University "St. Kliment Ohridski" – Bitola
Faculty of Education – Bitola

TEACHER
International Journal of Education

Vol. 25
Bitola, May, 2023

Publisher
Faculty of Education–Bitola
Dean prof. Danche Sivakova Neshkovski, PhD.

Executive and Editor-in-chief
Prof. Ljupco Kevereski, PhD, North Macedonia

Editorial Board
Academician Grozdanka Gojkov, Serbia Academician Marjan Blazic, Slovenia
Prof. Ante Kolak, PhD, Croatia
Prof. Svetlana Kurtesh, PhD, England
Prof. Danimir Mandic, PhD, Serbia
Prof. Danijela Kostadinovic, PhD, Serbia
Prof. Jasmina Starc, PhD, Slovenia
Prof. Mojca Juriševič, PhD, Slovenia
Prof. Anton Ilica, PhD, Romania
Prof. Gabia Bankauskaite, PhD, Lithuania
Prof. Eva Soradova, PhD, Slovakia
Prof. Lazar Stošić, PhD, Serbia
Prof. Alla Belousova, PhD, Russia
Prof. Irina Abakumova, PhD, Russia
Prof. Tom Jovanovski, PhD, USA
Prof. Milena Pejchinovska - Stojkovikj, PhD, North Macedonia
Prof. Jasminka Kochoska, PhD, North Macedonia
Prof. Biljana Gramatkovski, PhD, North Macedonia
Prof. Vesna Stojanovska, PhD, North Macedonia
Prof. Josif Petrovski, PhD, North Macedonia

Technical & Computer support
Josif Petrovski, North Macedonia

CIP - Cataloging in Publication,
National and University Library "St. Kliment Ohridski"–Skopje.

TEACHER: Journal of the Faculty of Education–Bitola /
[Editorial Board Acad. Grozdanka Gojkov ...] Year XXI, No. 1 (2023) -.
- Bitola: Faculty of Education, 2023 -. - 29 cm., 113 p.

Unspecified

ISSN 1857- 8888 (online)

University “St. Kliment Ohridski“ – Bitola, North Macedonia
Faculty of Education – Bitola, North Macedonia

Address:
Faculty of Education
ul “Vasko karangelevski“ b.b.
7000 Bitola, North Macedonia
Tel/Fax. ++ 389 47 253 652; 203 385

With the opinion of the Ministry of Culture no. 07-2699/2 from 15.04.1998, for the journal "Teacher" is paid preferential tax rate. In accordance with Article 20, paragraph 8 of the VAT Law (Official Gazette 44/99), for the journal "Teacher” is paid a tax of 5%.

The journal has no commercial nature.

Table of contents

THE PREDICATIVE USE OF ADJECTIVES IN THE GERMAN LANGUAGE: INSIGHTS FROM THE NEWSPAPER 'WESTDEUTSCHE ZEITUNG' FOR LANGUAGE LEARNERS IN EDUCATIONAL SETTINGS 5
Biljana Ivanovska, Gzim Xhaferi

THE ENTREPRENEURIAL LEARNING IN NORTH MACEDONIA 12
Ljubica Topuzoska, Mersiha Ismajloska

DIGITALIZATION OF HIGHER EDUCATION IN REPUBLIC OF NORTH MACEDONIA 21
Ahmed Qazimi, Milena Pejchinovska-Stojkovikj

THE PSYCHOMETRIC FEATURES OF THE QUIET EGO SCALE AND THE CONSTRUCT VALIDITY OF THE QUIET EGO..... 39
Ana Đorđević

ATTENTION DEFICIT HYPERACTIVITY DISORDER..... 48
Nikolina Kostadinovska, Marija Ristevska, Biljana Gramatkovski

ENGLISH LANGUAGE STUDENTS' PERCEPTION ON HOMEWORK IN THE REPUBLIC OF KOSOVO'S ELEMENTARY SCHOOLS..... 59
Samir Skenderi, Violeta Janusheva

INTERNET SAFETY AND ATTITUDE OF STUDENTS WORKING ON A COMPUTER IN LOWER SECONDARY SCHOOLS 66
Betim Ismajli, Milena Pejchinovska-Stojkovikj

