMMENDATIONS

From the perspective of the study was tried to make some modest recommendations such as:

1. Awareness of all stakeholders for the contribution they can make to the implementation of differentiated work and its role in teaching and learning of children and full realization of their potential in education.

2. School financial support by means of didactic teaching tools: The curriculum design with tools is very important for the effective implementation of the process.

3. All protagonists are required to receive training materials and modules so that they reflect interactive educational methods with the necessary information that focuses on their children and their abilities. Teachers/ parents are recommended to stay in close contact with their colleagues and field experts to address any children's educational and developmental issues.

4. Recognition of the role of differentiated pedagogy / differentiated work: Based on this teaching method, the learning objectives are: i) to tailor each student's program to its needs, interests and abilities; ii) to promote independence and credibility; iii) to increase student's social skills and sense of responsibility to others. The institution should provide opportunities for teachers to participate in trainings about education and child development for their further qualifications as well as to improve their work they do with children.

As a conclusion, it is recommended that more research (qualitative and quantitative) should be conducted in Albania and considers a larger number of teacher participants to have a clearer view of how and to what the role of differentiated approach is in achieving effectiveness in the learning process.

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A sense of self-identity in zora neale hurston's
their eyes were watching god

She saw a dust-bearing bee sink into the sanctum of a bloom; the thousand sister-calyxes arch to meet the love embrace and the ecstatic shiver of the tree from root to tiniest branch creaming in every blossom and frothing with delight. So this was a marriage!

(*Their Eyes Were Watching God*, 11)

In Zora Neale Hurston's novel *Their Eyes Were Watching God* the main character, Janie, is on a quest of discovering her self-identity and achieving self-realization. On her journey, she lives three marriages taking one step towards her selfhood. Her experiences in each marriage contribute to her quest. She first develops a self-division, a silent self which is what she appears and behaves in public and an inner self, which is what she really feels to be. These two selves go far from each other to finally reunite in the end in the newborn woman that becomes Janie after she is able to have a voice. She also learns to love herself and protect it gaining so selfhood and becoming a complete woman.

As a young teenager, Janie spends a lot of time in self-reflection under a pear tree. On one occasion she is taken with a bee sinking into the sanctum of the bloom. As noted in the quote above her first impression of this amazing union isn't simply an abstract feeling of love embrace and blossom. She now connects it to her role of a married woman in the expecting marriage. Janie's

journey to self-identity progresses step by step in the course of her three marriages.

However, the journey doesn't start with marriage. Janie's first step to her self-discovery occurs when she looks at the group picture of the girls in the neighborhood and realizes that in the place where she was supposed to be there was "a real dark little girl" (*Their Eyes Were Watching God*, 9). Focusing on that face she remarks "Dat's where Ah wuss'posed to be, but Ah couldn't recognize dat dark chile as me. So Ah ast, 'where is me?" (*Their Eyes Were Watching God*, 9) A woman pointed to the dark girl and tells her "Dat's you, Alphabet, don't you know yo' ownself?" (*Their Eyes Were Watching God*, 9). This passage underscores the initial step of Janie's journey to self-identity. At this moment Janie realizes that 'she is not like everybody else'. For the moment this is all that Janie knows, she is different.

Janie is now a girl who will later become a woman. She will also break the boundaries and will merge as a voice in a male dominant society. Growing up she will reject the past representations she learns from her grandmother's knee. Janie will deny her cultural prescriptions and restrictions imposed upon her by Nanny on her quest to self-fulfillment. She learns about her and her family's past from the oral telling of her grandmother, Nanny. Nanny used to be a slave, but Janie observes life from a different position, that of the African American women who had been outside the circle of slavery[2] and as such is influenced by the white culture.[3] "Us lived derehavin' fun till de chillum at school got to teasin' me 'bout livin in de white folks' back-yard…MIs' Washburn useter dress me up in all de clothes her gran'chillun didn't need no mo…" (*Their Eyes Were Watching God*, 9)

Janie's marriages are exercises in domination. Her three husbands to one degree dominate her and exert power over her. Janie marries first with the much older Logan. There is little hope that this relationship will be her dream marriage. "Yes, she would love Logan after they were married. She could see

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[2]DoVeanna S. Fulton, "On The Legacy of Slavery" *In Bloom's Guides: Zora Neale Hurston's* Their Eyes Were Watching God, *(*New York: Infobase Publishing, 2009), 80.

[3] Fulton, (2009), 82.

no way for it to come about, but Nanny and the old folks had said it, so it must be so" (*Their Eyes Were Watching God*, 21). Janie accepts this marriage after Nanny giving her a slap forces her to obey just as later she will obey to her future husbands[4]. Nanny has been a slave. She experimented the extreme poverty and deprivation forced on black people, especially women living in a racist society.[5]She only considers materiality not love reward. Having no voice Janie reluctantly conceals her grandmother. Her slight hope is that her grandmother has told her the truth that love will come later. She makes her first compromise and waits for Logan to become the bee for her bloom.

Nevertheless, her dream soon comes to an end. Logan one day tells her that he is going to buy another mule, "Ah aims tuh run two plows, and dis man Ah'mtalkin' 'bout is got uh mule all gentled up so even uh woman kin handle 'im" (*Their Eyes Were Watching God*, 27), implying that Janie will come out of her kitchen and help him in the fields. Logan ironically represents the old male slave, competitive, capitalist American, an ideology Janie certainly didn't fit into comfortably.[6]She didn't like the idea of having to do field labor but Logan will insist in his request to which Janie responds. "You don't need mah help out dere, Logan. Youse in yo' place and Ah'm in mine. You ain't got no particular place. It's wherever Ah need yuh." (*Their Eyes Were Watching God*, 31) Janie is being forced into the role of the mule and her dream of the 'pear tree' ideal marriage is now completely shattered. She contradicts him and Logan can't accept her contradictions so he tells Janie not to "change too many words wid me dis mawnin'…Ah'll take holt uh dat ax and come in dere and kill yuh!" (*Their Eyes Were Watching God*, 31). Logan threatens Janie that he will kill her. Threatened with Logan's outrage Janie will instead kill their marriage. Disappointed with Logan's behavior, Janie at this moment in her journey to womanhood learns what most women do. She behaves as the male

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[4] Philip Goldstein, "Comparing *Pride and Prejudice* with *Their Eyes Were Watching God*" *In Bloom's Guides: Zora Neale Hurston's* Their Eyes Were Watching God, *(*New York: Infobase Publishing, 2009), 48.

[5] Fulton, (2009), 82.

[6]Todd McGowan, "Liberation and Domination*" In Bloom's Guides: Zora Neale Hurston's* Their Eyes Were Watching God, *(*New York: Infobase Publishing, 2009), 52.

dominant society requires. She acts without much contradiction, but inside her, she has a voice that speaks to her and to which Janie answers. Janie has thoughts and beliefs which she tells only to herself. She begins to talk with her inner self and confines a self-division which will develop more in her second marriage. This self-division consists of two different selves that Janie is now, the woman she is and the new woman who is preparing to get born. Her marriage with Logan teaches Janie that marriage did not make love a conclusion that marks her birth as a new woman. Janie now shifts from being an object to being a subject. She is not going to allow Logan to make her a mule and she won't certainly wait for love to come and find her anymore; instead, she searches for it. "She knew now that marriage did not make love. Janie's first dream was dead, so she became a woman." (*Their Eyes Were Watching God*, 25) Janie's marriage with Logan moved her one step closer to womanhood. As McGowan observes, it is at this moment Janie "gains a sexed identity".[7]

Her second husband, Joe Starks was a stylish man who proposed Janie to run away with him far to another town for colored people only. Janie was not so sure if she wanted to follow him at first as he "…did not represent sun-up and pollen and blooming trees, but he spoke for far horizon. He spoke for change and chance" (*Their Eyes Were Watching God*, 29). Hurston indicates that Janie's marriage with Joe won't have any bees and blooming flowers, what Janie will take from Joe is material and better-living conditions but not the love she is in search of. Joe spoke for 'change and chance', change in her life and probably chance to speak as he 'spoke', but Joe aims to be a big voice for himself.[8] "On the train the next day, Joe didn't make many speeches with rhymes to her, but he bought her the best things the butcher had, like apples and a glass lantern full of candies." (*Their Eyes Were Watching God*, 34) As soon as they arrive in Eatonville Jody to talk to people there asking questions and arranging meetings in order to prepare a future leadership for himself in this town but Janie is seen nowhere in these talks. Jody will later give Janie a high position of respect in that little town when he becomes mayor. But he will

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[7] McGowan, (2009), 53.

[8] John D.Kalb, "The Anthropological Narrator of Hurston's *Their Eyes Were Watching God*", Studies in American Fiction.1988, 16 (2): 173.

also change; he becomes an authority. Power has its requirements and faces Janie with objectification. Janie as the mayor's wife has her role in public but she is denied her own voice in public. This imposes on Janie a harsher self-divisionthen what she had with Logan.[9]

Hurston constantly leaves Janie out of speech so that it is clear that she is not allowed to have a voice yet. She tells about Janie's arrival in Eatonville through the eyes and words of men 'on the front porch' to put more emphasis on her "status as an object".[10] Janie is a "window dressing[11]", as she "could be seen through the bedroom window getting settled" (*Their Eyes Were Watching God*, 36). That night somebody proposes to hear a few words from "Mrs. Mayor Starks". They didn't call her by name but identify her after her husband's position. Joe Starks gives Janie a big slap at this moment as he says "…mah wife don't know nothin' 'bout no speech-makin'. Ah never married her for nothin' lak dat. She's uh woman and her place are in de home." (*Their Eyes Were Watching God*, 43). Joe in this way denies Janie the chance to have voice publicly humiliating and disappointing her. As Janie says, "she hadn't thought about making a speech but the way Joe spoke broke something inside and "took the bloom off of things" (*Their Eyes Were Watching God*, 43), so Janie began to talk to her inner self again. Janie and other women in town are excluded from the public ceremonies or rituals. Joe doesn't allow Janie to participate in the funeral that he organizes for the mule and when he comes back he begins a little discussion with Janie and "She didn't change her mind but she agreed with her mouth." (*Their Eyes Were Watching God*, 63). Janie accepts silently Joe's domination on her. The inner and outer selves of Janie are much more different and distant to each other than ever before. Joe is a man who has the looks of powerful authority, that's why Janie finds it more difficult to contradict him than she used to with Logan. Joe feels superior to Janie and expects her to do what he asks from her without questioning it, but Janie's protest against him and her following steps to self-achievement are soon to come. One could argue that it's Janie's submission to her husband or her unwillingness to fight back that provided Joe the chance or conditions to

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[9] Goldstein, (2009), 49.
[10] Washington, (2009), 33.
[11] Kalb, 174.

oppress her. But, as Hurston tells in the novel Janie tried to fight back at Joe, but this 'didn't do her any good'.

> Time came when she fought back with her tongue as best she could, but it didn't do her any good. It just made Jody do more. He wanted her submission and he'd keep on fighting until he felt he had it.
>
> So gradually, she pressed her teeth together and learned to hush.
>
> <div align="right">(Their   Eyes   Were Watching God, 71)</div>

One-day Joe beats her for not serving him the usual well-cooked dinner. Janie did not raise her voice one more time but she continued to develop her inner self. A different woman was growing inside her just like a baby grows inside a woman's womb. "She went inside there to see what it was…She was saving up feelings for some man she had never seen. She had an inside and an outside now and suddenly she knew how not to mix them." (*Their Eyes Were Watching God*, 72) Just the way she was waiting for a "bee for her bloom" while she was married to Logan, she is now "saving feelings" for the man that will come. Hurston shows with these lines that Janie won't surrender to Jody but will rise for herself and that inner self who is silent now will soon speak.

> Janie did what she had never done before, that is, thrust herself into the conversation. 'Sometimes God gits familiar wid us womenfolks too and talks His inside business. He told me how surprised He was 'bout y'all is goin' tuh be if you ever find out you don't know self out God Almighty when you ain't got nothin' tuh strain against but women and chickens." (*Their   Eyes   Were Watching God*, 75)

Janie's first attack on men comes and her "private meaningful self" surpasses her "conventional insignificant self" this time and she involves in the conversation with man humiliating them by telling that they are "so weak as to show their strength only to women and chicken"(*Their Eyes Were Watching God*, 75).[12] Nevertheless, her fatal strike to Jody has yet to come. Janie knew

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[12] Goldstein, (2009), 49.

that men, especially Jody take pride in their manhood. Jody boasted with the fact that he had a fine woman, who silently worked in the store. He believed himself to be irresistible and a potent man and he took power in it. Manhood is exactly what Janie is going to attack Jody at.

