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**NEW TRENDS AND AUTHENTIC ELT IN KOSOVO****Ramazan Bekteshi**New Bulgarian University [rbekteshi95@hotmail.com](mailto:rbekteshi95@hotmail.com)

**Abstract :** In the field of ELT, there has been increasing interest in how new trend practices had impacted ELT in general. In this paper, the goal of my research on authentic teaching new trends, student's social backgrounds and present education environment and climate at the university that I am engaged. The research challenges English teachers to consider which pedagogical practices are both appropriate and desirable in teaching ELT and which will help students to develop a wider range of identities across time. Such practices will necessitate changes in both teachers' and students' identity. English language teaching is paramount because English enjoys a prime status. ELT is a process that requires efforts on the part of all the participants. Given the importance of English as a foreign language in Kosovo, the researcher has examined the existing textbooks and system of teaching English to point out the shortcomings which have been hindering the Kosovar students from mastering the English language. The problem can be solved by using new English textbooks at the university level.

**Keywords:** new trends, ELT, teaching.

**INTRODUCTION**

No one would deny that the general field of language teaching mainly, English language teaching (ELT) as a scientific and academic discipline which stands out with evolution and constant development. The continuous expansion of publications, tests, and conferences on ELT indicate that ELT has gone through significant changes among others; economic, sociological, pedagogical and so forth. These changes resulted in new major developments in teacher training and curriculum design (White 1988; Johnson 1989). These new methods need to be also applied in Kosovo universities that currently lack application.

For the fourth consecutive year teaching the students of Sociology, I have chosen a different path instead of using Headway books, for English I, Intermediate and for English II, Upper- Intermediate which for quite some time still is a trend at almost all university departments where English I and II is mandatory. I thought that it was nonsense to use the same books that were used in high school respectively in 2<sup>nd</sup> and 3<sup>rd</sup> year. Applying new trends in ELT for the first time requires courage to break old traditions in teaching a foreign language in Kosovo. I thought it was wise to keep using Intermediate and Upper-Intermediate levels but by getting rid of New Headway (the third edition) was the right solution. In the last two years, only a few pilot Elementary and High schools in the capital Prishtina are applying new methods in teaching a foreign language, and most of the staff trained. Unfortunately, no action has been taking place in reforming ELT on University level. It is imperative that different Departments at the university level standardize foreign language curricula with new creative trends based on their respective fields that will attract new generations.

**ENGLISH LESSON PLANNING: USE ORIGINAL IDEAS**

There are plenty of resources available to English language teachers today: from textbooks to online teaching tools, they can all aid and enrich English lessons. Many teachers also introduce authentic English material into their lessons so the students can have a different feeling to the language as it is spoken in the real world. Using this content to teach the English language can make the learning process even more engaging, imaginative and motivating for students. It can also be useful to elicit genuine responses from learners. (Zazulak 2017)

Selecting original ideas in the age of digitalization is an incredible opportunity for the students that live far away from each other. A Huge amount of English language materials online makes it beneficial for the students but also many times it could be confusing too.

For its specifics, by using my original ideas with factual content and for the most of it I need to use the technology in the classroom such as a projector, PC, and the internet. I try to discourage the students from using mobile phones in the classrooms so they can not be distracted from the class focus. Using adequate methods in ELT classrooms, university level in Kosovo is complex because of inequality. There is a tendency that the students that come from rural areas tend to know less English than the students that originate from the capital city but they are enrolled because they have passed the test. Speaking of the foreign language, the students of the capital city always had better chances to learn English. In such a diverse group of students, you need to incorporate them in the education process equally.

**MOTIVATION**

The teacher plays a paramount role and is considered a key factor in achieving better results. He should make students feel “at home” while helping them speak English, and this can be attained through various fun methods such as group discussions, dialogues, fun and interesting stories, interviews, watching videos, character study, listening to music and much more points out Beulah Catherine in 2011 in her study. Furthermore, she adds that methods mentioned above not just help students achieve better results and fluency in English but they feel good too.

Relationship on a reasonable level between students and teacher and beautiful working class environment should be in harmony (Fautley and Savage, 2007). Creatively organized classes need a bit higher tolerance from the teacher. Only these conditions will encourage students to activate their imaginations and motivate them to invest greater effort in studying and in this way achieve better results”. (Martinez and Garcia, 2003)

According to TEFL.net, the teacher's skills in motivating learners play a pivotal role in student achievement. Lack of motivation leads to lack of focus and effort, and ultimately a lack of success. Instructors must practice effective techniques to motivate students if these learners are to make improvements in their English language capabilities.

”Teachers have to be creative and apply methods based on their students’ character and nature” (David Thyberg, 2008). Traditional methods using textbooks in every class might become boring for students. “Using of some lovely tactics like videos, music, photos, flash cards help English learners visualize concepts” (David Thyberg, 2008). Small rewards can encourage students to be more successful. Giving less homework to students who attend regular classes and to students who have good scores; let them watch a favorite video at the end of the strong class; modest prize; field trip and other creative rewards can contribute to a very pleasant, social, successful working environment. (David Thyberg, 2008)

**STUDENTS SELECT A TOPIC: CONVERSATION, NO RIGHT OR WRONG ANSWER**

Students choose the topic for discussion, and they volunteer to take part in the debates in English. For those that have limited proficiency in English is allowed to use bilingualism, in this case, English and Albanian, and also we enable students to code-switch (alternating between two languages or varieties of language in conversation). They are allowed to freely express their ideas; there is no right or wrong answer, good or bad view and free of stigma and prejudice. Conversation in the presence of a vast number of students gives them a sense of confidence.