THE IMPACT OF EXPERIMENT-BASED TEACHING ON LEARNING THE SUBJECT CHEMISTRY IN LOW SECONDARY EDUCATION 82
Fehmi Ramadani, Milena Pejchinovska-Stojkovikj

MEDIEVAL SYMBOLISM, QUALIFICATION, STRUCTURE, ATTRIBUTION, AND ARCHAEOGRAPHIC VIEW OF THE SAINT CLEMENTS WORD FOR PALM SUNDAY 92
Anita Angelevska

CODE-SWITCHING IN ELT CLASSROOMS IN THE REPUBLIC OF KOSOVO..... 99
Ardian Sallauka, Violeta Janusheva

ENGLISH TEACHING JUST GOT AN UPGRADE: HOW AI IS REVOLUTIONIZING TESOL..... 109
Elena Shalevska

"St. Kliment Ohridski" University
Faculty of Education - Bitola

eISSN: 1857-8888
DOI: 10.20544/teacher.25.06

ENGLISH LANGUAGE STUDENTS' PERCEPTION ON HOMEWORK IN THE REPUBLIC OF KOSOVO'S ELEMENTARY SCHOOLS

Samir Skenderi, Violeta Janusheva
University "Sv. Kliment Ohridski", Faculty of Education, Bitola, RNM
svv.skenderi@gmail.com, violetajanuseva@gmail.com

Abstract

Given that much research stresses out the positive homework impact on the students' achievements in learning a foreign language, this study examines the English language elementary students' opinions on homework in order to depict whether the Republic Kosovo's elementary schools emphasize the significant role of homework in the foreign language teaching and learning process. Therefore, qualitative interviews with 30 English language elementary students from the sixth grade are conducted as a method for collecting data. The sample consists of 30 interviews' transcript, and the analysis rests upon coding and the interpretative-inductive approach. The research results show that the elementary education in the Republic of Kosovo recognizes the homework importance and that homework plays a significant role in students' success, i.e. it helps students to learn the lessons better and also allows them to become independent learners.

Key words: homework assignments, students' achievement, elementary school, Republic of Kosovo.

1. Introduction

Homework benefits are one of the most discussed issues in the past few years. There are two main arguments about homework in education and language teaching and learning. One declares that homework act as an obstacle between life and learning outside of school. The other argument declares that homework is seen as an advantage toward success (Coram, 2010). If given proper amount, homework may be one of the most important ways towards the success. Teachers need to find a way in between giving very little homework and over assigning, because the right amount of homework may raise students' interest to complete it and gain knowledge as much as possible. As stated by Janusheva et al. (2018), homework assignments contribute to train students for independent work, active and critical attitude to work and develop a sense of responsibility among students. This gradually leads to the preparation of their self-education.

Homework is considered as a relevant part of the teaching and learning process, which improves students' learning and enriches their capacity in a particular subject. Further, as Costley (2013) points out, homework helps students develop their effective study skills and become independent learners. Some studies even show that there are differences in age when it comes to the importance and the effect of homework on students'achievements. According to Muhlenbruck, Cooper & Lindsay (1999), younger students tend to be more prone and willing to finish their tasks as homework whereas older children and secondary school children tend to laze more in doing homework. However, as stated by Bempechat (2019), too much homework often does not provide the desired effect. Homework is seen to be one of the key elements to help student's attainment, and acts as the bridge between home and school.

Homework is a very good tool to eliminate different obstacles that students run into while dealing with one specific subject or even a specific paper that they might find harder to comprehend. An important aspect related to this issue is that teachers have to be careful not to over assign, because it may cause additional stress on them (Viadero, 2008) and that the right amount of homework has to meet the needs of lessons and the students (Coram, 2010). Furthermore, Boston (2002) sees the homework relevance only in correlation with the teachers' feedback and direction for its improvement, which gradually leads to the preparation of self-education.

The present scrutiny investigates the English language elementary students' opinions on homework in order to get an insight into the homework usage in the English language teaching and learning process in the Republic of Kosovo's educational system. Thus, qualitative interviews with 30 elementary students from the sixth grade are conducted as a method for collecting data. The sample comprises of 30 interviews' transcripts and the analysis includes coding and the interpretative-inductive approach.