Jody as a man in power wants to keep Janie subjugated. He challenges her femininity by saying to her that she is not young anymore. In a moment of anger, he calls her an old woman and that was the end of Janie's patience, the end of Jody's domination on her and the beginning of Janie's liberation from Jody's power. Jody's words infuriated Janie. Calling her "old as Methusalem" was as if "somebody snatched off part of a woman's clothes while she wasn't looking and the streets were crowded" (*Their Eyes Were Watching God*, 78). At that moment Janie took one step to overcome her self-division and mixed her inner "private meaningful self" with her outer "conventional insignificant self".[13] She "took the middle of the floor to talk right into Jody's face" (*Their Eyes Were Watching God*, 78), and gave him the fatal slap by ridiculing his sexual potency.[14]She raises her voice so high and says to him "Humph! Talkin' 'bout me looking old! When you pull down yo' britches you look lak de change uh life."(*Their Eyes Were Watching God*, 79). "de change uh life" signifies the period of menopause in women so her words had humiliated Jody in front of all the men, so much that he fell ill and eventually died. Jody had denied Janie having a voice in public but, one day she takes the floor and her voice kills him, engaging herself thus in the action of metaphorical self-defense. Metaphorically Janie commits her second murder. She first kills her marriage with Logan and then challenges Joe's manhood causing him to fall ill and die. Hurston purposely provides these events one after the other to show the strength with which a woman and a man face challenge. Joe humiliates Janie and challenges her womanhood and Janie responds with the attack. His words give Janie the courage to speak loudly in the "middle of the floor" (*Their Eyes Were Watching God*, 79). While, Joe's reaction to Janie's words is quite the opposite, his manhood has been challenged. He is not the strong male in the eyes of Eatonville and cannot overcome the humiliation eventually falling ill.

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[13] Goldstein, (2009), 50.
[14] Goldstein, (2009), 50.

After Joe's death, Janie was wealthy enough and could live a comfortable life alone. She could afford to live a quiet life away from men but that is not the case. As mentioned before in this chapter Janie does not reach her self-realization alone. She needs a man by her side. One day she meets a young boy. The one for whom she was saving feelings. He looked "like love thoughts of women" and like somebody who "…could be a bee to a blossom- a pear tree blossom in the spring" (*Their Eyes Were Watching God*, 106). She soon leaves the comfort of Eatonville and goes to live in the muck with Tea Cake[15]. At first, her marriage with Tea Cake seems a relationship that gives her freedom of speech and act. Tea Cake not only allowed but invited Janie and taught her to do many activities only men did. Their first night out was fishing, something Janie had never done before. The other man action that Tea Cake invites Janie to undertake is to go shooting. He volunteers to teach her how to shoot joking that "it's always some trashy rascal dat needs uh good killin" (*Their Eyes Were Watching God*, 130). Hurston at this passage foreshadows the other "murder" that Janie is going to commit. If in the first and second marriage she killed with action and words, it seems that she will literally kill this time, using a real rifle. Tea Cake and Janie go out to practice and other people would stay around to look at them, something Janie was not allowed to do before.

Janie doesn't resist to Tea Cake's commands probably because he knew how to ask her to do so. Tea Cake had the power of words that Janie mentions in her previous marriages either. Janie wore the blue dress that Tea Cake bought for her without questioning it. Janie is usually depicted in total obedience to Tea Cake. She even accepted to work in the fields with Tea Cake. While she never accepted to do that with Logan, she was happy in the field with Tea Cake as he asked her the way that made Janie feel loved and an equal to him. She helped Tea Cake in the fields and he helped Janie in the kitchen when they came back home.

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[15]Diana Miles, "Female Identity and Rebirth" in *Bloom's Guides: Zora Neale Hurston's* Their Eyes Were Watching God, *(*New York: Infobase Publishing, 2009), 67.

What if Eatonville could see her now in her blue denim overalls and heavy shoes? The crowd of people around her and a die game on her floor! She was sorry for her friends back there and scornful of the others. The men held big arguments here like they used to do on the store porch. Only here, she could listen and laugh and even talk some herself if she wanted to. She got so she could tell big stories herself…

(*Their Eyes Were Watching God*, 134)

This quote from the novel indicates that Janie is wearing men clothes and what is most is most important she can participate in the talks. As she tells herself she can listen, laugh and even talk if she wanted to.

They lived a life as equal and seemed that Janie was living her free life and is able to have a voice but in a certain moment Tea Cake whips Janie, as he claims, "to show he was the boss" (*Their Eyes Were Watching God*, 147). That was an action that "reassured him in possession" (*Their Eyes Were Watching God*, 147). Janie's total submission to Tea Cake results in a solid and growing relationship for them but also reassures Tea Cake of his possession and empowerment over Janie.[16]

Tea Cake, you sho is a lucky man," Sop-de-Bottom told him. "Uh person can see every place you hit her. Ah bet she never raised her hand tuh hit yuh back, neither. Take some uh dese ol' rusty black women and dey would fight yuh all night long and next day nobody couldn't tell you ever hit 'em. Dat's de reason Ah done quit beatin' mah woman. You can't make no mark on 'em at all. Lawd! wouldn't Ah love tuh whip uh tender woman lak Janie! Ah bet she don't even holler. She jus' cries, eh Tea Cake?

"Dat's right." (*Their Eyes Were Watching God*, 147-148)

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[16]S. E. Miller, "Some Other Way to Try": From Defiance to Creative Submission in *Their Eyes Were Watching God*", *Southern Literary Journal,(2004),* 37 (1): 83.

Everybody in the town spoke about the fact that Janie didn't say a word but just cried in silence. The rebel Janie did not say a word after the beating and this amazed the people both men and women. Sop-de-Bottom, one of the men in town puts more emphasis on Janie's submission by comparing her reaction to his wife's. He tells Tea Cake that he can't beat his wife because she would fight back. One more time Hurston shows the self-division in Janie. When she felt jealousy for Tea Cake she yelled and took action but she remained silent this time. Her big love beats her, even though "she done nothing" (*Their Eyes Were Watching God*, 147), and Janie doesn't speak. She shows again her "conventional insignificant self".[17] Tea Cake claims Janie is "wherever Ah wants tuh be. Dat's de kind uh wife she is and Ah love her for it" (*Their Eyes Were Watching God*, 148), reassuring the people in town about his possessiveness. Tea Cake's beating towards her and his claim of doing the act "to show he was the boss" implies that Janie is still under the male domination[18] that Janie has to overcome one more time. The new woman, the new 'self' inside her is not born yet.

Being bit by a mad dog, Tea Cake loses his sense and in his madness, he attacks Janie behaving aggressively at times. He even keeps a pistol under his pillow. Feeling threatened by him Janie takes precautions if she would have to protect her own life and keeps a rifle just in case she would need it. She also takes Tea Cake's pistol and makes sure that his first three shots will be clicks without a bullet. Tea Cake's attacks occur because he fears that he is losing his domination over Janie. He feels that he is not able to go around and control her anymore so he tries to keep Janie near him and orders her not to leave the room. He was going mad but Janie still obeyed to him "'Neb' mind 'bout all datcleanin' round de front yard,' he told her...'You stay where Ah kin see yuh." (*Their Eyes Were Watching God*, 181). "All right, Tea Cake, jus' as you say." (*Their Eyes Were Watching God*, 181). She tried to calm Tea Cake down obeying him silently. The moment that Tea Cake pointed the pistol in her breast Janie takes her first big step towards liberation from his domination. She took the courage to yell at him ordering to put the gun down. "Tea Cake,

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[17] Goldstein, (2009), 49.

[18] Jennifer Jordan, "Feminist Fantasies: Zora Neale Hurston's *Their Eyes Were Watching God*", Tulsa Studies in Women's Literature, (1998), 7 (1): 109.

put down dat gun and go to bed!" (*Their Eyes Were Watching God*, 184). She hoped for Tea Cake to calm down and thought that he was not aiming to kill her so she waited until the last click of the gun.

When she finds herself in the situation to let Tea Cake kill her or decide to kill him, she chooses to protect her life and shoots Tea Cake right into the heart. Hurston continuously emphasizes the fact that Janie's shooting is undesirable, but she had no other choice because otherwise, she would die herself. This way Janie is in the position of self-defense which makes her an equal individual towards her husband, the male of the family. The fact that the judge and the jury set her free for having taken Tea Cake's life in self-defense reassures Janie a position as an equal in the community either.[19] By taking the decision to save her own life and having the courage to take Tea Cake's, Janie reaches the climax of self-evaluation. She is not willing to sacrifice herself for him. She does not simply hope endlessly for him not to shot her. Instead, Janie takes carefully calculated actions. If up to now Hurston has made Janie alternate between silence and subordination towards her male partners, at this point of the story she refuses to sacrifice herself. Loving Tea Cake deeply she still takes action against him. She finally gives an end to her self-division. The same way she metaphorically killed Jody with her words she now literally kills Tea Cake with arifle.[20]Janie's shot towards Tea Cake has also been interpreted as an unconscious expression of rage against masculine dominance in her life.

Her shift from words to taking physical action against Tea Cake is the final slap she gives to males in order to completely free herself from their domination. The acknowledgment for her need for self-defense by the white authority's trial as well as the support from the white community towards their racial and social inferior is the final step in Janie's search for selfhood. She defenses herself in the trial and goes home free. It is worth mentioning though that in the trial narration Hurston gives enough evidence that even though Janie has reached a self-climax with her act of self-defense, she cannot openly

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[19] Laura H.Korobkin, "Legal Narratives of Self-Defense and Self-Effacement" in *Their Eyes Were Watching God*, John Hopkins University Press, Studies in American Fiction, 2003, 12.

[20] Jordan, (1988), 110.

mention it in the trial. Giving a black member the right for self-defense means making her an equal to whites and the white community is not ready to accept this fact yet, white racism towards blacks is still there. The judge in his word to the jury shows sympathy towards Janie and implies that her act of killing Tea Cake was the self-sacrifice of a devoted wife who did her husband a favor by taking his life. He does not mention any circumstances of self-defense but instead calls her a "poor broken creature, a devoted wife" (*Their Eyes Were Watching God*, 188). According to the judge she was "trapped by unfortunate circumstances who really in firing a rifle bullet into the heart of her late husband did a great act of mercy" (*Their Eyes Were Watching God*, 188).

Janie herself in her testimony at the trial emphasizes the fact that she loved her husband and that he was so ill. She claims that it was not her intention to kill him but she had no other way to save him from the "mad dog". She tried to make them see how terrible it was that things were fixed so that Tea Cake couldn't come back to himself until he had got rid of that mad dog that was in him and he couldn't get rid of the dog and live. He had to die to get rid of the dog. But she hadn't wanted to kill him. A man is up against a hard game when he must die to beat it. She made them see how she couldn't ever want to be rid of him. She didn't plead to anybody. She just sat there and told and when she was through she hushed. She had been through for some time before the judge and the lawyer and the rest seemed to know it. But she sat on in that trial chair until the lawyer told her she could come down (*Their Eyes Were Watching God*, 188).

Janie in her word claims she had to save Tea Cake from the disease but she never mentions the fact that she was at the point to kill Tea Cake or let him kill her.[21] She doesn't mention in her testimony any word that would justify her action as self-defense. Instead, she insists on her love for Tea Cake and her love for him was so immense she had to sacrifice by killing him. Janie tells that she didn't abandon her husband when he fell ill, and how sorry she felt for him so that she had to take such an action. Janie's testimony is a narration that reaffirms her selfhood is complete. She told the white jury what they wanted to hear from her. A white jury as the judge words above suggest would not

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[21]Korobkin, (2003), 16.

prefer to give a black citizen the right for self-defense because that meant they could take it for granted and act in self-defense against whites. So Janie introduces to the jury a compassionate, devoted self-sacrificing wife.

Janie at the end of her journey becomes a complete woman and turns home to reveal to Pheoby the new woman she has become now. Janie returns home walking confidently through the neighborhood while people were "sitting in their porches". She has gained selfhood as she says "Ah done been tuh de horizon and back and now Ah kin sit heah in mah house and live by comparisons." (*Their Eyes Were Watching God*, 191). She was at the end of her journey and she had come back because she had found what she had been looking for. She was now a strong, independent woman as she had been to the horizon and back, a journey that men could undertake.

When she got to where they were she turned her face on the bander log and spoke.

