"Multiple Intelligences Theory in EFL Classrooms and its Implementation in Lower and Upper Secondary Public Schools in Kosovo"

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ABSTRACT

The Theory of Multiple Intelligences is the most famous psychological theory from the American scientist Dr. Howard Gardner and has greatly helped English language teachers to apply his theory in a variety of ways by applying relevant techniques, this theory also made a very important turn in the field of education. This theory is considered to serve as a basic theory on the construction of an effective teaching methodology, and in this case, we have the so-called Differentiated Instructions methodology respectively in the English Language classrooms in Lower and Upper secondary public schools in Kosovo.

The exploratory research study aims to reveal the effectiveness and importance of this theory in EFL classrooms in Kosovo. The techniques followed in the examination focused on presenting two kinds of data, quantitative and qualitative data. The methodology used in this research is considered effective, given that for each research question findings were made.

The research presents and reflects the teaching methodology in the English language classroom and the integration of MI theory in the classroom. This research presents the investigation of the Intelligence profile of English language teachers in Kosovo and its correlation to their teaching methodology, their knowledge of the theory of Multiple Intelligences, as well as its importance in the classroom. During the empirical research, it was seen that English language teachers in lower and upper secondary public schools have an average knowledge of the theory in question, that their intelligence profile is almost Linguistic, and that their teaching methodology is mainly behavioral and cognitivist in some rare cases, therefore, differentiated instructions as a teaching methodology are applied average in the EFL classrooms.

Keywords: Multiple Intelligence theory, EFL classrooms, Implementation, Teaching methodology, Kosovo.

I. Introduction

Societies that value synthesizing will be ahead of the game. There is so much that artificial intelligence can do quicker and better; synthesizing may be the last thing the human mind can still do better than a machine. Dr. Howard Gardner. (Magazine, 2022) The teaching of the English Language is one of the topics that has been researched before by both new and old researchers, this proves that the teaching of the English Language is a phenomenon that is important even today. The primary and secondary levels are the two most important levels where teaching must be at the level where it meets the needs of each student. This research talks about the integration of an important theory that reflects effective teaching, here we talk about Dr. Howard Gardner's Theory of Multiple Intelligences more specifically in English classrooms. The definition of Multiple Intelligences by Howard Gardner has greatly helped English Language teachers to apply his theory in a variety of ways by applying relevant techniques, this theory also made a very important turn in the field of education. This topic must be addressed because Kosovo, as a country that has emerged from war for one decade or more, and as a new state must emerge from the old teaching method that was applied by the old teachers and that has to do mainly with the behaviorist method. Therefore, it seems reasonable to address this topic because the treatment of this phenomenon should eliminate the old teaching methodology in public primary and secondary schools.

Times are changing. As individuals awaken to a greater reality, we are part of a much larger sea change. Our current systems and models of reality are breaking down, and it is time for something new to emerge. Across the board, our models for politics, economics, religion, science, education, medicine, and our relationship with the environment are all showing a different landscape than just ten years ago (Dispenza, 2012). Our brain is involved in everything we do, including how we think, how we feel, how we act, and how well we get along with other people. It is the organ of personality character, intelligence, and every decision we make, says (Daniel G) in his foreword to the book Breaking the Habit of Being Yourself by Dr. Joe Dispenza. (Dispenza, 2012) Regarding (Daniel G) author of the famous book "Change Your Brain, Change Your Life", the Brain is like a computer with both Hardware and Software, the Hardware (the actual physical functioning of the Brain) is not separated from the Software or constant programming and reshaping that occurs throughout our lives. They have a dramatic impact on each other. (Dispenza, 2012) Famous Dr. Joe Dispenza in his famous book "Breaking the Habit of Being Yourself" emphasizes that new research into the brain and body, the mind and consciousness-and a quantum leap in our understanding of physics- is suggesting expanded possibilities on how to move toward what we innately know is our real potential. (Dispenza, 2012)

Howard Gardner's theory is a theory that we have been aware of since the 80s this theory tells us how the mind is organized, so it is a psychological theory and not a teaching theory, it suggests that we should learn as much as we can about each learner, and then we should teach each learner in ways that work best for them, regarding Gardner this is called 'individualization' and 'pluralization'. In advance, it should be mentioned that Gardner's theory as a psychological theory has helped to advance the teaching methodology, for instance, Differentiated Instruction is a teaching methodology that in principle it is very much like Multiple Intelligences. No contradiction between Multiple Intelligences and Differentiated Instruction but not at all the same thing. To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, and interests, and to react responsively.

