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THESIS

"INVESTIGATING THE PRACTICE OF THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

FOR LANGUAGES (CEFR) IN TEACHING EFL"

A CASE STUDY ON THE ASSESSMENT OF WRITING IN ENGLISH IN

KOSOVO

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STATEMENT OF ORIGINALITY

This thesis is a presentation of my original research work.

The thesis does not contain material published except as referred to in its content.

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ABSTRACT

Communication is the main goal people learn languages. Therefore, many people have done research on teaching and learning procedures of a second language or whatever foreign language. Generally, methods of learning are consistent and only depend on the difficulty of the language and the type of learner and their abilities for languages. However, with the opportunities of people visiting different places there is the demand for having a standard of knowledge toward specific languages, in our case English language. Between 1993-1996, the European Council came with the idea of CEFR to make an easier and more useful way of utilizing the language across Europe. The CEFR stands for Common European Framework Reference, which is a framework that is being used recently, around the world in order to have specific evidence of peoples' proficiency of a language. It precisely shows to what level of language people belong. It is basically divided into six levels of foreign language proficiency; A1, A2, B1, B2, C1, and C2. Each level has its references of language abilities.

The point of making CEFR successful is by being aware of its usefulness, not only by teachers but by students too. Students and teachers should know their goal, and to achieve that they have to know their language level. Therefore; we want to focus on students' information about CEFR in Britannica LC in Kosovo. By being informed that CEFR is recognized and used there, we wanted to research whether students are informed about CEFR. Our research was also focused on the implementation of CEFR in the writing process and analyzed students' progress through all six levels.

The study was conducted in the centers of "Britannica LC" in Kosovo. There were 12 groups of students, including different ages and background. The groups covered two groups for each level of languages set by CEFR; 2-A1, 2-A2, 2-B1, 2-B2, 2-C1, 2-C2. The research results showed that students weren't informed about the CEFR levels of English. Also, we determined that teachers were familiar with CEFR, and understood CEFR usage and requirements.

Key words: CEFR, students, second language, European Council

PARATHËNIE

Komunikimi është qëllimi kryesor për të mësuar gjuhë. Prandaj shumë njerëz kanë bërë kërkime për procedurat e mësimdhënjes dhe mësimnxënjes së gjuhës së dytë. Në përgjithsi, mënyrat e mësimnxënies janë të njejta por dallojnë në vështirsinë e gjuhës dhe ne tipin e të nxënit dhe aftësitë e tyre për gjuhët. Sidoqoftë, me mundësitë e njerëzve për të vizituar vende të ndryshme, erdhi nevoja të kishte një standart të njohurive për gjuhët specifike, në rastin tonë gjuhë angleze. Në mes viteve 1993-1996, Këshilli Europian erdhi me idenë e CEFR-së, për ta lehtësuar dhe për ta gjetur nje metodë me të përdorshme për përgjithsimin e gjuhëve ne Europë. CEFR qëndron për Kornizen e përbashkët Evropiane te Referencës, e cila është një kornizë që po përdoret së fundmi në botë në mënyrë që të ketë të dhëna specifike për aftësitë e njerëzve për gjuhët. Ajo tregon saktësisht se në cfarë niveli të gjuhës janë nxënësit. Kryesisht ndahet në gjashtë nivele të aftësive për gjuhën e huaj: A1, A2, B1, B2, C1 dhe C2. Secili nivel ka referencat e tij për aftësitë për gjuhën.

Mënyra e të bërit CEFR të suksesshëm, është duke u vetëdijësuar për përdorshmërinë e tij, jo vetëm nga mësimdhënësit por edhe nga studentët. Nxënësit dhe mësimdhënësit duhet të dinë qëllimin e tyre, dhe për t'a arritur atë, ata duhet ta dinë se në cfare niveli të gjuhës janë. Prandaj, ne duam te përqëndrohemi ne informacionet që kanë studentët për CEFR në Britannica LC around Kosovo. Duke qenë të informuar se CEFR-ja njihet dhe përdoret aty, ne donim të bënim një kërkim nëse studentët janë të informuar për të. Hulumtimi jone eshte fokusuar ne implementimin e CEFR-së ne procesin e të shkruarit dhe progresin e nxënësve pergjatë gjashtë niveleve.