One of the main limitations of this probe is that it is conducted only with sixth graders considering that they are not mature enough to give extended and elaborated answers. Still, the present paper gives general picture of the English language elementary students' perception on homework and the role that the homework has in the Republic of Kosovo's educational system.

2. Broader research context

A substantial amount of research highlights the positive homework effects on students' achievements. One of the effects of homework is that it can have an immediate impact on the student's retention and understanding of the material it covers (Cooper 1989). Doyle & Barber (1990) argue that there are various types of homework and that the students' achievements are conditioned by the particular homework type. According to Cooper, Robinson & Patall (2006) and Costley (2013), the homework affects the students' achievements and contributes to the development of independence among students and to the acquirement of work habits. Further, they prove that homework assists in developing higher cognitive processes and in reflection of students' conclusions and that they provide information for the teacher about the acquired knowledge of students, which, on the other side, is the basis for giving useful feedback that guides their learning and contributes to the promotion of their achievements. Furthermore, Darn (2007) claims that homework helps students to increase their understanding and motivation, and develops the students' habits for independent learning and the skills for problem solving. According to Darn (2007), the homework has to be useful for the students, important for learning, interesting and different. It has to take into account the individual styles of students' learning and to be close to the problems in the real life. Christopher (2007/2008) indicates that homework helps students to practice and to improve their achievements. Viadero (2008) also confirms that parents and teachers say homework is very important and it helps their children reach their goal. Homework assignments develop students' research potential to solve problems, encourage creative and critical thinking. Additionally, the importance of homework for the application of students' knowledge and exercising habits necessary for gaining further knowledge (Andrilovikj & Chudina, 1985; Vilotijevikj, 1999; Stevanovikj, 2001; Kamchevska, 2006). Finally, there are many didactic guidelines regarding the homework, as, for ex., the Guidance (2013) prepared from the Bureau for Development of Education in Republic of Macedonia, which stresses that homework assignments should be appropriate to the students' age and reflect their higher cognitive processes. As this document state, it is expected for teachers to give assignments which help students to resolve various

problem situations, verify knowledge practically, encourage students to seek additional literature and to collect information for a variety of projects, etc.

The negative homework effects are also stated. Hayward (2010) reports that students choose whether they complete their homework or not based on the importance of that assignment. He, further, says that the students can feel that it may affect their grade or what their teacher and parents will think of them or whether they are interested in the topic. Costley (2013) also states that homework has some negative effects too. According to him, children can get bored due to repetition of homework. Homework can steal from their free time activities which are also important for their life skills. And sometimes parents get too involved with their children homework which causes pressure and confusion. Furthermore, most studies concluded that homework should not be abolished or be considered as too much work given to the students of different ages in these certain cases, but a certain criterion depending on the subjects they study should be taken into consideration. For example, if a student has 10 to 13 subjects at school, then the amount of homework given to them should be carefully monitored by a supervisor, head teacher or any officially assigned academic staff so they see if the children are given too much homework or they should be given more. According to Coram (2010), the right amount of homework needs to fit the students and the lessons needs.

3. Methodology

This research deals with the English language elementary students' attitudes on homework with the aim to indicate whether the Republic of Kosovo's elementary schools emphasize the significant role of homework in the English language teaching and learning process. Therefore, qualitative interviews with 30 English language students from the sixth grade from the elementary school "Motrat Qiriazi" are conducted, which is acknowledged as a method for collecting data (Holstein & Gubrium, 1995; Kvale, 1996; Silverman, 2000; Berg, 2001; Mason, 2002; Dörnyei, 2005; Richards, 2009; Mann, 2011; Seidman, 2013; Roulstone, 2014). The 30 interviews' transcripts represent the sample, which is in line with the attitudes of Cheek (2008), Yin (2011) and Gentles et al. (2015) that interview transcripts may be used as a sample. Five questions referring to students' thoughts, values, and beliefs are posed, which is in accordance with Patton's (2002) suggestion on questions that should be used in an interview. The interviews' are coded, using the suggestions of Strauss & Corbin (1990) and the analysis rests upon the interpretative-inductive approach used by many (Marshall 1999; Meriam, 2002; Thomas 2006; Creswell 2009; Kahlke 2014; Harding & Whitehead 2016), which does not have a formal methodological frame and stress the inductive thinking which leads to creating idea form the collected data.