Many times, Gardner has been approached about using MI theory in teaching foreign languages. He believed originally that MI ideas could only contribute modestly to bilingual education compared to how they could be used in teaching subjects such as; history or biology. The key ways that schools can use MI theory are through INDIVIDUALIZATION and PLURALIZATION. Whether in Language Education, or the teaching of any other subjects, teachers can use MI theory to design lesson plans that enhance their students' strengths, improve upon any weaknesses, and keep engagement high.   (Gardner, MI Theory in bilingual education, 2022)

In an analytical essay by Howard Gardner called *'Are all Intelligence equal? An Issue raised by Cormac McCarthy's recent novel'* he makes it very clear that a person's Intelligence is not measured by a written test or something similar, he states as follows; Human Intellect cannot be adequately assessed by a single paper and pencil or (computer-administered) instrument. Rather there are various forms of Intelligence, Linguistic, Logical-Mathematical, Spatial, Interpersonal, etc... each deserves to be assessed separately and in an 'INTELLIGENCE-FAIR' way. Strength or Weakness! One form of Intelligence does not predict strength or weakness in other Intellectual realms. (Gardner, Are all Intelligences equal? An issue raised by Cormac MCCARTHY'S recent novels, 2023)

This study was done to research some points of the topic: The Multiple Intelligence profile of English language teachers in lower and upper Secondary public schools in Kosovo. Teaching strategies based on Multiple Intelligence theories that are applied by English language teachers in public schools in Kosovo, and Correlation between Multiple Intelligence profiles of English teachers and MI-based teaching strategies applied in English classrooms.

The objectives of this study are as follows:

1) Determining different levels of Multiple Intelligences.

2) Investigating teaching strategies based on Multiple Intelligences applied in the English classroom.

3) Examining the correlation between EFL teacher's multiple intelligence profile and their teaching strategies based on MI

This study attempts to answer these key research questions;

1) How does Multiple Intelligences theory affect EFL classrooms?

2) Are EFL teachers of Kosovo familiar with the Multiple Intelligence theory and, do they integrate this theory in their classrooms?

3) What is the relationship between an English Language Teacher's profile of Multiple Intelligences and teaching strategies based on Multiple Intelligences among public elementary schools and scientific and linguistic secondary schools in Kosovo?

4) How much important is Multiple Intelligence theory integration for English Language teachers of lower and upper secondary public schools in Kosovo?

Significance of the study

The importance of this research lies in the fact that this research tries to make students and teachers of English aware of the importance of this theory in teaching and learning. This so-called theory of multiple intelligences highlights the uniqueness and ability of students in their multiple intelligences and helps to advance them. This research also tries to reduce the application of the traditional method of behavior in Kosovo schools, thus breaking the ice and bringing a constructive and very useful methodology for teachers and students, to know that every student or teacher is unique in their way, and this makes it special, especially in the English language course, which is very attractive and fun for some. Also, this study tries to teach English teachers that a good teacher should pay less attention to memorizing things like times tables and spelling, and pay more attention to helping students become synthesizers.