Dialogues, short conversation between two people presented as a language model; the discussion always receives top credits in the early stage of language learning (Julia M. Dobson 2005). Most of the students spend much time in repeating dialogues and try to pronounce particular vocabulary as good as possible.

**INTERPRETATION AND TRANSLATION**

To empower the students with self-confidence, we ask the students to volunteer to interpret verbatim/ continuous modes in front of the audience/students. Usually, the instructor will say a sentence or two, and the student would translate consecutively. Not all the students want to do that in front of the audience. Only the most capable students will make the interpretation. We also encourage the students with fewer skills to make interpretation without pressure. Regarding translation, the instructor selects a text that is dealing with politics, arts, and life in general. Martin Luther King’s speech or an article reporting about female circumcision in Africa arouses interest and curiosity. Not all students are good at both, translation and interpretation. Some students show good skills as interpreters and the others as translators. This method is great for discovering new talents in the field.

**RESTAURANT MENUS: ORDER YOUR FAVORITE DISH**

Food is important to everyone, and introduce the students with standard dishes in English-speaking countries but also Mexican, Italian and more. Making the students familiar with restaurant menu so they can be able to order meals in English. Menus can be downloaded online. In a view to memorize the dishes also it is an excellent way to teach the students how they can prepare a meal. For those students that are not familiar at all with different dishes illustrate that with pictures so they can memorize easier the dish. Let students that know how to prepare a meal to be chefs and those that serve the meals be waiters respectively waitresses. Also, create another group of students so one of them could be a bartender and the rest customers so they can be able to order cocktails in English.

You can then go through the menu and ask students to guess what the meals are or they can write down what they would order. Students are allowed to use different menus for each course, which would widen the types of dishes you can cover during the learning activity. At the end let the students calculate the bill in pounds or dollars. The suggestions we mentioned the focus on different restaurants skills and also they learn to speak, read, spell and pronounce different words.

### **ENGLISH SONGS: RECOGNIZING ENGLISH LYRIC**

Song lyrics is a great way of improving skills in listening and pronunciation and why not singing too. This method gets a positive response from students to do it, and it is obvious the students are so content with listening or singing together while following the video. Of course, different students prefer different music genre.

Ask your learners to write down their favorite singer and a popular song of them that they like and have listened before. They can then try to remember the lyrics, or look at the video. Then ask them to listen to the lyrics for useful vocabulary, phrases, and expressions for everyday language that includes colloquial speech.

Some song lyrics also could be misheard, so you could create a quiz in which learners have to choose the next words – words that grammatically fit into the songs. It can be a funny lesson – for you as well as your students!

### **COURSEBOOKS AND SECOND LANGUAGE ACQUISITION**

Speaking of coursebooks, our Department of Sociology haven't yet established an English coursebook as a second language dedicated for the students of this department. The lack of such books makes it hard for English instructors, therefore, English instructors have to act on their own. Are the teachers ready to select the right text in the field of sociology is a big dilemma. English instructors are not prepared in this particular area, so the task belongs to subject matter specialists of Sociology. The lack of such coursebooks has compelled me to improvise with selected texts from the field of Sociology when trying to teach the concepts of Sociological terminology such as prejudice, generalization or anarchy and liberalism. So my syllabus is at odds with my holistic experiments when trying to explain sociological language.

### **HOW STUDENTS CAN USE SMART PHONES TO LEARN ENGLISH**

Technology is transforming how we communicate, socialize, play, shop, and conduct business. These changes place pressure on the traditional models of language learning, such as teaching in a formal classroom setting. They also present us with incredible opportunities to re-design the way we teach and learn English. Two apps that help do this are **Vine** and **FiftyThree**. Vine is a mobile app that allows its users to create and post short looping video clips. FiftyThree lets users sketch, write, draw, outline and color on the screen. Norton also mentions that using desktops, cameras, microphones is beneficial in developing new trends in ELT. (Norton 2014)

My students tend to use the phone more than I do, therefore sometimes they explain to me what they were able to learn by applying the phone. I encourage them to do so by taking pictures they would improve their lexicon, by recording their voice they will improve their pronunciation, by making videos and by listening to online lessons and e- books.

### **CASE STUDY**

This research paper is based on the research done in three different levels of education in the Republic of Kosovo. The work is based exclusively on my experience of over 35 years teaching in Elementary, High School and University level and the references that I used.

### **CONCLUSION**

The primary purpose of the paper was to see whether new trends and motivation has to play a role in achieving better results, particularly when it comes to speaking skills. Therefore after the study, research, and analyses, the following conclusion can be made:

Many new creative trends are being used in teaching English at different levels in the Republic of Kosovo but not satisfactorily in the university level. The implementation of the methods mentioned above is still in its early stage and will take time until students, and teachers get sufficiently familiar with them. Raising motivation through creative trends and methods has a lot of positive sides. Based on my personal observation it is evident that when students are motivated, there is a relaxing and working environment in class. Students feel free to communicate, express their ideas and opinions without any hesitation. Using new trends and technology also helps the students to capture a bigger size of knowledge that by using old methods like a blackboard, chalk/marker and notebooks. Comparing with my expectations there seem to be much more challenges in organizing classes with students that come from different parts of Kosovo. Students that come from the capital Prishtina tend to be more active, and they are not shy at all. In contrary, the students that come from rural areas hesitate to engage in conversation, and they are shy which is a significant handicap to create effective teams as a whole. My personal endeavors as well the references using new trends and methodology make me more enthusiastic about applying these patterns successfully in practice. I hope The Ministry of Education in Kosovo will take new steps in reforming ELT at the university level

as they are already experimenting with pilot classes and programs in elementary and High School. Without improving the educational system as well the teachers training; you can't reform the ELT successfully.

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