(*Their Eyes Were Watching God*, 2)

Ah see you is. Gal, you sho looks good. You look like youseyo' own daughter." They both laughed. "Even widdemoverhalls on, you show yo' womanhood."

(*Their Eyes Were Watching God*, 4)

As Pheoby notices Janie's womanhood lies in the reborn girl she is now. Her inner and outer selves had divided to reunite in the end and produce a new and powerful self, Janie's complete self and identity. She becomes a self-aware individual, a confident woman. She is also a woman with a big voice. Her voice was heard in a court full of whites and blacks and she is now narrating her story to her friend. A story that is going to pass to the rest of the people in that community. Janie didn't give birth to any child in her three marriages, but she went on a journey to selfhood from which she gives birth to her new self.[22] Hurston finally made Janie a complete woman and gives her voice, returning

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[22] Miles, (2009), 71.

also in the oral tradition of storytelling from which an African American woman's identity would be incomplete. She reveals her life story to Pheoby and tells her that she can pass the story to the rest of the people. "You can tell 'em what Ah say if you want to. Dat's just de same as me 'causemah tongue is in mah friend's mouf." (*Their Eyes Were Watching God*, 6)

Janie's journey to selfhood began the moment she became aware of the color of her skin. She then is taken by nature under a pear tree, where she notices what she calls a "love embrace" between bees and the pear tree blooming. She names this union as marriage, imagining her coming marriage to be so. Thinking of love and marriage marks her way to womanhood. Janie is a colored woman. She is the daughter of a raped woman and niece of a former slave. She as a representative of her community is a woman without a self-identity. She is not aware of her abilities and rights yet. She knows only what she has been told, but her models had not been in the position she is now. Her only real model, the woman who had raised her is her grandmother who used to be a slave. Nanny wanted for Janie what a former slave would dream about but Janie wanted for herself a different life from the one Nanny dictated her. So Janie does not conform to the prescribed life for her but begins instead a quest for identity, a quest to find her 'self'. During her journey, she experiences three marriages. These marriages are the means she uses to achieve selfhood and self-awareness. Facing many difficulties in her life Janie learns how to overcome problems. She learns to love herself more than anything else in the world. When she comes back to Eatonville she is a woman who is not afraid to show her physical grace. She walks confidently through the neighborhood, returning as a newborn woman, a self-confident one.

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Job stress factors and their relationship to job satisfaction, affective well-being and physical health among high school teachers in albania

Abstract (English

Previous research evidence indicates that there exist a number of relations between job satisfaction and such factors as job stressors and physical health symptoms. Teaching profession is considered to be among the most difficult jobs. Schools have experienced shortages of quality teachers with strong skills in the areas of student engagement, instructional practices, and classroom management. The purpose of this study was to investigate the relationship between job satisfaction, job stressors and physical symptoms of high school teachers in Tirana/Albania. Respondents (29 male and 96 female high-school teachers) completed the following questionnaires: Teacher Job Satisfaction Scale (TJSS), Physical Symptoms Inventory (PSI), Interpersonal Conflict at Work Scale (ICAWS), Organizational Constraints Scale (OCS), and Quantitative Workload Inventory (QWI) (Der Doef & Maes, 2002; Spector & Jex, 1998). Overall, the findings suggested that emotional wellbeing correlates positively with JS and negatively with job stressors and PS. According to the predictions, teachers high in negative affectivity scored moderate in OC, ICAW and QWL. According to the predictions, teachers high in positive affectivity scored low in OC and ICAW. ICAW and OC correlate negatively with JS. Regarding PS, they correlated significantly with ICAW. A significant correlation was found with QWL, and no correlation with JS. Finally, no gender differences were found in the levels of job satisfaction and reported physical symptoms. Findings were discussed and future suggestions for further investigation are proposed.

Key words: job stressors, job satisfaction, physical symptoms.

Introduction

Work is a very important aspect of people's lives because they spend approximately one third of their waking hours at work and during all life approximately 100,000 hours (Radafinos & Sideridis, 1998). It is not only a source of pleasure, satisfaction, and fulfilment, but also stress, conflict, dissatisfaction and tiredness. Many occupational psychologists and researchers have studied different aspects of work. Variables like job satisfaction, job stressors (i.e. interpersonal conflict at work, organizational constrains, and workload), and physical symptoms have been investigated in many working populations (Spector & Jex, 1998; Van Katwyk, Fox, Spector, & Kelloway, 2000). However, a lot of gaps exist in the literature regarding these work-related factors in a population like high school teachers in Balkan countries such as Albania. Teaching is considered as an integral part of this country that educates the new generations.

In spite of reports of high levels of teachers' work stress (Chaplain, 2008; Schwarzer & Hallum, 2008 as is cited in Klassen and Chiu 2010), numerous instructors discover individual fulfilment in their work. Job satisfaction (JS) perceptions of fulfilment determined from day-to-day work activities are associated with higher levels of work execution (Judge, Thoresen, Bono, & Patton, 2001 as cited in Klassen and Chiu, 2010). Caprara et al. (2003) as cited in Klassen and Chiu (2010), considered work fulfilment a "decisive element" (p. 823) impacting teachers' states of mind and execution and found self-efficacy to be an imperative supporter to teachers' work fulfilment.

Teachers report that activity fulfillment is closely related to the concept of everyday study classroom, for example, working with young children, seeing college students make improvement, working with supportive colleagues, and standard school climate (Cockburn and Haydn, 2004). Educators who are dissatisfied with their work display lower commitment and are at more critical hazard for leaving the profession (Evans, 2001; Ingersoll, 2001). Liu and Ramsey (2008) discovered that stress from poor work conditions had the most grounded effect on teachers' job satisfaction and observed that insufficient time for arranging and making plans and a heavy teaching work load reduced satisfaction from teaching. Teaching also can bring personal satisfaction, but it conveys

stress, with demands from managers, colleagues, college students, and parents, compounds by means of work overload, student misbehavior, and a lack of acknowledgment for achievements (Greenglass and Burke, 2003). Teachers with more stress defined as the experience of awful feelings resulting from a teacher's work (Kyriako, 2001 as cited in Klassen and Chiu, 2010) have lower self-efficacy (Betoret, 2006; Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2007 as cited in Klassen and Chiu, 2010), poorer teacher–scholar rapport, and lower stages of effectiveness (Abel & Sewell, 1999; Kokkinos, 2007 as cited in Klassen and Chiu, 2010).

Cooper (2004) in his book points out evidence suggesting that women and men manifest the negative consequences of stress in different ways. Epidemiological evidence indicates that although women report higher levels of distress, their symptoms tend to be less lethal than those reported by men and more often of a psychological or somatic nature (Matuszek et al., 1995 as cited in Cooper, 2004). Women`s distress symptoms often include headaches, heart palpitations, dizziness, shakiness, and insomnia and other sleep disturbances. Men report distress symptoms, such as cardiovascular diseases and injuries, which tend to be lethal in nature. This can account for their lower life expectancy, approximately 8 years less than that of women. Gender differences also exist in terms of behavioral symptoms of distress. Women are more likely to smoke and to use antidepressants, sleeping pills, and other prescription drugs compared to men, and this is especially characteristic of female managers (Quick et al., 1997). In addition, stress-related eating disorders are more common among women. Men, however, tend to turn to alcohol more than do women, although alcohol abuse among women is on the rise (Harrison et al., 1989). These findings must be tempered with the knowledge that women on the whole are more likely to recognize and report symptoms and to seek assistance in dealing with distress. This can be an explanatory factor pertaining to the differences in life expectations between men and women.

Theoretical Framework

Douglas McGregor (1960), in his theory X and theory Y recommended two different elements of human behaviour at work:

negative (theory X) and positive (theory Y). Certain assumptions have been also laid down on this context.

According to the assumptions of theory X, an average teacher does not want to work continually and finds out means to escape it whenever possible. As a way to make a teacher work, he has to be persuaded, compelled, warned or punished. For this to be achieved, close supervision with dictatorial style is warranted. Most of the teachers deal with job safety as the top priority and therefore have almost negligible ambition or aspiration. On the other hand, assumptions of theory Y consider that teachers perceive their jobs to be relaxing and normal, while trying to put in their physical and mental efforts to the task assigned. Self-direction and are more essential for them than threat, external control or coercion. They will be more loyal and dedicated if the job is rewarding, resourcefulness and innovative capacities have to be completely applied to solve the organizational problems.

The Job Demand-Control (JDC) theory supposes that work-related stress can result from the interaction among several psychological job demands relating to workload together with cognitive and emotional demands, interpersonal conflict, job control regarding decision authority (organization to make work-related selections) and skill discretion (breadth of work-associated skills used) (Karasek Jr 1979). The JDC model is concerned with predicting effects of psychological stress, and workers who experience high demands paired with low manage are more likely to experience work-related psychological distress and pressure (Beehr et al. 2001). However, the original concept of job demand and management was expanded in 1988 to become the demand control support (DCS) theory, describing how social assistance may additionally act as a buffer in high demand situations (Johnson and hall 1988). As social assistance as a coping mechanism can moderate the negative influences of job stress, another later model of the JDC theory was developed to suggest that those individuals who experience high demands paired with low control and poor help are most at risk of work-related psychological distress (Van der Doef and Maes 1999). These later versions of the JDC theory were developed, as earlier versions have been taken into consideration to be too simplistic and ignorant of the moderating effects of social guide upon the main

variables. However, the perceived job demands and decision autonomy outlined in the JDC theory were acknowledged as being key factors in determining the consequences and outcomes of work on employees' health (Cox, Griffiths and Rial-González, 2000).

Job satisfaction (JS) is estimated as one of the most studied and researched variables in psychology and in educational settings as well. This popularity derives from the fact that JS is very easily assessed and it is implemented in many theories of job organization (Spector, 2003). Moreover, JS is related to important variables like job performance, health-related wellbeing, longevity (Spector, 2003), global quality of life (Climete, Gencalp, & Keskin,2003) and life satisfaction (Brief & Hollebeck, 1985). In addition, JS in teachers has been related to teacher retention, quality of work, organizational commitment, and teachers' performance which in turn influence student`s academic achievement, behaviour, satisfaction and motivation (Ostroff, 1992 as cited in Bogler 2002). Moreover, according to the path-goal theory of motivation, JS is related to turnover and absenteeism assuming that high satisfied individuals will be more motivated to go to works where needs are fulfilled (Vroom, 1964 as cited in Lawler & Porter, 1967).

Many controversies exist about the definition and conceptualization of JS as a construct. JS has been referred to as positive/negative feelings towards work (Ribeaux & Popleton, 1985). Similarly, Locke`s (1976 as cited in Arnold, Cooper, & Robertson, 1995) definition of JS as "pleasurable or positive state resulting from the appraisal of one`s job or job experiences" (p. 178), includes the cognitive and affective elements of the construct (Judge, Ilies, 2004). Other approaches consider JS as a positive or negative dispositional work attitude that is learned through experience (Griffin & Bateman, 1986 as cited in Arnold, Cooper, & Robertson, 1995). According to the social information-processing model of JS, the information provided by others at work is very important (O`Reilly & Caldwell, 1985 as cited Arnold et al., 1995). However, the most obvious model is the information processing one, according to which JS is directly influenced by the very characteristics of the person`s job (Hackman & Oldman, 1976 as cited in Arnold et al., 1995). Although, it might not be plausible that only one model explains a complex construct

like JS and probably a combination of approaches may provide a more complete explanation.

Considering JS of teachers of various countries, studies have shown different ratings on how teachers evaluate their job: in the United Kingdom, infant school to further education teachers are 91.7% satisfied comparing to 72.5% in secondary school teachers; in Canada, the overall satisfaction rates were 87% for females and 80% for males; in California 82% were fairly or very satisfied; and in Malta 75.1% of primary school teachers were satisfied with teaching (e.g.: Rudd & Wiseman, 1962; Kyriacou & Sutcliffe, 1979; Holdway, 1978; Galloway, 1985; as cited in Borg & Riding, 1991). Evidently, over time and place, teaching has been rated as a profession that gives high levels of satisfaction. However, differences exist in the levels of satisfaction among the different countries that were mentioned. One common limitation of these studies is that none of them explains why differences exist.