II. Literature review

To carry out this scientific research, a series of scientific researches have been read, starting from the oldest ones from the beginnings of the theory of Multiple Intelligences to today's research and articles. The well-known website of the scientist Howard Gardner entitled Howard Gardner's Official authoritative site of Multiple Intelligences reveals

various articles and analytical essays by the author of the famous theory. Intelligence as a term has also been treated by some current authors who have a great influence on the study of the brain and intelligence, for instance, we have Daniel Goleman who is known for his book Emotional Intelligence and later also treated Social (Interpersonal) Intelligence, and how to use this intelligence differ from Gardner Goleman tends to attach a Value to an Intelligence, whereas Gardner is neutral in this case, then we have today's author who deals in detail with how the human brain works and the decisive role it has in our actions, feelings, etc... is Dr. Joe Dispenza who is the author of several famous books, including 'Breaking the Habit of being Yourself'. The reason why these authors were mentioned is that Intelligence is the term that unites in this study, while here we focus on the Theory of Multiple Intelligences of Dr. Howard Gardner. Gardner has a different view regarding emotional *Intelligence in* one of his articles he cites that *'Those with a casual interest in these matters will immediately ask "What about emotional intelligence?" It's fine to use that term if you prefer, but Howard distinguishes his concepts from those of Daniel Goleman and his associates. In a word, that's because "emotional intelligence" conflates an understanding of the world of persons and knowing how best to use that skill for benevolent purposes. By that understanding, Martin Luther King or Florence Nightingale might appear no different than a scam artist. Howard prefers not to connect computation with a specific value system. Emotional intelligence can be used to ingratiate or manipulate.* (Gardner S. F., 2023) A chronology of years and theories about Intelligence as a term will be presented in this chapter, starting from the oldest theories to the newest, continuing thus with Howard Gardner's Multiple Intelligences and the importance of this theory.

What is the theory of Multiple Intelligences?

The theory of multiple intelligences it's a Psychology theory with a few educational implications it's also a critique of the standard psychological view of intellect. For many years within psychology, there has been a notion that if you take IQ or Intelligence quotient test, you can find out how smart somebody is. (Gardner, 2016) Over 30 years ago Howard Gardner developed a very different way of thinking about Intelligence called the Theory of Multiple Intelligence in 1983. This theory is a new one that is based on lots of different evidence from lots of different quarters. (Gardner, 2016) *This theory has a new Interdisciplinary view and it is based on; evolutionary evidence, argument as well as information about brain organization, the evolution of the brain, and the examination of unusual populations with jagged cognitive profiles.* The theory of multiple intelligences implies that humans possess several relatively independent computers; power in one computer does not predict power (or weakness) with other computers as illustrated in the picture below. (Howard Gardner's Official Authoritative Site of Multiple Intelligences, n.d.)

Intelligence   vs.   Intelligences

(Howard Gardner's Official Authoritative Site of Multiple Intelligences, n.d.)

In one of his interviews, Gardner talks about and explains his theory on MI, so he claimed as follows *'The idea of Multiple Intelligences comes out of Psychology, it's a theory that was developed to document the fact that human beings have very different kinds of Intellectual strengths and that these strengths are very important in how kids learn and how people represent things in their minds and then how people use that to show what is that they've understood. If we all had the same kind of mind and there was only one kind of Intelligence then we could teach everybody the same thing in the same way and asses them in the same way and that would be fair but once we realize that people have very different kinds of mind in different kinds of strength and weaknesses. If we know that one child has a very special or visual-spatial way of learning, another child has a very hands-on way, and the other likes to ask deep philosophical questions, another one likes stories, we don't have to talk fast as a teacher we can provide software, we can provide materials we can provide resources which present material to a child in a way in which the child will find interesting and will be able to use his or hers intelligence productively and be able to show his or hers understand in a way that is comfortable for them. ''Everything can be taught in more than one way and anything that is understood can be shown in more than one way''* said Gardner in his Interview. (Edutopia, 1997)

The intuitive MI theory says that you might be smart in some things, average in others, and quite poor in others. There are 8 specific criteria for what counts as intelligence. *Howard Gardner defines Intelligence as follows; Intelligence is the Biopsychological potential to process information in certain ways, solve problems, or fashion products valued in a culture or community.* Think of several relatively independent computers, not a single all-purpose one. MI theory says we have a bunch of computers in our heads and these computers deal with spatial information, musical information, and so on. (Gardner, 2016)

There are two main scientific implications of Multiple Intelligence Theory:

1) Intelligence makes up the package of human intellectual tools. Unless severely impaired, all human beings can develop some intelligence. At any moment, a human being will have a unique profile due to genetic factors (heredity) and experience.