Studimi është bërë ne qendrat e Britannica LC në Kosovë. Ishin dymbëdhjetë grupe të studentëve, duke përfshirë mosha dhe kualifikme te ndryshme. Studimi ka përfshirë nga dy grupe për secilin nivel të gjuhës të vendosur nga CEFR; 2-A1, 2-A2, 2-B1, 2-B2, 2-C1 dhe 2-C2. Rezultatet e kërkimit tregojnë që studentët nuk kanë qenë të informuar për nivelet e gjuhës angleze. Ne gjithashtu mund të kuptonim që mësimdhënësit kishin njohuri per CEFR, ata kanë lexuar dhe i është shpjeguar për rëndësinë dhe përdorimin e CEFR .

Fjalët kyce: CEFR, studentët, gjuha e dytë, Këshilli Europian.

ACRONYMS AND ABBREVIATIONS

CEFR- Common European Framework of Reference

EU- European

SL- Second language

EL- English Language

ELTC - English Language Teaching Centre

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Chapter 1

1.0. Introduction

The capacity to communicate successfully in English is fundamental for everyone. Different learners have different levels of language ability but opinions about the English level can be subjective as some skills can be developed better than others. In this context, we need a clear objective way to describe language skills that everyone can agree on. The Common European Framework of Reference for Language abbreviated as CEFR is a structure or guidance of reference to provide a straightforward, coherent and comprehensive basis for the elaboration of language curriculum, the design of teaching and learning materials, and the assessment of foreign language proficiency.

Council of Europe (2001), states that:

> The result of over twenty years of research (during the 1980's and 90's), the *Common European Framework of Reference for Languages: Learning, teaching, assessment* is exactly what its title says: a framework of reference. It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents and is available in 40 languages.

The Common European Framework of Reference for Language (CEFR) provides the skills to break down language learning into six levels which start from A1 level and describes a very basic language level. As a learner you can move up the levels until you reach the advance C2 level. By describing what the learner is able to do in reading, writing, speaking and listening the CEFR will give a specific guideline, where the learner is on each level of language proficiency.

The CEFR was developed by the Council of Europe with extensive support from the University of Cambridge ESOL examinations and it is used by learners, teachers, universities, governments, and employers. The Framework helps us understand the different levels of language proficiency and how learners progress through the levels and how to deal with material which is academic or cognitively demanding.

To guide learners, teachers, and other users within the educational framework, it is essential to learn it, in order to use a language for communication. They should be aware of the information and abilities they need, which enables them to act effectively by using the Framework.

This study explores the understanding of the use of the Common European Framework of Reference for Language Proficiency (CEFR) as a strategy to evaluate students' English proficiency held by EFL teachers and it challenges the writing skills, to understand the level of language, students are in writing. The participants were 87 students; all from the centers of Britannica LC, in Kosovo. The students were of different levels but their age and background were different too. They mostly were high school students from fifteen to eighteen or over twenty but they weren't divided into groups according to their age but according to their English Language skills. Despite this, the upper-intermediate and advanced were mixed groups of students from twenty-one to twenty-eight but there were some students who worked as a teacher, a lawyer, a footballer. From each center of Britannica LC around Kosovo; Gjilan, Prishtina, Peja, and Gjakova we interviewed five (5), teachers. We also had an interview with the main principle of Britannica LC, in Gjilan. The instruments of data collection used in this study are students' questionnaire, teachers' interviews, students' essay analysis and principle's interview. The students' questionnaire was used to identify the students' information and knowledge about CEFR. The teachers' questionnaire challenges the methods and strategies teachers use to teach the English language following CEFR, the interview was also conducted to get input from teachers what can be done in the future. The interview questions were developed based on the results from students' questionnaire responses and the purpose of the interview was to elicit extra information that the questionnaire responses didn't provide.

If the teaching plan uses the appropriate strategies, it will encourage students to communicate effectively, in both; their native languages and in English or other modern international languages. So students can be successful in international operations such as business, management communication, science and technology, law and human rights. This can be key for future development.

The Common European Framework of Reference for Languages (CEF or CEFR) was put together by the Council of Europe as a way of standardizing the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR. (CEF Levels, 2019).

CEFR examine six levels: A1, A2, B1, B2, C1, C2. These are described in the table below:

Council of Europe	Description
A1 - Beginner	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2- Elementary	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1- Intermediate	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2-Upper Intermediate	Can understand the main ideas of complex text on both concrete and

	abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1- Advanced	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2 - Proficiency	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself

Table 1. CEFR main division of levels

This table shows the levels of CEFR when it comes to writing and many schools in Europe use this division to evaluate student writing.