Some personal antecedents of JS are personality, NA, gender and age (Spector, 2003). Longitudinal studies (e.g. Schneider & Dachler, 1978 as cited in Spector, 2003) have found that JS levels seem to be constant over time and it was suggested that underlying personality traits played some role in this stability. However, other researchers have found that the interaction of personality with environmental or job conditions is more important than either of them alone (Newton & Keenan, 1991 as cited in Spector, 2003). High NA individuals who tend to respond more negatively to their job also have the predisposition to be less satisfied with it (Judge, 1993 as cited in Spector, 2003). Moreover, JAWB correlated with JS (Van Katwyk et al., 2000). Regarding gender, some gender differences still exist with women being more satisfied with some aspects of job and men with others, although most studies have found few or no significant differences (Witt & Nye, 1992 as cited in Spector, 2003). However, the study of Xin and MacMillian (1999) in 2,202 school teachers concluded that female teachers were more satisfied with their profession than male teachers.

Considering age and its relation to JS, a curvilinear correlation was found in two large sample surveys in UK and nine countries in USA, with JS declining until age 26-36, and then increasing again in the remaining working years (Clark, Oswald, & Warr, 1996 as cited in Spector, 2003).

Supporting evidence for this finding comes from the aforementioned study of Xin and MacMillian (1999) who claimed that the gender gap in job satisfaction of teachers might grow because of increased teaching competence. Thus, teacher` JS might correlate with working experience as well, with increases in working experience followed by more JS. In addition, possible explanations for this relationship could be that job conditions can be better for older workers or they simply find their jobs more satisfying than younger workers. Furthermore, some determinants of teachers` JS were identified by Michaelowa (2002) who stated secondary school teachers in sub-Saharan Africa and concluded that teacher characteristics, communication, equipment with textbooks, salary and class-size were all important. In addition, a case study of an English school reported that the school specific issues and circumstances had a significant impact on JS (Evans, 1997).

Job-related affective well-being

"Experience without emotion is like a day without whether. Emotions are the very stuff of what means to experience the world" (as cited in Cornelius, 1996, p. 3). In fact, the whole human consciousness of the world and of ourselves in intertwined with emotion. More, explicitly, when a group of adults was asked to keep a diary of their everyday emotional experiences they reported on the average one emotion a day (Oatley & Duncan, 1994 as cited in Cornelious, 1996). The majority of emotions lasted for approximately 5 minutes, with 33% of them continuing up to 30 minutes with an intensity level enough to provoke involuntary thoughts, urges to act, or bodily symptoms. Thus, it is not a surprise that job-related affective wellbeing (JAWB) is a variable quite studied and debated in occupational and health research. It is defined as an emotional indicator of strain and wellbeing at work reflecting different emotional reactions to the job (Van Katwyk et al., 2000).

One of the models that explain the measurement of job-related affective wellbeing is Warr`s (1990 as cited in Francis-Smythe, 2003) model. It is composed of three main axes: job satisfaction (pleased-displeased), AC (anxious-contended), and DE (depressed-enthusiastic). This model was based on Rusell`s (1980 as cited in Van Katwyk et al.,

2000) two-dimensional circumflex model of affect that considers emotions in a two dimensional circle with the two axes being pleasure vs. displeasure and level of arousal (high vs. Low). Synonyms of emotional labels are close together, whereas antonyms are opposite in the circle. This is a quite valuable model because it is based on affect and is not confounded by cognitive components or job descriptors (Van Katwyk et al., 2000). However, the literature suggests that different affective states are related to different antecedents and consequences (Izard, 1991 as cited in Van Katwyk et al., 2000). Future research is needed to explore the relation of job-affect with employee health variables and wellbeing (Van Katwyk et al., 2000).

A growing body of research has investigated the extend that negative affectivity (NA), defined as the personal predisposition to perceive the negative stimuli in the environment and the self (Watson & Clark, 1984 as cited in Burke, Brief & George, 1993), influences the association between self-reports of stressors and wellbeing. In a longitudinal study of 244 female British accountants, JAWB influenced the perceptions and the report of work stressors such a quantitative workload (Daniels & Guppy, 1997). Moreover, a prospective study by Spector & O`Connell (1994 as cited in Daniels & Guppy, 1997) has confirmed that NA predicted the range of perceived stressors. Moreover, NA was found to be associated to a variety of subjective complaints and reported physical symptoms (Watson & Pennebaker, 1989 as cited in Chen & Spector, 1991).

The reanalysis of Chen and Spector`s (1991) findings reflects the properties of NA in research using self-reports of stressors and strain, but not necessarily PA (Burke et al., 1993). Whenever self-reports of stress and strain at work are used, NA should be measured (Burke et al., 1993). Moreover, the bidemensional structure of affective experience including NA and PA should not be ignored (Parkes, 1960; Tellegen, 1983 as cited in Burke et al., 1993).

To summarize, JAWB is a very important work variable that influences and is influenced by other job-related factors. However, the specific relation of this variable to job stressors, physical symptoms, and job satisfaction will be emphasized in the corresponding consecutive sections.

Job Stressors and Physical Symptoms

In general terms, occupational stress has been a major concern of human services (including teachers). It is commonly referred to as the negative environmental factors or stressors related to a specific profession (Cooper & Marshall, 1997 as cited in Borg, 1990; Ari, Krole, & Even 2003). When teacher`s job stress is considered, the definition takes the form of a response syndrome of negative affect associated to pathogenic physiological and biochemical alterations. These factors result from teacher`s profession and are mediated by the subjective perceptions of job demands threatening self-esteem and wellbeing, which activate coping mechanisms aiming to reduce the perceived threat (Kyriacou & Sutcliffe, 1978 as cited in Borg, 1990).

Many controversies exist on how many types of stressors exist. Goodall and Brown (1980 as cited in Adams, 1999) identified two types of stressors: within (internal characteristics like personal values, attitudes, and self–concepts) and without (environmental or work-related demands). According to Gupta (1981 as cited in Adams, 1999) the major types of stressors are environmental, organizational, and individual. Too much attention has been paid to internal characteristics, leaving environmental and organizational factors unexplored. Therefore, the stressors that need more attention and exploration are organizational constraints (OC, constraints on performance at work), interpersonal conflict (ICAW, conflict with other people at work), and quantitative workload (QW, amount of work and workplace) (Spector & Jex, 1998).

In addition, teachers` stress has been the focus of many studies since the 1930s because it is associated to factors like job dissatisfaction, burnout, physical health consequences and other negative outcomes as well (Adams, 1999; Pomaki & Anagnostopoulou, 2003). More specifically, Borg (1990) pointed out in a summary of studies conducted in UK that teaching (whether in primary, secondary, public or private schools) is a stressful job by itself and also in comparison to other professions. Different sources of teacher stress have been identified from various studies conducted in British educational settings (mostly primary and secondary

schools). These stressful sources may be grouped into five main categories: workload and time pressure (i.e., meeting deadlines and goals); relationships with co-workers (i.e., conflicts with colleagues and management); working conditions; pupil behaviour; and school ethos (i.e., lack of agreement on standards) (e.g., Comber & Witfield, 1979; Dunham, 1976; Trendall, 1989 as cited in Borg, 1990). However, these sources of stress tend to change in existence and levels of intensity according to the context and as the time pass by (Borg, 1990).

Chandola (2010) in her book has examined that, work stress has been increasing in Britain since 1992. The increase in work stress is in particular marked for women. Moreover, there was an absolute increase of around 4–6 British academy stress at work percentage points in most measures of work stressors in the 1-year duration from spring 2009 to spring 2010. In comparison, the increase in one of the measures of work stressors from 1992 to 2006 was around 0.5–1.0% per 12 months. This indicates that work stressors in Britain have increased markedly since 2009. Favourable trends in flexible work arrangements making an allowance for greater work–life balance appear to have been reversed by the recession. Teachers report more dissatisfaction with their work–life balance, extra dissatisfaction with their company's support in helping them gain this balance, and increased work hours since 2009. Relative to other European international locations, Britain in 2004 was near the EU-27 average in terms of the work stressors – (excessive) job demands and (low) job manage. British workers experience better job security and help from supervisors, approximately the same levels of job control, and higher levels of repetitive and monotonous tasks. (p.20)

Reports have shown that many teachers exhibit dissatisfaction of their jobs due to job stress (Chaplain, 2008; Schwarzer & Hallum, 2008 as cited in Demirdag, 2015). Job satisfaction is considered as a notion of fulfillment, that is related to higher levels of job overall performance (Judge, Thoresen, Bono, & Patton, 2001). Job satisfaction is decisive, which contributes to teachers' overall performance and attitudes. Research discovered that self-efficacy is an important contributor of job satisfaction (Caprara et al., 2003). Several indicators such as operating with children,

seeing students make progress, working with supportive colleagues, and overall school weather in the schools may additionally create job satisfaction amongst teachers (Cockburn & Haydn, 2004). Teachers with low ranges of self- efficacy have a tendency to be dissatisfied with their jobs, thus leaving their teaching profession (Evans, 2001; Ingersoll, 2001). Poor working conditions and a heavy teaching workload might also strongly affect job satisfaction of teachers (Liu & Ramsey, 2008). Such working environments even effect instructors' study room management, which might also have a negative effect on student and engagement in learning duties (Demirdag, 2015).

Spector et al. (1988) investigated the relation between stressors, and symptoms in a comparison of multiple data sources. They find evidence for positive correlation between QW and PS. To ICAW little attention has been paid, although it correlated with PS and dissatisfaction (Kennan & Newton, 1995; Spector, 1997 as cited in Spector et al.,1988; Spector and Jex, 1998). In addition, in a 12-week longitudinal study, women reported that interpersonal conflicts with co-workers predicted affective well-being and physical symptoms with more conflicts related to more experience of NA (Potter, Smith, Strobel, & Zautra, 2002). However, caution should be paid to generalization of these findings because no men were inducted; they were not teachers, and some of them suffered from arthritis. As regards OC, it leads to unpleasant affective reactions (O`Connor, Peters, Rudolf, & Pooyan, 1982 as cited in Spector et al., 1988) and correlates with job performance, affective strains, intention to quit, and PS (Spector & Jex,1998).

Aims and hypothesis

The main purpose of this study was to investigate the relation of job satisfaction, job stressors (organizational constraints, interpersonal conflict at work, and quantitative workload), and physical symptoms in Albanian high school teachers. The secondary purpose was to investigate whether there are any gender differences in the levels of job satisfaction and report of physical symptoms.

According to the previous literature and research in this field, the following hypothesis were tested in the present study:

1. JAWB would correlate positively with JS and negatively with job stressors (OC, ICAW and QWL) and PS.
2. Negative affectivity would correlate positively with stressors and positive affectivity would correlate negatively with OC, ICAW, and QWL.
3. OC and ICAW would positively correlate with PS and negatively with JS; but QWL would have weaker correlate to them in comparison to the other two stressors.
4. Women would be more satisfied with their job than men, but would report more PS.

METHODOLOGY

Design/approach

In the present correlational study, a cross-sectional design was used to investigate the association between JAWS, JS, PS and three job stressors (ICAWS, OC, QW).

Instrument/Measurement tool

In this study six questionnaires were used translated from English to Albanian, with the help of one English teacher in order to adapt the scales to the participants' native language. For a more rigorous procedure, the translation-back translation procedure was used to test the validity of the initial translation. This resulted in minor modifications in the wording of the original scales because some expressions had different meaning from English to Albanian. The first part of the questionnaire required participants to provide demographic characteristics i.e. age, gender, nationality, marital status, and tenure. The next part of the survey included the job-related factors measurement scales.

Job-Related Affective Wellbeing Scale (JAWS) was developed by Van Katwyk and colleagues (2000) in USA in a three-step study to measure pure and context specific effect (including a wide range of emotional reactions) in response to job and to consider the effects of arousal and pleasure dimensions on different outcomes to work. Finally,

only 30 job-related affective statements were included in the final scale that was used in the present study as well. Responses consist of options distributed over a five-point scale from 1 (list often) to 5 (most often), namely, Never, Rarely, Sometimes, Quite often, Extremely often or always. The Cronbach`s alpha reliability coefficient as reported by Spector (2003) for total JAWS (all 30 items) is 0.95, whereas for the negative and positive emotions is 0.92 and 0.94, respectively.

    Teacher Job Satisfaction Scale (TJSS) is part of the Leiden Quality of Work Questionnaire for Teachers (LAKS-DOC) and includes 72 items measuring 14 work characteristic and 2 outcome variables (one of which is JS) (Van Der Doef & Maes, 2002). It was based in three instruments: the Job Content Inventory the Questionnaire Organizational Stress, and the Structured Interview Content and Organization of Work. High scores indicated high levels of job satisfaction, with a possible range from 4 to 16.

    Job Stressor Scale

    Three job-stressor scales and one strain scale were used in this study: *Iterpersonal Conflict at Work Scale (ICAWS), Organizatinal Constrains Scale (OCS), Quantitative Workload Inventory (QWI), and Physical Symptoms Inventory (PSI)* (Spector & Jex, 1998).