2) Every human being has a special intellectual profile. Identical twins are likely to have similar cognitive profiles. But the profiles will not be identical; even though the genetic constitution is the same. Identical twins have different experiences (even in the womb!) and after they are born, each can be motivated to differentiate themselves from their genetic clone.

 There are also two main educational implications of the Theory of Multiple Intelligences:

1) Individualization (also called personalization) – Since every human has a unique intelligence configuration, we must consider this when teaching, instructing, or educating. As much as possible, we should teach individuals in ways that they can learn. And we need to assess them in a way that enables them to demonstrate what they have understood and applied their knowledge and skills in unfamiliar contexts.

2) Pluralization - Ideas, concepts, theories, and skills should be taught in different ways. Whether one is learning the arts, sciences, history, or mathematics, key ideas must be presented in multiple ways. You will achieve two important goals if you can present Michelangelo's artwork, the laws of supply and demand, or the Pythagorean Theorem in several ways. First of all, you reach more students because some students learn better from reading, some from building something, some from acting out a story, etc. Second, you show what it's like to be an expert—to understand something fully, you have to be able to think about it in several ways. (Howard Gardner's Official Authoritative Site of Multiple Intelligences, n.d.)

The Components of Multiple Intelligence

After extensive research, Gardner identified 8 (eight) distinct bits of Intelligence but there are 2(two) more candidate bits of Intelligence that he updated in his theory recently. Immediately after publishing his famous book Frames of Mind in 1983, where he once informed us of his theory of Intelligence, Gardner claims that he reached an important conclusion after this.

Components of Multiple Intelligence are considered to be these Intelligences regarding Gardner;

1. Spatial Intelligence is the Intelligence of the ability to conceptualize and manipulate large-scale spatial arrays (e.g., airplane pilot, sailor) or more local forms of space (e.g., architect, chess player).

2. Bodily-Kinesthetic Intelligence is the ability to use one's whole body, or parts of the body like the (hands, or the mouth) to solve problems or create products (e.g., a dancer).

3. Musical Intelligence is the Intelligence of Sensitivity to rhythm, pitch, meter, tone, melody, and timbre. May entail the ability to sing, play musical instruments, and/or compose music (e.g., musical conductor).

4. Linguistic Intelligence-Sensitivity to the meaning of words, the order among words, and the sound, rhythms, inflections, and meter of words (e.g., poet). (Sometimes called language intelligence.)

5. Logical-Mathematical Intelligence is conceptualizing logical relations among actions or symbols (e.g., mathematicians, scientists). Famed psychologist Jean Piaget believed he was studying the range of bits of intelligence, but he was studying logical-mathematical intelligence.

6. Interpersonal Intelligence is the ability to interact effectively with others. Sensitivity to others' moods, feelings, temperaments, and motivations (e.g., negotiator). (Sometimes called social intelligence.)

7. Intrapersonal Intelligence is the Sensitivity to one's feelings, goals, and anxieties, and the capacity to plan and act in light of one's traits. Intrapersonal intelligence is not particular to specific careers; it is a goal for every individual in a complex modern society, where one has to make consequential decisions for oneself. (Sometimes called self-intelligence.)

8. Naturalistic intelligence is the ability to make consequential distinctions in the world of nature, for example, between one plant and another, or one cloud formation and another (e.g., taxonomist). (Sometimes called nature intelligence.) (Howard Gardner's Official Authoritative Site of Multiple Intelligences, n.d.)