1.1. Purpose of the study

The purpose of the study is to understand the current use of the CEFR among EFL teachers in Kosovo and their perceptions towards the use of the CEFR rating scales to evaluate students' writing. At the same time, it facilitates schools and educational systems for better qualifications. It provides some recent teaching methods that keep the whole class active and

can be used in an inclusive classroom too, despite the language you are learning. This study also aims to investigate the development of writing skills in English language and unlock abilities so the full potential of students can be reached. The research also aims to gather information regarding how familiar teachers are with CEFR requirements, especially the implementation of them in students' writing skills. On the other hand, we were curious to know whether Britannica LC applies CEFR in their teaching.

1.2. Research Aims

The major aims of this research are;
- To investigate the information English teachers and students have about the CEFR.
- To investigate if English teachers in Kosovo use the six levels of the CEFR just as simple scales or they actually know their value.
- To analyze students' progress throughout six levels in the writing process.

1.3. Research Questions

This research aims to answer these questions:
- What is the current knowledge of the CEFR among EFL teachers in Kosovo and what are their perceptions?
- How could the CEFR rating scales be applied to the assessment of Kosovo's students in English writing in Kosovo's private schools of languages?
- Do students in Kosovo make the required progress in writing according to CEFR scales?

1.4. Research Hypotheses

- CEFR requirements for each scale in writing are satisfyingly fulfilled by students in Kosovo's private schools for languages.
- Understanding how CEFR impacts learners' reaching the targets established at the beginning of each level.
- Students' expanded vocabulary affects their writing skills in English.
- Teachers are familiar and use the CEFR scales in writing.

Our research was mainly focused on the progress learners make in writing. Before analyzing learners' papers throughout their learning process, we first had to see if teachers were well informed regarding CEFR requirements at each level. These were the two different pieces of information we needed to know, we had to use different methodologies in order to reach our goal. We had to be very specific and precise with our questions and investigation in order to have reliable results for the study.

1.5. Description of the doctoral thesis organization

Chapter 1: Introduction

This chapter is an introduction of the importance of CEFR in the language teaching and learning process, including the significance of the study and its aims and objectives. It further presents three research questions and four hypotheses.

Chapter 2: Literature Review

This chapter presents some literature review of CEFR. This includes the explanation of what is it, its development, its importance, how it is divided, the guided learning hours per each level, the history of CEFR as well as the role of CEFR in fostering learner improvement of English

Language including the four skills: reading, writing, listening, and speaking. It also presents some recent studies that have been done in the field of CEFR that are similar to our case study.

Chapter 3: Research design and methodology

This chapter mainly deals with the methodology of the study. It describes in detail the methods and procedures of conducting the study. It also provides a detailed explanation of each of the instruments used in order to get the aiming results.

Chapter 4: Pilot study

This chapter presents the pilot study that was completed in order to test the instruments of the study and to see if they could be used effectively to conduct the study. It shows the instruments and their results with the participants who were part of our pilot study.

Chapter 5: Study analysis and results

This chapter presents the results of the main study and gives a detailed discussion. The participants for the main study were students and English teachers from Britannica LC centers in Kosovo. The questionnaire, interviews, and the essay writings were completed and detailed in this chapter and also are shown with tables, percentages and diagrams in order to be clear and understandable.

Chapter 6: Discussion

This chapter presents the results of the main study and discusses them. It also discusses the research questions, research hypothesis and main goals. It discusses and compares the results which allows for different perspectives of conducted results.

Chapter 7: Conclusion

This chapter presents the overall conclusion of all the results obtained from the four research instruments. It also presents the limitations and recommendations of this study.

1.6. Conclusion

As long as CEFR scales provide recognition of language among different countries, we can allow information collected to impact the implementation within educational institutions. From our experience in different high schools, private and public, we could see that students in their English classes weren't divided according to their ability and skills for EL but according to their age. We also realized that there were students who had very good ability of using the EL but there were also students who were very poor at English. Therefore, we considered doing this research which would be very helpful even though we preferred to do our research with the private schools for languages focusing on English. We wanted to have an overview of teachers' and students' information and implementation of CEFR in Kosovo.