    Interpersonal Conflict at Work Scale, a four-item scale, measures how well the respondent goes along with others in the workplace. The internal consistency reliability across 13 studies averaged to 0.74 (Spector & Jex, 1998). The second stressor scale was *Organizational Constraints Scale* and it measured situations that interfere with task performance. The development of this 11- item scale was based on the work of Petter and O`Connor (1980 as cited in Spector & Jex, 1998) who listed 11 areas of constrains with each item assessing one area. The third stressor scale was *Quantitative Workload Scale,* a five-item scale that assessed the amount or quantity of work in a job in terms of place and volume. The reported internal consistency of this scale across 15 studies is considerably high (α=0.82) (Spector & Jex, 1998).

    The last scale used in this study was the strain inventory, *Physical Symptoms Inventory* that measured physical or somatic health symptoms, conditions that involve discomfort or pain (I.e., headache or chest pain) associated with psychological distress.

The questionnaires were assessed once again for their internal reliability with the data from the sample of the present study. Alpha coefficients were as the following: for JAWS α = .88, for Positive Affectivity Subscale α = .88, for Negative Affectivity Subscale and Quantitative Workload Inventory α = 85, for ICAWS α= .74 and TJSS α = .77 (see Table 2 in the results section). Thus, these questionnaires seem to have a good reliability that is considered to be relatively high (Howell, 2004).

Sample

In the present study, 160 respondents were recruited and 125 of them returned the completed questionnaires. The final sample included in the analysis consisted of 125 Albania high school teachers. From those respondents, 96 were female teachers and 29 were male teachers. Thus, more were females (76.8%) in comparison to men who counted for (23.2%) of the respondents. Their mean of age in years was M=36.9 (SD=9.4), with a minimum age of 23 and a maximum of 64. Regarding tenure (years of experience), the mean for both men and women was M (125) =10.96 years (SD = 8.8) with a minimum of 1 and maximum of 40 years. All the respondents were treated in accordance to the Ethical Principles of Psychologists and Code of Conduct meaning that there were not deceived and not harmed in any aspect (American Psychological Association, 2002). Additionally, they completed a participation consent form where they were informed of the purposes of the study and all the procedure (a copy of the consent form appears in Appendix A).

Results

Regarding the first hypothesis, which predicted that JAWB would correlate positively with JS and negatively with job stressors (OC, ICAW, and QWL) and PS, the results indicated that it is supported. The results showed that JAWS correlated negatively with OCS and ICAWS (r = - .55, p< .01 and r = - .54, p< .01, respectively); moderate, negative correlation was found between JAWB with QWL and PS (r = - .38, p < .05 and r = - .29, p < .01, respectively). Whereas the correlation between JAWB and JS

was the highest in comparison to the correlation with the other variables (r = .46, p< 0.01) (see Table 2). Thus, teachers who were high in job-related emotional wellbeing tended to report less amounts of organizational constrains, interpersonal conflict at work, quantitative workload and experienced less physical symptoms than those low in emotional wellbeing at work. In addition, those high in job affective wellbeing tended to experience higher levels of job satisfaction than those low in emotional wellbeing at work.

It was expected that negative affectivity would correlate positively with stressors and positive affectivity would correlate negatively with OC, ICAW, and QWL. According to the predictions, teachers high in negative affectivity scored moderate in OC (r = .48, p < 0.01), ICAW (r = .49, p < 0.01), and QWL (r = .29, p < 0.01). Teachers high in positive affectivity scored low in OC (r = - .41, p < 0.01), ICAW (r = - .39, p < 0.01) and QWL (r = - .31, p < 0.01) (see Table 2).

Table 3

Pearson Product Moment Correlations Between all Work-related Variables

	JAWB	NA	PA	TJS	ICAW	OC	QWL
PS JAWB							1
NA	- .74**						
PA	.81**	- .28**					
TJS	.46**	- .34**	.38**				
ICAW	- .54**	.49**	- .39**	- .38**			
OC	- .55**	.48**	- .41**	- .36**	.46**		

QWL	- .38**	.29**	- .31**	- .25**	.44**
.70**					
PS	- .29**	.47**	- .06	- .22*	.26**
.40**	.24**	1.00			

Note: Number of cases = 125

*p < 0.05; **p < 0.0

Considering the third hypothesis (which claimed that OC and ICAW would correlate positively with JS; but QWL would have weaker correlation to them in comparison to the other two stressors), again only partial support was found for its predictions. To summarize, teachers high in interpersonal conflict at work and organizational constrains experienced lower levels of job satisfaction. On the other hand, physical symptoms correlated significantly (r = .24, p < 0.01) with interpersonal conflict at work, meaning that teachers who had more conflict with others at work tended to experience more physical symptoms in comparison to those who had less conflicts.

Finally, independent sample t-test results showed that the fourth hypothesis was not supported. It was found that women and men were similar in their level of satisfaction with their job indicating that there is no statistically significant gender difference in terms of JS (t (125) = - 0.33, p > **.**05). Regarding gender differences in terms of physical symptoms, the independent sample t-test results confirmed the prediction that females would report more physical symptoms compared to males. (t (125) = -2.4, p < **.**05).

Table 4

T-test. Independent sample.

Gender	N	t-test	Sig. (2-tailed)
JS			
male	29	-.33	.73
female	96		
PS			
male	29	-2.4	.02
female			

Discussion

This study was conducted in an effort to gain more insights into the relationship between job-related affective wellbeing, job satisfaction, physical symptoms, and job stressors (i.e., interpersonal conflict at work, organizational constrains, and quantitative workload) in a population of Albania high school teachers. In addition, a secondary aim of this survey was to explore whether there exist gender differences in the levels of job satisfaction and in the report of physical symptoms. The results of the present study supported some of the predictions made according to the existing literature, but contradicted the others.

The first hypothesis of this study was that JAWB would positively correlate with JS and negatively with the three job stressors (ICAW, OC, QWL) and PS. The results showed the expected correlations, meaning that teachers experiencing high job-related emotional wellbeing experienced high levels of job satisfaction and did not report as many job stressors and physical symptoms as those low in emotional wellbeing. The highest correlation of JAWB was with JS and the lowest with physical symptoms. As regards the association between JAWB and the three job stressors, the strongest negative correlation was with ICAW, followed by OC and ending with QWL. However, according to the strength of the correlation coefficients they can only be considered to vary from low (with PS and

QWL) to moderately high (with JS, ICAW, and OC). These findings were in accordance with the previous conclusions that JAWB would correlate with JS, job stressors and physical symptoms in the predicted directions (Van Katwyk et al., 2000). Therefore, as the level of emotional wellbeing increases, so does the level of satisfaction with the job, while the report of physical symptoms decreases along with the experience of job stressors.

According to the results of the present study, the second hypothesis, which claimed that negative affectivity would correlate positively with stressors and positive affectivity would correlate negatively with OC, ICAW, and QWL was supported. According to the predictions, teachers high in negative affectivity scored moderate in OC. Teachers high in negative affectivity scored low in OC, ICAW and QWL. As the level of negative affectivity increases, the experience of stressors at work tends to decrease. Those teachers who were high in positive affectivity scored low in OC and ICAW; and a negative correlation was found between positive affectivity and QWL. These findings present a challenge to the 12-week longitudinal study of Potter and colleagues (2002) who claimed that more interpersonal conflicts related to more experience of NA in a population of women. However, the findings of this longitudinal survey were based on women only, half of them suffered from arthritis and probably they were not teachers. Therefore, no direct comparison can be made between this study and present study one since they deal with different populations and are of different types (the present study is cross-sectional and the other is longitudinal).

The third prediction of this study ("OC and ICAW would positively correlate with PS and negatively with JS; but QWL would have weaker correlation to them in comparison to the other two stressors") was supported. ICAW showed the expected positive correlation with physical symptoms and negative correlation with job satisfaction. In addition, OC correlated negatively as expected with job satisfaction, but no significant correlation with physical symptoms was found. No significant correlation of QWL was found with physical symptoms and job satisfaction (in contradiction to the predictions of Spector et al., 1988, who found evidence for positive correlation between QWL and physical symptoms). An inspection of the studies with conflicting results may reveal that these

studies differ in their broader conceptualization of job demands such as work overload, suggesting that more sophisticated measures of this construct are needed (Van Der Doef & Maes, 2002).

The prediction that women would be more satisfied with their job than men, but would report more PS was not confirmed in the present study. It was found that women and men were similar in their level of satisfaction with their job and regarding gender differences in terms of physical symptoms, the independent sample t-test results confirmed the prediction that females would report more physical symptoms compared to males. Thus, there are more similarities than differences in job satisfaction and physical symptoms when the two genders are compared in these two variables. These findings contradict the existing evidence that there are significant gender differences in the experience of job satisfaction between men and women with male teachers being less satisfied with their teaching than females (Borg and Riding, 1991; Chaplain 1995; Xin and Mac Millian (1999). A possible limitation of some of these studies is that they may have considered only schools with special needs children or higher levels above high schools. Thus, the findings need to be cautiously generalized to different types of schools in other countries.

Limitations

The present study has its limitations as every other study. First of all the cross-sectional character of the survey does not allow to determine the causality of the relationship between the variables under investigation. Although the questionnaires were framed in that way so that respondents had to consider the last 30 days to answer the questions, still the direction of the associations between the job stressors, health, emotional wellbeing, and job satisfaction cannot be determined. Thus, one of the suggestions for future studies regarding these factors would be to replicate the findings using a longitudinal design.

A second limitation relates to the size of the sample that was used for this study. The number of respondents was considerably small in comparison to the number of questions they had to answer. It would be an expansion of the present findings if in the future studies the sample would

be more inclusive of teachers, coming from a greater variety of school levels as well as from teachers who work in the private sector, from schools located in rural areas of the country, and from other countries. If these suggestions will be taken in consideration, then comparisons between levels, sectors, location areas of the schools, and cultures would be possible and the findings would make the application of the findings to the teaching profession more suitable. At the moment, the results of the present study remain limited only to Albanian high school teachers.

In addition, the ratio of women vs. men (76.8 % vs. 23.2 % respectively) shows the fact that more women than man teachers participated in this study could be explained by the possibility that women had more free time to answer the questionnaires, were more interested in this kind of research.

Finally, the subjective nature of the questions included in the questionnaires used in the present study might present a limitation. It has been claimed that stress is very difficult to be examined because different individuals experience and react differently to stressors at work (Adams, 1999). Many subjective measures or self-reports of job stressors and strains have been criticized because their construct validity or psychometric properties were not reported or they are biased and affected by many factors other than the construct they were intended to measure (Salancik & Pfeffer, 1997; Taber and Taylor, 1990 as cited in Spector & Jex, 1990). Moreover, the total reliance on self-reports makes very difficult definitive conclusions and causal relationships (Spector, Dwyer, & Jex, 1988). However, Burke et al. (1993) mentioned some cases when self-reports are useful such as when investigating changes in intra-individual experience over time and when other methods to examine stress are missing.

Another problem regarding self-report questionnaire of job-related affective wellbeing is the possibility that people may not be able to have access to the whole experience of their emotions because some things cannot be put into words (Cornelius, 1996). Furthermore, the issue retrospective self-reports of emotions might present a memory challenge/problem to since they are fragile experiences and prone to

change and modifications as the time passes by (Loftus & Loftus, 1980 as cited in Cornelius, 1996).

Despite these limitations, Job-related Affective Wellbeing Scale has been based on a sound theoretical background, assessing a meaningful construct, and has been found to be a more advantageous measure of emotional wellbeing at work in comparison to other measures of the same construct such as PANAS (Positive Affectivity and Negative Affectivity Scale of Watson, Clark, & Tellegen, 1988 as cited in Van Katwyk et al., 2000). In addition, the scales used in the present study were examined for their psychometric abilities in the sample that was used and they resulted to be highly reliable with alpha internal coefficients ranging from .74 (ICAWS), .77 (TJSS) and to .88 (JAWS).

Recommendations

Based on the findings, conclusions, and implications which arose from the study, the following are recommended:

1. The study assessed the relationships between job-related affective wellbeing, job satisfaction, job stressors and physical symptoms based on self-reports by the respondents; therefore, other methods of assessment should be utilized to obtain objective data. For example, job stressors should be assessed by using also physiological measures.

2. More studies should be conducted on a larger scale in the country to identify sources of job stressors and factors that enhance job satisfaction and job affective wellbeing for the high schools in Albania, including more cities and rural areas as well.