4. Results, analysis and discussion

Regarding the first question: How homework helps your language learning?, the answers imply that the students learn a lot from their homework and this is in correlation with Cooper's research (1989) who claims that homework does have an immediate effect on student's learning.

Homework keeps us in line with the language. It does remind us of the upcoming lesson in the next class.

Homework helps us to better understand the lesson.

Homework does help us become more independent.

As for the second question: How homework affects your grade?, the answers suggest that students are aware that doing homework affects their grade and this is in correlation with Hayward (2013) who claim that students complete their homework according to the importance. Obviously, the students consider homework assignment as very relevant for their grades.

I regularly do my homework, which helps me learn the lesson and this will surely lead to a solid grade.

If homework did not affect my grade I would not stress a lot about it.

Answers of the third question: According to you, how often you should be assigned with homework?, reveal that students love to do homework every day, which is in line with Coram (2010), who suggests that students need the right amount of homework and this will lead the student to a much better success. However, these answers are not correlated with Costley (2013) who states that homework takes a lot of students' free time and steal away the time they would want to deal with something that is more interesting for them.

I enjoy doing my homework as that helps me understand better.

Students are more prone to homework assignments which are clear in design, which is in accordance with Doyle & Barber (1990), who claim that the students' achievements depend on the type of homework.

I love clear homework assignments, because I can process them easier.

Some students' answers indicate that homework should be given twice a week. And some of them have uncertainties.

We are sometimes given too much homework, and we are lazy to get started when we know how much homework we have.

Sometimes we do not manage to finish all the assigned homework.

I don't think we need that much homework.

The responses from the fourth question: Do your teacher provide feedback on the homework?, specify the feedback relevance in doing the homework assignments, which is line with Boston (1998). The students do receive feedback on their homework assignments.

I feel much better when I get feedback from the teachers about my homework as that shows that the teachers really check on our homework properly.

Teachers' feedback helps us improve ourselves.

5. Conclusion

The research results show that homework has a generally positive impact on students learning process and understanding the studied subject much better and that the primary educational system in Republic of Kosovo point out to the homework relevance. The results also indicate that students have a positive approach towards the homework, and support the idea that homework makes the lesson easier for them to understand and makes them independent learners. What is really important is that students receive feedback from their teacher and this feedback is helpful to them. According to the results, the best way to make students not worry or laze over homework is to find a way to make the homework much more practical, much less boring and much more entertaining if possible. At the same time, all the schools should really pay good attention on how much homework is one student being given per week and if that seems to be too much then reduce that amount so the students have more time for other activities, are less lazy to do their homework and have some free time for hanging out and socialize.

References

Andrilovikj, V., & Chudina, M. (1984). *Psihologija uchenja i nastave* [Psychology of learning and teaching]. Zagreb: Shkolska knjiga.

Bempechat, J. (2019). The case for (quality) homework: why it improves learning, and how parents can help. *Education Next*, 19(1). *Gale Academic OneFile*, Accessed 14 January 2023, link.gale.com/apps/doc/A566264024/AONE?u=anon~d13d097d&sid=googleScholar&xid=01f2b98b.

Berg, B. L. (1988). *Qualitative research methods for the social sciences*. USA: Allyn & Bacon.

Bureau for Development of Education. (2013). *Upatstvo za nachinot i formata na podgotvuvanje, planiranje, zadavanje, realiziranje i sledenje na domashnite zadachi na uchenicite vo osnovnoto obrazovanie* [Guidance for the manner and form of preparing, planning, giving, realizing and following the home works of the students form the primary education]. Skopje: Bureau for Development of Education.

Boston, C. (2002). The concept of formative assessment. *Practical Assessment, Research, and Evaluation, 8*. Available at https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1118&context=pare.

Cheek, J. (2008). Foucauldian discourse analysis. In Given M. Lisa (ed.), *The Sage encyclopedia of qualitative research methods* (355–357). Thousand Oaks, CA: Sage.

Christopher, S. (2007/2008). Homework: A few practice arrows. *Educational Leadership, 65*(4), 74–75.

Cooper, H. (1989). *Homework.* Longman.

Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research 1987–2003. *Review of Educational Research, 76*(1), 1–62, https://doi.org/10.3102/00346543076001001.