Chapter 2

Literature review

2.0. Introduction

The purpose of this chapter is to present a brief history of Common European Framework of Reference for Languages and a review of previous and present literature on the topic of investigating the practice of the Common European Framework of Reference for Languages (CEFR) in teaching EFL. The review is focused on the theoretical framework and the problem statement. The beginning part of the chapter presents a brief history of CEFR, its immediate need of its implementation for society and the application of CEFR around EU. The rest of the chapter reviews the application and benefits of CEFR application intro curriculum.

The literature review for this study is an explanation of the CEFR, and an explanation of the process and need for the study. It also shows different opinions and perspectives of different authors toward the application and usage of CEFR. This chapter provides substantial grounds that will contribute to answer the research questions of the study, to recommend further studies or practices in the field of applying CEFR, informing students and teachers, designing syllabuses and textbooks according to its requirements in order to increase the effectiveness of teaching and learning English Language.

2.1. Development of CEFR

"The "Common European Framework of Reference for languages: learning, teaching, assessment" (CEFR) was developed between 1993 and 1996 by the Council of Europe" (North, 2006). Massive amounts of time and effort has been dedicated towards the CEFR, in order to have more standardized language knowledge across Europe. A standard language pattern was a necessity to assess the knowledge of a language for people that gather in another country and need to communicate, study, work, or research. They all had to meet a standard of understanding one another in order to be successful. There came the need to generalize the

requirements in order for everyone to belong to a specific point and assessing any language deficiency.

According to Sülü, A, Kır, E, (2014, p.358) "The Council of Europe (Council of Europe, 2001) describes the aim of the Common European Framework of Reference for Languages (CEFR or CEF) as promoting transparency and coherence in the learning and teaching of modern languages in Europe."   In this reference tool, language learners' levels are described in six levels: A1 and A2 (Basic Users), B1 and B2 (Independent Users), C1 and C2 (Advanced and Proficient Users). "The CEF provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe" (Morrow.K, 2004, p.77). In the CEF document, each level is described in detail. The description of each level includes competencies needed for effective communication, skills and knowledge related to language learning, competencies, situations and contexts in which communication takes place. "The word European refers to European languages, the CEF has been translated into more than 30 languages, some of which are not European languages, and this has made the CEF accessible to almost everybody in the world" (Sülü, A, Kır, E, 2014, p.358).

Morrow (2004) includes some insights from the CEF users about the applicability of the CEF. Both positive and negative insights are included in her book. Some criticisms from students are about the length and structure of the CEF: points like "overlaps, and never-ending typologies and lists" (p.10). Some criticisms from academics are about its theoretical background. It is argued that the CEF lacks a consistent underlying theory and terminology (Morrow.K, 2004)

Despite the critics, many teachers, teacher trainers and academics who have used the CEF in their teachings such as Keddle, Heyworth, Komorowska, North, Little and Simpson, Huhta and Figueras, Manasseh, and Wall are of the opinion that the CEF is worth the effort (Morrow, 2004). They describe the strengths of the CEF as giving emphasis on what the learners are able to do rather than what they are not able to do, developing learner autonomy and self-assessment, effective incorporation of learning skills and strategies into the CEF, and promoting language through diagnostic assessment.

The CEF has been important for foreign language teaching for many reasons. The Council of Europe (2001) described benefits of the CEF as eliminating the different educational systems in Europe, providing the means for educational administrators, teachers, teacher trainers, course designers etc., providing a comprehensive description of what skills and knowledge language learners have to develop in order to communicate effectively, and enhancing the transparency of syllabuses and courses by providing a common basis for the explicit description of objectives, methods and contents. Heyworth (2004, p.12) also declares the importance of the CEF in his following sentence:"…the CEF provides a comprehensive account of an approach to language education which language teachers, teacher trainers, and academic managers need at least to consider, together with a set of resources which can have practical applications in the planning and delivery of language courses." The Common European Framework of Reference Levels is becoming increasingly important in the organization of language teaching and assessment.

The Common European Framework of References has been produced for different age groups and in different countries and validated by the Council of Europe. The levels have additionally been adopted as a language assessment scale in a wide range of European countries. With civilization and the movements of people all around the world, they needed a consistent form of communicating. People moving from one place to another to learn about other cultures needed a way of communicating. They could use English language that was even an earlier international language but the objective was to categorize people according to their knowledge in specific groups with their peers who belong to the same level of English language. That was possible only by putting something precise in place, so teachers will focus more easily on the targets their students need to achieve.