3. Utilizing advanced inferential statistics would allow to test the direction of the influence between job satisfaction and perceived job stressors. Correlational statistics can only determine if a relationship exists between the variables, it does not provide information on the direction of that relationship.

CONCLUSION

As a conclusion, this study represents a step forward in the investigation of psychological health related factors, job satisfaction and stressors as well as to physical health. One of the main findings was that job-related affective wellbeing was associated with all the other working variables, although the strength of the correlation varied from moderate to high. Another finding was that as the level of negative affectivity in teachers increases, the experience of stressors at work tends to decrease. As regards those teachers who were high in positive affectivity scored low in organizational constrains and interpersonal conflict at work. In addition, interpersonal conflict at work showed the expected positive correlation with physical symptoms and negative correlation with job satisfaction. Considering the association of organizational constrains and job satisfaction, a negative correlation was found between them as predicted, but no significant correlation with physical symptoms was found. Additionally, no significant correlation of QWL was found with physical symptoms and job satisfaction. Finally it was found that women and men were similar in their level of satisfaction with their job.

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Teaching vocabulary to 1st year students through games (Case study: Memorial International School of Tirana)

Abstract

This study reveals the impact that games have when it comes to teaching the new vocabulary to children who are learning English for the first time, or differently called ESL students. The aim of the study is to show the effectiveness of games, to give instructions how to use games when teaching and the most important to give examples of games that teachers may use as a tool of teaching vocabulary. Games should not be only an entertaining tool, but even a learning tool, so that in the end of the year students can show that they really can learn from games. This study is focused on primary school children and primary teachers which gave their contribution through the questionnaires. The study was completed by using primary data, like questionnaires, observations, book analysis and secondary data like: books, journals and different online articles. The results of this study are obtained by taking in consideration questionnaires, observations and book analysis which are related of course with the literature review.

Key Words: Vocabulary, games, teaching, primary school, children

Teaching English to ESL children

Teaching English language to ESL children is really a challenge, especially when children come from different backgrounds and different countries. For example let's take Albanian children, Turkish children and English children, of course that their comprehension and interpretation of a second language is not the same. "Decoding is particularly difficult for language learners, simply because they do not hear the language the same way as native speaking children" (Gordon, 2007, p. 93). And according to Mary Ashworth, "when it becomes necessary for ESL children to learn English to communicate at school, the atmosphere is very different. There is considerable pressure on them to learn the new language quickly. This pressure doesn't necessarily come from the teacher, but may originate with other children, the school system and their parents" (Mary Ashworth, 2004, p. 32). After all the "pressure" is sure that "young learners do not start producing language right away. A prolonged period of silence is to be expected" (Gordon, 2007, p. 88).

Children's ability to learn a new language

According to a study conducted by O'Grady, it is arrived to the conclusion that "on average, a child has ten words in his vocabulary by age fifteen months and fifty words by age eighteen or nineteen months" (O'Grady, How Children Learn Language, 2005, p. 5). He also claims that "at later ages, word learning becomes even faster, averaging about ten words a day between ages two and six. By age six children have a vocabulary of about 14,000 words, and they go on to learn as many as twenty new words per day over the next several years" (O'Grady, How Children Learn Language, 2005, p. 7). On her book about developing vocabulary to young children, Rebecca D. Silverman writes that "the first words children learn are often related to people and objects in their immediate environment, and to actions and adjectives that are related to these people and objects. Later children learn more abstract words" (Rebecca D. Silverman, 2015, p. 8).

The importance of Vocabulary

When it comes to learning a foreign language, vocabulary is very important. Different authors write about the importance of vocabulary, they give different reasons why it is important. According to Silverman "vocabulary is critical to comprehension and expression of thoughts and ideas" (Rebecca D. Silverman, 2015, p. 1)and she states that "to gain knowledge and interact with information about the wide range of content area topics introduced in school, vocabulary knowledge is important" (Rebecca D. Silverman, 2015, p. 4). Beck writes several reasons related to this topic and the most interesting one is this statement: "vocabulary shores up what an individual wants to say and, especially, wants to write" (Isabel L. Beck, 2013, p. 1). So when we want to speak or write, if we don't have a rich vocabulary, than it will be difficult to express ourselves. We encounter with vocabulary since we are children, at school we learn the basic vocabulary that it will help us in the future. Nowadays there are different methods and activities of learning and teaching vocabulary. According to Dunn "young children have time to learn through play-like activities. They pick up language by taking part in an activity shared with an adult. They firstly make sense of the activity and then get meaning from the adult's shared language" (Dunn). On the other hand, Ashworth states that "children learn best through play, games, make-believe, storytelling and songs" (Mary Ashworth, 2004, p. 34).

Game definition

In order to speak about games on the learning context we have to firstly know what the word "game" means. Three definitions from different authors are taken in consideration. According to Ketterlinus "a game is a fun activity involving a task that is accomplished by following certain rules, usually in competition with one or more individuals. Games provide a great opportunity to practice and use the language. Using games can make teaching more fun for the teachers as well" (Ketterlinus, 2017). Whereas, on the other hand, in her article, Pirrie cites from Wright 2006

that "a game is an entertaining, engaging, and challenging activity where play and interaction takes place among the learners" (Pirrie, 2017). Kaszkowiak has written about games, she cites from Grzesiak 1984 that "game is a higher form of play based on respecting strictly set rules by at least two students" (Kaszkowiak, 2017). These three definition of games agree on two points, first one is that games are fun and entertaining, and the second one, even though it is fun and entertaining, games have got even rules that have to be respected by students.

Game Examples

According to Gaudart (1999) there are four types of games that can be used and they are: "card games, board games, simulation games, and party-type games" (Wit, 2012).This sub chapter is mostly focused on other people`s suggestions and instructions about different kind of games that teachers can use while teaching the new vocabulary. They are very practical and fun to do. Here are some examples and instructions of them:

Whisper Circles

The first one is whisper circles, the game can be played and organized in this way: "divide the students into groups of 7 to 10.Choose one leader from each group. Give the leaders the card which has the sentence. It takes about six seconds for something you drink to reach your stomach. Ask him to memorize the sentence, go back to his group and whisper what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud. If the sentence is the same with the one written on the card, that group wins." (Ersöz, 2000).

Emma Lander has given so many game suggestions on her article too, but here there are some of the mostly used ones. The first one is:

Board Race

She writes that"board race is a fun game that is used for revising vocabulary, whether it can be words from the lesson you've just taught or words from the lesson you taught last week. It is a great way of testing

what your students already know about the subject you're about to teach. It is used to revise vocabulary and it is appropriate for all levels and ages."
Simon Says

According to Lander "this is an excellent game for young learners. Whether you're waking them up on a Monday morning or sending them home on a Friday afternoon, this one is bound to get them excited and play more. The only danger I have found with this game is that students never want to stop playing it" (Lander, 2018). When reading her words everybody will think that this game probably it is very entertaining and fun for children

METHODOLOGY

The study uses both qualitative and quantitative methods. The methodology will be mostly focused on observations and questionnaires, despite these two, in the end there will be a short analysis of a book that teachers use to teach vocabulary to 1st year students. The case study of this thesis is 1st year students of Memorial International School, it is chosen only one class and it is observed for 4 months. Since the focus of the study is about teaching vocabulary through games, then the observation will give information and it will show examples of real life situations during the class, how the teacher deals with vocabulary, what games she uses to teach it in a way that it can be understood by everyone etc. After the observation, there will be included even questionnaires which will be sent to the primary teachers of Memorial International School via email, so they have to submit their answers. To conclude, the book that children at M.I.S.T learn their first letters will also be analyzed. The book is: "Finger Phonics" by Sue Lloyd and Sara Wernham. It contains a lot of pictures and illustrations that make letters learning easier for the students.

Observation as a way of data collection

Observation is one type of research method that is used to collect information related to the topic. The type of observation used is participant observation, which "involves the observer being a member of the setting in which they are collecting data" (Bryant). Observation is a very helpful tool to touch the reality, because being part of the classroom gives you the opportunity to write down everything that happens and so it is a great contribution to the study. Specifically in this case, the author was the observer and the class observed is Year 1 of primary, at Memorial International School. The observation lasted 4 months, during all these 4 months notes are taken about everything, how the teacher and students deal with the vocabulary, what kind of methods she uses, what games she uses to teach them and how often.

Questionnaire as a tool of data collection

Questionnaires are a helpful tool to have a deeper view of the case. Beside the observation where the author could see everything, the questionnaires are focused on teachers' opinions and suggestions. They reflect their views about the topic. The questionnaires are handled to teachers where actually there are 4 primary teachers. They are free to share their opinions and suggestions. In total there are 5 questions, there is only one closed ended question whereas the others are open ended questions.

The 1st question is a closed question which requires teachers opinion if students learn better vocabulary through games, yes or no.

Than in the 2nd question they are asked to write the reason, if yes, why?

The 3rd question wants to give information on how often do teachers use games during their teaching hours.

The 4th question asks directly what kind of games do teachers use, and the purpose of it is to have so many game examples.

In the 5th and last question, teachers are asked if they do recommend games as a tool of teaching vocabulary.

Book analysis

As mentioned above the book analyzed is "Finger Phonics" by Sue Lloyd and Sara Wernham. Teacher uses this book to teach the 1st year children, sounds and letters. So if it could be said, this is their first vocabulary. They firstly learn sounds and letters through gestures and the book has got so many pictures which show children objects that start or have got inside the letter being taught.

RESULTS

PRESENTATION OF DATA ANALYSIS

The results obtained from observation.

The observation was very helpful to get informed of ways how the teacher handles with new vocabulary, of how she uses games to teach it, what kind of games she uses and how often.

As explained before, the observation is held at Memorial International School of Tirana, the class observed is the 1st year of primary school. There are 14 students in that class. The observation lasted for a considerable period of time, 4 months, which means one school semester and during all these 4 months children have developed their vocabulary a lot.

Children of the class observed, in difference with the other year 1 children who are beginners. This means that they start learning English for the first time, with a foreign teacher. It has to be said that for the teacher, this fact is very challenging, because she has to teach everything, she has to begin with the alphabet letters and sounds in order to start reading words. And that is what she did. She started teaching the alphabet letters and the way she taught them was very interesting. Everyday

students learned one letter and its sound. This is what happened in the classroom. The teacher draws a picture on the board, for example the first alphabet letter A. She draws a girl with her family on the board; the interesting part is that she makes one student's part of the story. The girl on this case is called Nurdan. Teacher continues, 'Nurdan and her family was in the park, they were on a picnic and they were eating different kind of foods' teacher asks 'what kind of foods do you get when you go for picnic?' children answer. After they answer she draws all the food that students mentioned and the story starts again. 'While the family was having picnic and while they were eating, some ants visited them. The ants started walking on Nurdan's arm, and what did Nurdan do? She screamed A, A, A and tried to get the ants away from her arm. The sound is accompanied even by the gesture. In this way every student has to do the gesture and say the sound.

Besides the alphabet letters, one of the teachers' objective was teaching new words, so in her plan she had included the vocabulary part, where every week, weak students had to learn, food, animals, weather, clothes etc. The first vocabulary rubric was animals. To teach animals, she used memory games. Here is what she did. She had some animal flashcards and firstly showed them to the students. She presented the animals, students repeated after her and after they saw the pictures and repeated the words, they had to remember them. The students and the teacher sit on the carpet in a circle and the teacher spreads the flashcard backwards. She starts explaining the game, what students have to do is to turn one flashcard and say the name of the animal that is in the picture, than turn one other flashcard and say the name of the other animal. The goal is to remember where they saw one animal and they have to find the other. This game resulted to be very entertaining for children, they loved it and they memorized better by playing it.

Another game that the teacher uses is 'Simon Says'. One example of how she used this game was when they learned the body parts. Students stand up and the teacher tells them to do what Simon says. And so she starts: 'Simon says, touch your head, students touch their head and in this way the teacher can see who know what head is. She continues, Simon says touch your nose, students touch their nose, Simon says touch your

mouth' and so on. This is a very good game to check students understanding and this game was used even when they learned instructions'. For example 'Simon says, close the door, Simon says, open the window etc.

Songs are a very entertaining way of teaching vocabulary too. The teacher used some songs from gonoodle.com. On that way students had fun and learn at the same time. They learned all the words from the song which of course where accompanied with gestures. Students sing and dance with the songs. So everything on the dance movement it is related to the vocabulary.