9. Existential (Candidate Intelligence): Gardner refused to refer to it as spiritual or religious intelligence as he suggested the term "Existential" to refer to the human tendency to ask very basic, yet deep questions about human existence such as the meaning of life, why do we die, and how did we get here, etc. (Sbai, 2014-2015)

10. Pedagogical Intelligence (Candidate Intelligence) is the Intelligence of Teaching that allows us to teach things to others. (Gardner, 2016)

Gardner believed that humans have multiple intelligences but people differ in the strengths and combinations of intelligence, which only can be enhanced through training and practice. For this reason, MI theory has been interpreted as a framework for rethinking school education as it offers ways to examine their best teaching techniques in light of human differences" (Christison, 1998). Therefore, teachers should think of all bits of intelligence as equally important. A successful teacher is one who actively responds to differences and helps all students discover and develop their skills as theory is not limited to linguistic skills but many other intelligences. Thus, the MI Theory implies that educators should recognize and teach a broader range of talents and skills (Brualdi, 1996). Consequently, several studies recommend the following techniques to implement the MI theory in EFL classes cites (Sbai, 2014-2015).

III. Methodology of the study

Various methods were applied to answer the research questions and achieve the objectives and aims of the study because this research is considered to be a qualitative study mostly even though there is also a quantitative part as well. Analyzing pre-relative theories is one of the methods applied in the literature chapter taken from scientific research that unfolds the Theory of Multiple Intelligences. This is because the purpose of this research is not to distort the vision of the theory of Multiple Intelligences but to be a reflection of what this theory aims for. This research aims

to investigate the integration of the Theory of Multiple Intelligences in the EFL classrooms in Lower and Upper secondary public schools in Kosovo. Taking into account the aim of this research, it seems reasonable to use two auxiliary instruments in the empirical research to investigate in more detail this educational phenomenon in the public schools of Kosovo. The questionnaire is the first instrument used in this scientific research. Initially, the Questionnaire was formulated in English in two forms, in the form of Google Form (digital) and manual questionnaire (printed copies), and contains 10 questions related to Multiple Intelligences Theory in EFL classrooms. Initially, the questionnaire in Google form was posted to the largest group of Kosovo English Teachers' Network (http://ket-net.org/) on Facebook, the so-called KETNET Kosovo. Thus, continuing the research in public secondary and primary schools in different cities in Kosovo. Printed questionnaires were distributed to English language teachers in physical form, with the prior permission of the director of the respective schools. The second instrument which is considered reasonable to use in this research is the observation of English language classes in public schools in Kosovo. All this with a tendency to see and observe the teaching methodology and the Integration or non-integration of the Theory of Multiple Intelligences in public schools in Kosovo. During the observation, a checklist was used according to which things mentioned in the list would be approved or disapproved. Considering that investigating this phenomenon was not that easy because you have to have permission to enter schools and do research, many schools and school principals have not hesitated to cooperate closely in this scientific research probably the first of its kind in Kosovo

IV. Findings

More than 112 participants contributed to this research, which was mainly English Language teachers, and principals of the schools in which the classrooms were observed in the English Language classes in different Lower and Upper secondary public schools, in different cities of Kosovo.

Questionnaire findings

145 Questionnaires were distributed to the EFL teachers only **112** Questionnaires were responded to via Google Form.

Some results are shown as follows;

**1.** How much familiar are you with the Multiple Intelligence Theory?
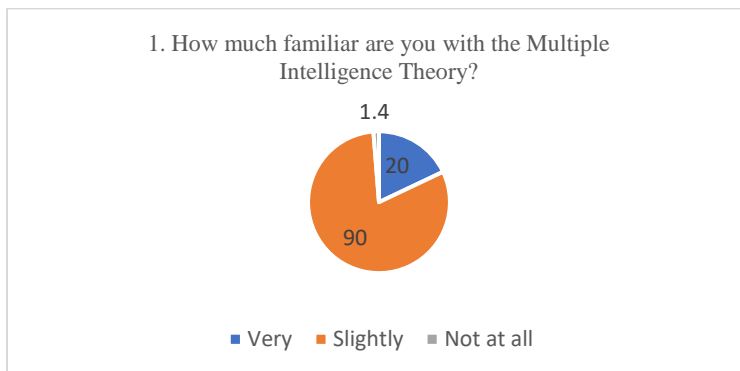
Chart 1: EFL teacher's familiarity with the theory of Multiple Intelligences.