Coram, D. J. (2010). *A three-way assessment.* California: Azusa Pacific University.

Costley, K. C. (2013). *Does Homework Really Improve Achievement?* Arkansas Tech University.

Creswell, J. W. (2009). *Research design: qualitative and quantitative approaches*, 3rd ed. University of Nebraska: Sage.

Darn, S. (2007). Teaching English homework. Retrieved from https://www.teachingenglish.org.uk/article/homework, 15.12.2022.

Dörnyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. Oxford: OUP.

Doyle, M. A. E., & Barber, S. B. (1990). *Homework as a learning experience. What research says to the teacher*. National Education Association, Washington, D. C.

Gentles, J. S., Charles, K., Ploeg, J., & McKibbon, A. (2015). Sampling in qualitative research: insights from an overview of the methods literature. *The Qualitative Report, 20*(11), 1772–1789.

Harding, T., & Whitehead, D. (2016). Analyzing data in qualitative research. In: Schneider, Z. & Whitehead (eds.), *Nursing and midwifery research: methods and appraisal for evidence-based practice*, 5th ed., ch. 8. Elsevier.

Hayward, J. M. (2010). *The effects of homework on student achievement.* Education and Human Development Master's thesis, State University of New York.

Holstein, A. J., & Gubrium, F. J. (1995). *The active interview*. London: Sage.

Janusheva, V., Pejchinovska, M., Talevski D. J., & Merkovska, M. (2018). Homework in function of formative assessment of students' achievements in teaching the Macedonian language in the Republic of Macedonia. *International Journal of Research Studies in Education, 7*(1), 29–39.

Kamchevska, B. (2006). *Razvoj na programi i strategii za avtoindividualizacija na decata* [Development of programs and strategies for auto-individualization of the children]. Skopje

Kahlke, M. R. (2014). Generic qualitative approaches: pitfalls and benefits of methodological mixology. *International journal of qualitative methods 13*(1), 37– 52.

Kvale, S. (1996). *Interview views: an introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.

Lincoln, S. Y., & Guba, Egon. 1985. *Naturalistic Enquiry*. Beverly Hills, CA: Sage.

Mason, J. (2002). *Qualitative researching*, 2nd ed. London: Sage.

Mann, S. (2011). A critical review of qualitative interview in applied linguistics. *Applied Linguistics, 32*(1) 6–24.

Marshall, N. M. (1999). Improving quality in general practice: Qualitative case study of barriers faced by health authorities. *BMJ 319*, 164–167.

Merriam, B. S. (2002). Introduction to qualitative research". In S. B. Merriam & associates (eds.), *Qualitative research in practice: examples for discussion and analysis.* San Francisco, CA: Jossey-Bass.

Patton, Q. M. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications.

Richards, K. (2009). Interviews. In Heigham, J. & Croker, A. R. (eds.), *Qualitative research in applied linguistics: A practical introduction* (182–199). Palgrave: Macmillan.

Roulston, K. (2014). Analyzing interviews. In Uwe Flick (ed.). *The Sage handbook of qualitative data analysis* (297–326). Thousand Oaks, CA: Sage.

Silverman, D. (2000). *Doing qualitative research*. London: Sage Publications.

Seidman, I. (2013). *Interviewing as qualitative research*. New York, NY: Teachers College Press.

Stevanović, M. (2001). *Didaktika*. [Didatics]. Rijeka: Express digitalni tisak.

Strauss, Anselm, & Corbin, M. J. 1990. *Basics of qualitative research: grounded theory procedures and techniques*. Sage publications, inc.

Thomas, R. D. 2006. „A general inductive approach for analyzing qualitative evaluation data". *American journal of evaluation 27* (2), 237–246.

Viadero, D. (2008). *Survey on homework reveals ccceptance, despite some gripes.* Retrieved from https://www.edweek.org/ew/articles/2008/02/20/24homework_ep.h27.html and https://www.taylorfrancis.com/chapters/edit/10.4324/9781315836027-10/conversational-analysis-jack-richards-richard-schmidt, 13.12.2022.

Vilotijević, M. (1999). *Didaktika II* [Didactics II]. Beograd: Nauchna knjiga.

Yin, K. Robrt. 2011. *Qualitative research from start to finish.* The Guilford press.