Roleplaying was another activity related with vocabulary. Here is one example of how the teacher used role playing. On that week the objective was for students to learn food. After having explained and showed the kind of foods illustrating them with pictures, now they had to do a role play like if they were at a restaurant. One student was the waiter and the others were people in the restaurant who had to order food. The teacher had created a menu which showed all kind of foods and their pictures. When the waiter went to their table, students had to order according to the menu. During this role play, they were having a very good time and they were learning a lot too.

The results obtained from questionnaires.

Participants of this questionnaire are 4 primary teachers of Memorial International School. The purpose of the questionnaire was to get information on how frequently games are used nowadays to teach vocabulary, how much teachers rely on them and what some games are that they use.

Do you think that students can learn vocabulary better by games?

25%

75%

■ Yes
■ No
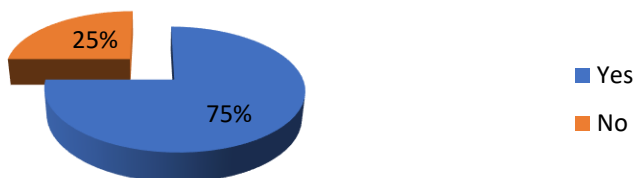
According to the survey in the 1st question the major part of the teachers 75% answered yes, they think that students can learn better by games, whereas a small percentage of them answered with a no, and the reason it is mentioned in the second question.

The 2ndquestion requires a reason why students can learn better by games, and teachers think that they learn better because:

- Games are a great way to engage learners and motivate them to learn.
- Children learn through play.
- Students find it helpful.

Whereas the small percentage that answered with a not, writes that a combination of all types of teaching is best, and this can include even games.

The 3rdquestion wants to know from teachers, how often they use games on their classroom. Here there are their answers:

- Sometimes, I wish I were doing it more often. I use "gamification" for everyday situation, lining up, reward, sitting, and lessons.
- Infrequently.
- Every day (large group time) at the end of the day.
- Few times a week only, usually more for practice and review.

The 4thquestion presents some games that teachers use:

- Sorting/ team race games
- Matching
- Hunting/finding games
- Flashcard games
- TPR

- Hangman
- Simple physical activities in the idea of a game
- Memory games
- Simon says
- Songs
- Play with toy manipulative
- Circle games
- Who took the cookies from the cookie jar?
- Jack be nimble

  As you can notice there are a lot of games teachers use, and here there are included even song in form of games. Whereas Simon says it is mentioned by two teachers. Some of these games are mentioned in the literature review.

  The 5thand last question gives some recommendations from the teachers. They are expressed in this way:

- I would strongly recommend, because children like games and that develops their skills (motor, cognitive, language etc)
- Yes, I think that games are a great way to teach vocabulary. I think it is important to find ways to meet our students' needs and games can be a great tool.
- Yes, I would recommend to mostly using pictures and context videos.
- Using games depends on the learners and the learning objective.

These were all the answers of teachers, and all in all it can be said that the majority of them use games and they think that games are very helpful for students to learn vocabulary.

4.3. Book analysis

The book is Finger Phonics 1, written by Sue Lloyd and Sara Wernham, illustrated by Lib Stephen. This is the first book that year 1 children get to learn their first letters and words. There are 7 books like this which include all the letters
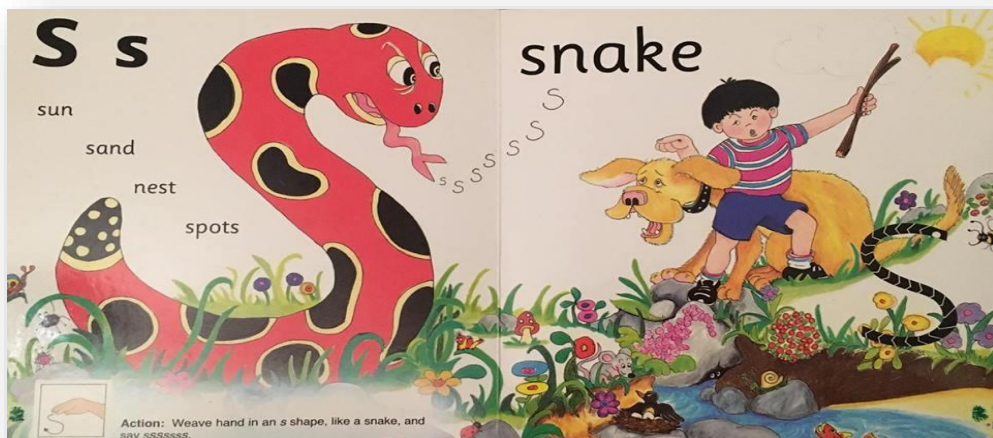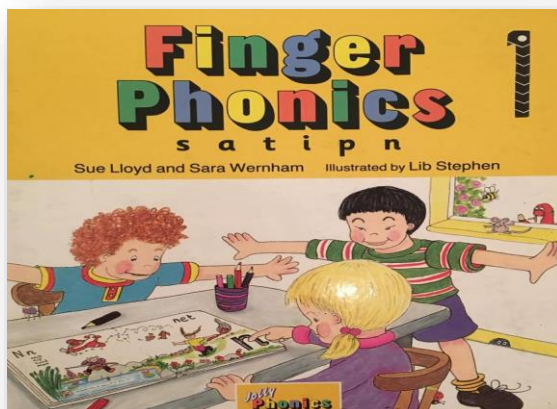
and sounds. In this study, only the 1st book will be analyzed. In the cover page of the book the letters are mentioned that students will cover, so there are letters S, A, T, I, P and N. The cover picture shows children having fun by learning their letters, they are using even hand gestures too and this is what the book illustrates. Every letter is learned by sound and gestures. Let's pass to the first page of the book.

The first letter that children will learn is letter S and the picture shows Snake as a representative of the letter. According to the observation made on the 1st year class, the teacher teaches letter through stories, so the book helps her with pictures create he story. One thing that is helpful for teachers and students too is the fact that down on the left teachers can be found the action of the letter, where actually writes: Weave hand in an S shape, like a snake and say sssssss. In this way
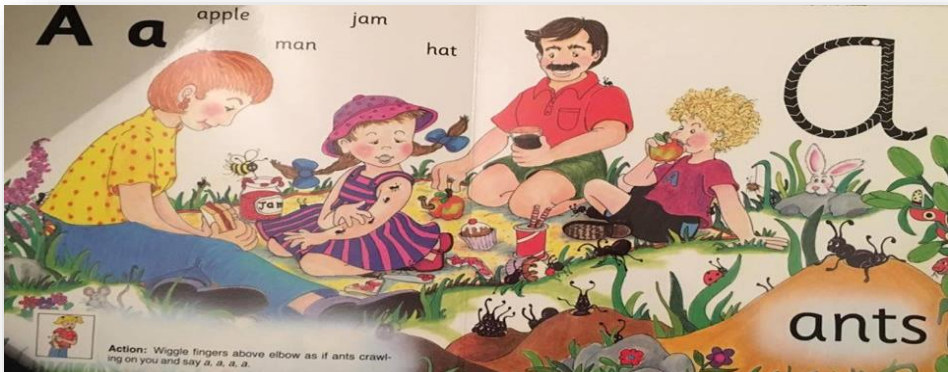

students learn the letter by using the gesture and making the sound like if they were snakes. One thing to be noticed in the picture students can see and read even other words with the letter S, like Sun, sand, nest, spots etc. On the other page,

there is the letter A. In this case, word Ants is the representative of letter A. Always the teacher uses a story according to the picture in order to teach letter A. And here the story is about having a family picnic, ants join the picnic and the girl which is scared, according to the action written

down on the left, should wiggle fingers above elbow as if ants are crawling on her and say a, a, a, a. Students have to repeat this too. Also in the picture they can see other words with A, like apple, man, jam and hat.

According to the book, the next letter is T like Tennis. The story is about
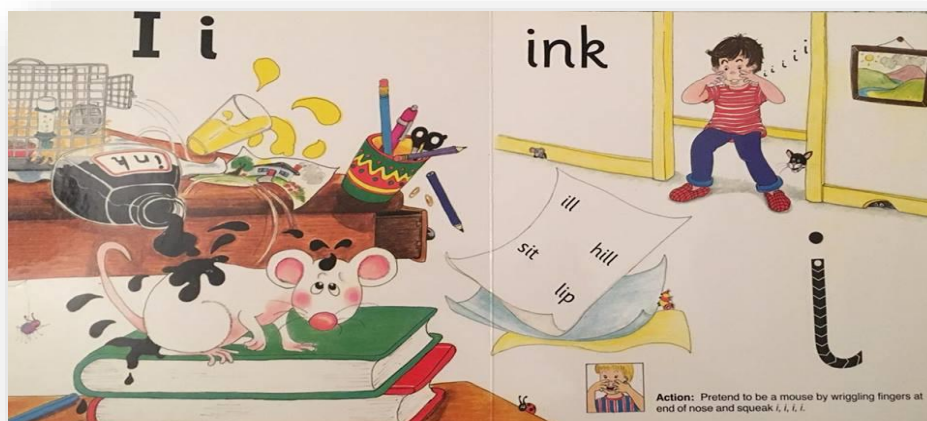
two children playing tennis and in this case the sound and gesture that children have to do is to turn their head from side to side as if they are watching tennis and say t, t, t, t. Other words that they can see in the picture are, top, tin, cats, nut etc.

The next letter children have to learn is letter I like Ink. The story on this page is about a mouse that has made a mess with the boys' ink. He was passing by the ink and accidentally the mouse is covered by ink and the teacher tells students that the mouse is called Inky. Students have to pretend to be a mouse by wriggling fingers at end of nose and squeak i, i, i, i. Other words with I are, ill, hill, sit, lip etc.
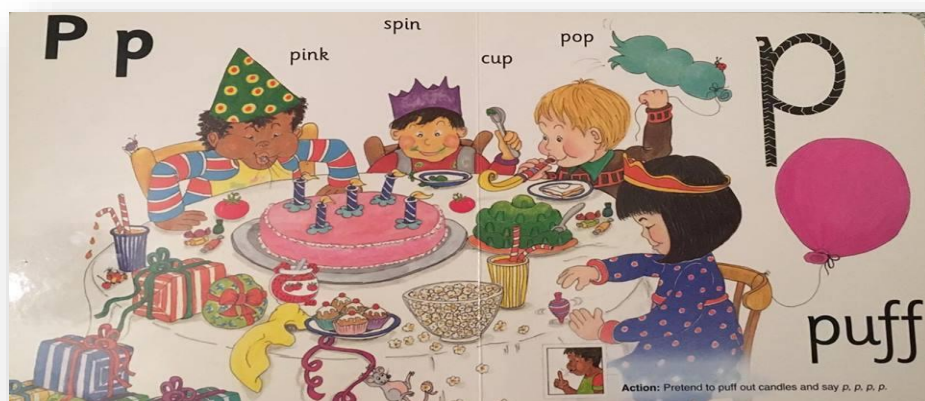
P is the last letter illustrated in this book. The picture on this page illustrates children having fun on a birthday party; there are a lot of presents and a cake under the table. The action that children have to do here is to pretend puffing out candles and say p, p, p, p. Some other words

mentioned are: pink, spin, cup, pop etc. Students can look at the picture and can find even other words too.

The last two pages have got two vocabulary exercises. The first one has to do with matching the sounds to the picture. Students have to remember the words that they have seen and learned from each letter and match them with the pictures. In this way the teacher can see if they

remember or if they have learned the new vocabulary. On the second page, the next exercise has to do with blending letters together to form words. Because it is considered that after children learn letters they should be able to blend them together and start to read words. Down the second page on the right, there is written a hint, it is said that: the sounds must be said quickly to hear the word. It is easier if the first sound is slightly louder, P-i-n. Hints help teachers explain better what students have to do.

CONCLUSION

As a conclusion, games can be a great tool for teaching vocabulary to children. And this is proven from the questionnaire answers and observations done. Their results are a proof that, yes, children can learn through games and even the majority part of teachers admit this fact.

According to the literature review which is based on different studies, books and articles, when it comes to learning English or any other language, vocabulary is the most important part. Everything starts with vocabulary.

The data collected by observations shows different kind of games that teacher in that classroom uses for different vocabulary topics and if her objective or goal was that students in the end of the week should have learned that part of vocabulary by using games, it resulted being successful, they did learn. In the end of the week, children were able to understand the words and to speak about that topic using the words that the teacher taught. Despite this, they really had fun while learning and every time that they had to learn vocabulary they couldn't wait for it, there always was a feeling of excitement. Which is great for a teacher; it is a pleasure when students enjoy learning.