The first graph shows the answer to how familiar the EFL teachers of public schools in Kosovo are with the theory of multiple intelligences. And the results are as follows: 90 of the 112 EFL teachers claimed to have an average knowledge of this theory, while 20 of the 112 respondents claimed to have a great knowledge of this theory, while 2 of them claimed to not know the theory in question.

2. Which Intelligence would describe you the most?
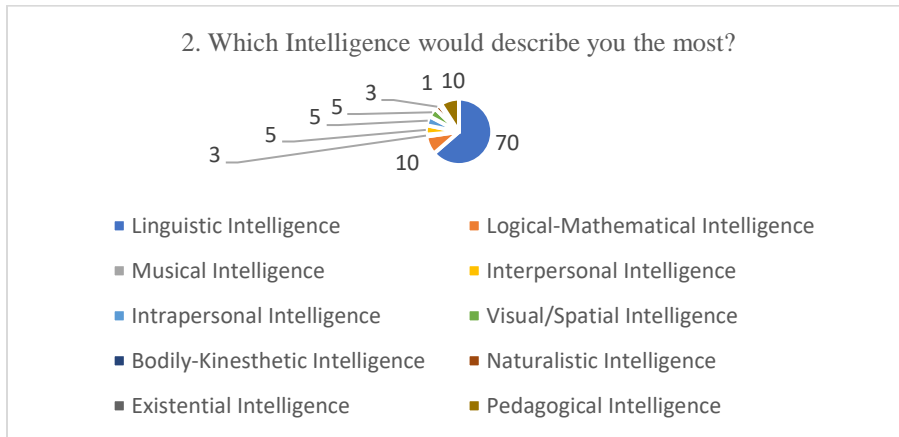
Chart 2: Intelligence profile of EFL teachers in Lower and Upper Secondary public schools in Kosovo.

The second graph reflects the Intelligence Profile of English language teachers. So according to the findings, 70 of the 112 respondents claimed to have Linguistic Intelligence, continuing with the Pedagogical Intelligence where 10 of the 112 respondents claimed to possess this Intelligence, 10 of the 112 claimed to have Mathematical Intelligence, and 5 of the 112 respondents claimed to have Interpersonal, Intrapersonal, Visual and Spatial Intelligence, while a smaller number claimed for Naturalistic, Existential, Musical and Bodily-Kinesthetic Intelligence.

3. What is your teaching methodology?

Theme	Sub-Theme	No. Participants Respond
EFL Teachers of Lower and Upper Secondary public school teaching methodology used in classrooms	Differentiated instructions	13
	Teacher – centered	34
	Student-Centered	33
	Mixed Method	20
	Interactivity	12

Table 1: EFL teachers teaching methodology in EFL classrooms.

Table number 1 shows the teaching methodology in the English Language Classroom, the table shows some methods written in the questionnaire and most of the answers were those applied by English language teachers in public schools. As we can see in the table, the method that has the largest number of answers is the method that focuses on the teacher,

then the student in the center, we have the Mixed methodology which ranks third according to the results, and finally, we have the Differentiated Instructions and Student-Teacher interactivity which are ranked the last.

Classrooms observation findings

The observation was the second instrument used in this research, the reason why this instrument was used is to see closely how the English language teachers hold their lessons, thus seeing the teaching methodology, the integration or non-integration of the theory of multiple intelligences, and so on. The observation was carried out in 10 schools in different cities of Kosovo, at the primary and secondary levels. During the observation, the checklist was used, which was specially designed for this observation, which you can see in the appendix at the end of this paper.

A Report on classrooms Observations

Type of school: Lower and Upper secondary public schools.

Size of the class: 40+ students

Classroom observation checklist			
Effective planning			
1. Follows prescribed class materials	*YES*	*NO*	*N/A*
	8	/	2
2. Directions to students are thought out and well stated	9	/	1
3. Materials for class are organized and available	7	1	2
4. Carefully plan students' assignments and groupings according to instructional needs.	2	1	7
Teaching techniques			
1. Utilizes the use of a notebook and /or other guides effectively	*YES*	*NO*	*N/A*
	5	/	5
2. Demonstrates sufficient mastery of content	2	1	7
3. Makes effective use of a variety of available materials	5	/	5
4. Provides interesting and adequate reinforcements	1	/	9
5. Varies procedures in working with pupils of varying abilities	1	2	7
6. Works constructively with individuals or groups	1	4	5
7. Manages routine to avoid confusion	2	4	4
8. Makes supportive statements to the students	8	/	2

Table 2: *Results of the 10 classroom observations.*

Table number 2 presents the results obtained from the observation of English language classes in different schools in Kosovo, where 5 of them were at the primary level and 5 of them were at the upper secondary level. To conduct the research observation of the English language classes, a special list has been created with some phenomena intended

to be observed. The list shows the phenomena that have been observed and for each observed phenomenon an evaluation list has been made in the column YES, NO, and N/A. The number presented below these columns shows the number of teachers of those observed schools who implement or do not implement a certain phenomenon. The N/A option indicates that there is no answer regarding the observed phenomenon in the classroom. For each school, i.e., 10 schools observed in total, a research sample was taken from each one.

V. Discussion & Conclusion

In this section, we can be informed about the meaning and the importance of the results obtained from the 2 instruments used in this research, in this chapter we will have the opportunity to read the explanation of the results, the relationship of the findings with the literature review and previous research papers. The research questions raised in this paper will be answered in this section, this section is also based on the meaning and significance of the results, and the limitation of the study will be treated as well. Therefore, the research paper is considered to be very long in terms of publication only some results and some findings appeared and so in this section, we will discuss only those findings that appeared in this research paper. We raise some research questions at the beginning of this research, which were mainly the objectives and purpose of the empirical research in the observed schools, at the beginning of this paper, the objectives and goals of this research were mentioned, as well as 4 research questions were mentioned which were the pillars of the entire study. We raise the question 'How does MI theory affect EFL classrooms?' and the results have shown that the theory of Multiple Intelligences is generally recognized by English language teachers in public schools in Kosovo, and this confirms, even more, the results of the first question in the questionnaire. Another result from the questionnaire showed that the teachers consider this theory as important but that they do not practice the principles of this theory, and this is a result of a lack of interest in the first place, then the lack of conditions, that is, the environment in which the lesson takes place limited opportunities for practicing differentiated instructions and so on, and in the end this is also a result of the lack of advancement of English language teachers with contemporary teaching methods. The other instrument used in this research, as mentioned before, was observation, the reason why this instrument was used was the approval or disapproval of what the EFL teachers of Lower and Upper secondary public schools answered in the completed online questionnaire. The observation was made at both primary and secondary levels, this instrument reveals and tells us more precisely how the English language middle school teachers hold a lesson in English with their students. The section titled Effective Planning of the preparatory curriculum has received more votes (or approved numbers at both levels), which means that the teachers have been effective in respecting the curriculum, materials for lessons, and others. The second section of the observation list titled Teaching Techniques seems to be weaker than the first section because many votes went to the N/A option, which means there was no answer for most of the observed phenomena, and this applies to both teachers both Lower and Upper secondary level. During the observation, teachers were also seen who know the theory of Multiple Intelligences and applied differentiated instructions with their students, 3 teachers applied such a method, 2 of which were at the primary level and 1 at the secondary level. So, as can be seen here, the theory of multiple intelligences is closely related to the application of differentiated instructions, so this teaching method in a way reflects the integration of the theory of multiple intelligences in public schools. So, the implementation of this theory in public primary and secondary schools in

Kosovo is at a low level, as the reason can be considered the lack of teaching conditions, the training of English language teachers, and the lack of interest in the integration of this contemporary theory.

Limitations and future studies

So, until now, we see that here we are talking about this phenomenon only concerning Lower and Upper secondary public schools, but not private schools, where we see that this scientific research has its research limitations, and these results can reward state institutions of education and English Language teachers in public schools. Considering that this study is the first of its kind in Kosovo, this study can also be a reference for future researchers to investigate the advancement of the teaching methodology in public schools.

Acknowledgments

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