The questionnaire also gave answer to the research questions of this study. According to the majority of teachers, games are an easy and effective method of teaching vocabulary. Even children learn better by playing, since in the end, using games for teachers resulted successful. Teachers also gave so many game examples that they use during their teaching, and this is a very valuable factor for the study.

Through the book analysis it is seen how books use gamification starting from the pictures, stories and actions which include even sounds

in form of games. By making the sound and actions like a game, students are able to memorize every letter and its sound easily.

So all in all, as a conclusion it must be said that games are a really effective way of teaching vocabulary nowadays, especially to children. Games help them memorize new words and have fun too while learning.

Recommendations

Teachers should definitely use games if they teach on primary school. Teachers should make learning fun.
Teachers should always be updated with the latest games that can help them teach vocabulary.

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Attitudes towards interactive lecturing techniques among montenegrin university students

INTRODUCTION

Lectures play an important role in teaching. Although research on lecturing has mainly focused on traditional ways of teaching, the attention of the past 20 years of research has been paid to interactive techniques and their positive effects on learning (Gray and Madson, 2007). As perspectives in education, as a whole, are shifting from teacher-centred learning towards more interactive models of learning (Breeze, 2002), there is room for interactive techniques within lecturing, where learners have more opportunity for learning independence, active involvement in lectures and acquisition of the contents of the lecture (Biggs, 1999).

"Since 2000 there has been a dramatic change in the nature of higher education [...] Universities are much more concerned with improving teaching and maintaining quality assurance of teaching than hitherto" (Biggs and Tang, 2011: 38). The trend towards promoting interactive techniques in university teaching goes in parallel with an increase in the various teaching materials available and better access to teaching material, especially of a multimedia type (Mazur, 2009), where students are more engaged in what they learn, and where they are obliged to prepare assignments using different multimedia tools, etc. and have the opportunity for constant assessment by peers and feedback from the teacher (Biggs and Tang, 2011). Learning and teaching material is more available, and teachers

are more ready to use special skills to transfer knowledge to students. These special skills can be defined as interactive techniques, where there is the opportunity to use these in order to make the lectures more attractive and interesting to students, and where those students are encouraged to participate, think critically and learn in a meaningful way.

As Mazur (2009) points out, the traditional approach to teaching reduces learning to the transfer of information (Mazur, 2009: 50). The process of learning is more than just the transfer of information, especially in a university setting. In such a manner, a lecturer needs to be skilful in transferring knowledge to the students' minds in a meaningful and constructive way. It means that the lecturer needs to apply interactive techniques in order to make the lecture content more understandable, more useful to students and more applicable to real-life situations. "This approach has two benefits: It continuously actively engages the minds of the students, and it provides frequent and continuous feedback (to both the students and the instructor) about the level of understanding of the subject being discussed" (Mazur, 2009: 51).

In view of our research, it was important to find out how learners could be led through the process of interactive learning and how actually they feel about this approach (Houghton, 2004; Biggs, 1999). Additionally, in the light of investigating the students' opinion about the approach to lecturing, an adapted version of Ramsden's Course Experience Questionnaire has been used in our research (1992).

Paul Ramsden (1992) primarily focused his attention on improving lecturing in higher education (Houghton, 2004), where he defined principles of effective lecturing, such as: interest and explanation; concern and respect for students and their learning; appropriate assessment and feedback; clear goals and intellectual challenge; independence, control and active engagement; and learning from students (Ramsden, 1992: 96).

Apart from the principles of teaching, our research is also based on techniques that are closely connected with the abovementioned principles of teaching. Within this research, 20 techniques[23] were used with the aim of

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[23] Beginning the lecture; Inviting participation; Punctuating the lecture with questions; Varying the format; Closing the lecture
(http://isites.harvard.edu/fs/htlm/icb.topic58474/TFTIlectures.html.

engaging students to participate actively in lectures. These techniques were taken from similar research, where they were used in classes of up to 1,200 students, as well as in smaller groups (Participatory Lectures, Ellen Sarkisin, Derek Bok Center for Teaching and Learning, 1992). These interactive techniques are classified into further subcategories, and there are 20 techniques in total.

To sum up, the principal aim of the present paper was to use the adapted version of Ramsden's Course Experience Questionnaire as an initial picture of language learning beliefs relating to the use of interactive techniques in lecturing among a group of Montenegrin university EFL students. The second objective is to compare the results obtained between two groups of Montenegrin EFL students, where one group used an interactive approach to lecturing (Gray and Madson, 2007), while the second one was exposed to a traditional approach (Mazur, 2009).

1. METHODOLOGY

1.1.Subjects

The subjects that took part in our study were 4th year university students of the Department of English Language and Literature, University of Montenegro, belonging to the C1 reference level (Mijušković and Simović, 2016). All of the students attended the regular course of English Language Teaching Methodology. At the beginning of the study, the students were divided into experimental and control groups, where there were 18 students in each groups. The English Language Teaching Methodology Course was designed to prepare students for their future profession of teaching English as a foreign language from preschool to the high school level of teaching.

Since the researcher's goal was to investigate students' attitudes towards the interactive approach being used in lectures, a quantitative approach was employed (Seliger and Shohamy, 1989) using an experimental research model as a means of reporting attitudes among two groups of students (Mijušković and Simović, 2016). To be more exact, the experimental group was exposed to instruction according to an interactive approach (Sarkisian, 2016), while the

control group received teaching according to a traditional framework of instruction (Walia, 2012).

From the analysis of the Methodology Lectures Course that had been held in a traditional style up until the moment of this research, the researcher concluded that the lectures needed to be enriched with a broader repertoire of teaching techniques, due to the fact that the traditional teaching approach reduces connections between the pre-existing knowledge and the new information in the students' minds, it requires memorisation by rote, and the lecture notes get transferred into the students' notebooks without passing through their brains (Walia, 2012; Mazur, 2009: 51). Hence, the researcher enriched the instructional framework of the methodology course with five groups of interactive techniques.There is additional classification within the main group classification.

1.2.Procedures

Two versions of the same lecture were used and this was particularly designed for the purposes of this study. The course syllabus remained the same – only the lecture techniques were different. The lectures in the experimental group were enriched with interactive techniques in order to approach the lectures differently where Ramsden's principles of effective teaching were used (Ramsden, 1992: 96). In order to monitor the use of the new approach in lecturing, students were given the course syllabus at the beginning of semester. They were also asked to collect all the lecture materials and handouts, as well as the teachers' presentations in printed form, and everything they use in lectures as learning material, in the formats of their own learning portfolios. The principal aim of this was for students to actively track their own learning process, to be actively engaged in what they are learning and to reflect upon it during the process of learning. In this way, it is more likely that those students will actively engage their minds in what they are learning (Mazur, 2009: 51) and, more importantly, will learn how to learn (Oxord, 1996). "Students are given the opportunity to resolve misunderstandings about concepts and to work together to learn new ideas and skills in a discipline" (Mazur, 2009: 51). Afterwards, these portfolios helped them to recall what they had done in lectures in order to answer a

questionnaire (see Table 1) requiring them to reflect on the interactive approach being used in lectures. The students were asked: (1) eight questions about good teaching; (2) five questions about clear goals and standards of teaching; (3) five questions about the appropriate workload in lectures; (4) six questions about their opinions on the appropriate assessment used in lectures; and (5) four questions about their reflections on student independence.

The student questionnaire is a combination of Graham Gibb's Module Experience Questionnaire (MEQ) adapted from Paul Ramsden's Course Experience Questionnaire (CEQ) (Ramsden, 1991:129-150) and Biggs' Study Process Questionnaire (Biggs,1987). It has two sections. The first section deals with students' experiences of the teaching within a course. The second section relates to the ways in which students deal with their studying in this course, but since it is not the subject of our study, our questionnaire was based on the first section only. Within Section One there are five sub-scales (https://isis.ku.dk/kurser/blob.aspx?feltid=53880, retrieved 20 May 2018)

1.2.1. Section One: Teaching

Good Teaching
Eight items
Question 2. The teacher in this course motivates students to do their best work.
Question 6. The teacher puts a lot of time into commenting on students' work.
Question 14. The teacher makes a real effort to understand difficulties students may be having with their work.
Question 16. The teacher normally gives helpful feedback on how one is doing.
Question 17. The teacher is extremely good at explaining things to us.
Question 19. The teacher works hard to make the subjects interesting to students.
Question 24. The teacher shows no real interest in what students have to say. (r)

Question 26. This course really tries to get the best out of all its students.

Clear Goals and Standards

Five items

1. It is always easy in this course to know the standard of work expected of you.
5. You usually have a clear idea of where you're going and what's expected of you in this course.
12. It is often hard to discover what is expected of you in this course. (r)
18. The aims and objectives of this course are NOT made very clear. (r)
27. The teacher makes it clear right from the start what she/he expects from students.

Appropriate Workload

Five items

3. The workload is too heavy. (r)
9. It seems to me that the syllabus tries to cover too many topics. (r)
13. We are generally given enough time to understand the things we have to learn.
21. There is a lot of pressure on you as a student in this course. (r)
28. The sheer volume of work to be got through in this module means you cannot comprehend it all thoroughly. (r)

Appropriate Assessment

Six items

4. The teacher frequently gives the impression that she/he has nothing to learn from students. (r)
7. To do well on this course all you really need is a good memory. (r)
11. The teacher seems to be more interested in what we have memorised than what we have understood. (r)
20. The teacher too often asks us only questions about facts. (r)
22. Feedback on student work is usually provided ONLY in the form of marks and grades. (r)

25. It would be possible to get through this module just by working hard around exam times. (r)

Emphasis on Student Independence

Four items

8. The course seems to encourage us to develop our own academic interests as far as possible.

10. Students have a great deal of choice over how they are going to learn in this course.

15. Students in this course are given a lot of choice in the work they have to do.

23. We often discuss with our teacher how we are going to learn in this course.

Students were required to read the statements and to indicate the level of their agreement on the basis of the options provided, on a five-point Likert scale: totally disagree (1); disagree (2); partially agree (3); agree (4); and totally agree (5) (Mijušković and Simović, 2016). The questionnaires from both the experimental and control groups were collected and only fully completed questionnaires were taken into consideration. All 36 questionnaires were taken into account since all these questionnaires were fully completed.


2. RESULTS AND DISCUSSION

The data was analysed in two different ways. On one hand, both the experimental and control groups' answers were analysed (Figures 1, 2, 3, 4 and 5), in which we wanted to examine whether the instructions given to the experimental groups worked – more precisely, whether the instruction influenced a greater extent of recognition of the interactive techniques being used in the lectures.

The questionnaire consisted of five parts. Each part was analysed separately. The results show that the experimental groups had better results in comparison to the control groups. The data was analysed with the SPSS 17.0

statistical package, where the mean values (M), t-test and p coefficient were used to measure the questionnaire results.

All the figures mentioned were analysed separately, and the results show that the experimental groups had better attitudes towards interactive lecturing techniques. Here we present the overall results of the questionnaire. To conclude, the results that we came across imply positive effects from interactive techniques, where the group of students that had used them expressed positive attitudes towards the use of these techniques in comprehending the lectures and using the knowledge actively.
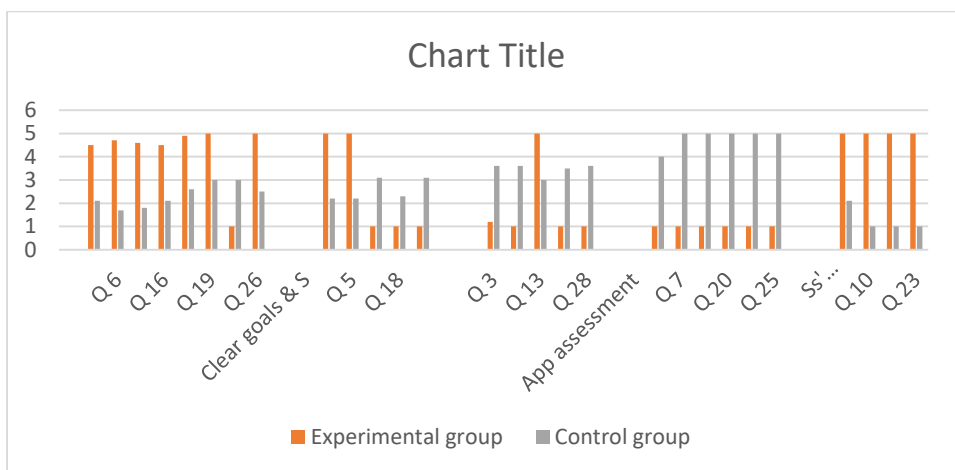
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