2.2. What is CEFR?

The CEFR was a result of years of collaboration of Europe's high students covering a diversity of fields of experience. The product of this work is a 250-page volume, embraces the

current understanding of the learning, teaching and assessment of languages. It is a piece of reference and it is clear that the dissemination, adoption and practical application of the ideas will result in a huge endeavor which takes time and an excellent deal of effort from all parties concerned. It is also obvious that its implementation would be greatly facilitated by sharing the workload among the parties with vested interest in language teaching, such as educational planners, designers of national curricula, cities, town, school administrations, publishing houses and textbook writers to the key players in the field, i.e. language teachers. The scales also contain explanation in the cultural context of languages

Despite all the above mentioned items; there was a need of assessing students after completing each level of their course. "Many school certificates awarded for language learning contained statements like "followed a course of English at intermediate level" or "successfully completed a course in Foundation French," whilst others reported "Grade C" or "4.5" or "sehr gut""(North, 2006, n.p.). It generally represents the need for utilizing the knowledge of a specific language across Europe and the need for a general assessment of language knowledge in a wider range of states.

> The CEFR [Common European Framework of reference for languages] has been developed from more than thirty years of work on language teaching, learning, and assessment by the Council of Europe; it has international currency and is available for use in other countries. It defines levels of language proficiency along three broad levels of language performance: Basic, Independent and Proficient. (Vandergrift, L. & Majhanovich, S. 2006, p.2).

However, our study focuses more in the writing scales of CEFR and includes all the work that has been completed with CEFR and we found great references and information provided in the scales. Still, to have good writing competencies students are expected to have a solid knowledge of a language in general. This means that writing capacity is affected by many factors.

2.3. Importance of CEFR

Reading and going deeper into CEFR, I became more interested in this topic. There is something very useful in each aspect of teaching and makes learning process easier when applied properly. Each aspect of teaching process should be prepared and worked on properly and carefully such as; school curricula, text books, teaching process and assessment. On the other hand, learners can access the description of each level and they can monitor their language learning progress which leads to a better self-assessment. Since the aim of CEFR is to simplify planning, teaching, assessing language and it also refers to the language proficiency and ability of the 4 skills, there are no specific requirements of choosing the material. It's up to teachers and students to determine which books or other authentic materials they want to use.

"The overall impression is that the majority of countries have already been trying to implement the CEFR for some time in the development of tests and examinations either for primary and secondary schools or for adult education" Martyniuk and Noijons (2007, p.7). However, in our case in the Kosovar context it's not the same situation as far as the minister of education doesn't implement the CEFR in public schools. Since CEFR is not implemented in public schools there aren't pieces of training that provide teachers with information about it so they might not have any knowledge about what CEFR is and what it stands for.

"The idea that language learners can only benefit from a mutual recognition scheme for qualifications and from a reference system for communication concerning learning objectives and achievements finds wide support. Some examinations and/or tests are already either related to the levels of the CEFR or adjusted to them." W. Martyniuk, J. Noijons (2007, p.7). It is obvious that a deep study has been done in this field, such as not only analyzing the standard of knowledge, learners have to achieve in each level, but also the way they are going to be taught and the way they are going to be tested. So, according to CEFR, everything is well planned and organized.

> Countries also indicate that there is a strong need for the creation of training materials in all areas where the CEFR is used and has been found to be useful – curriculum development, teacher education, elaboration of textbooks, assessment. Such materials could include, for example, a guide on how to develop a CEFR-based curriculum or a training kit for the development of CEFR-based tests. In addition,

CEFR-based tests and benchmarks to illustrate what performances at CEFR-levels entail should be produced. Similarly, banks of test items for language skills at specific levels are required. Finally, it would be helpful to fine-tune the descriptions of certain CEFR-levels and to make them more age-specific. Martyniuk and Noijons (2007, p.8).

This means that extensive amounts of labor and investigation is being allocated in order to widen the CEFR and to alter it. If everything would be consistent and arranged, academics would be trained, and therefore the use of correct textbook would lead to the correct implementation of CEFR. By simplifying, we will develop a more consistent approach by sharing identical materials which would improve the process of achieving goals and assessing for academic purposes.

2.4. CEFR –Levels

The Common European Framework of References for Language, as a generalization scale of the European knowledge of languages, is mainly divided into three major levels, A- basic user, B- independent user and C- Proficient user. These three major divisions are again divided, each of them on two other levels and as a result, we have six levels. From the first one to the last, specify what a learner is supposed to be placed in one of those levels. Each level is named and each level has its goals that learners should achieve in order to belong to that specific level. Furthermore; The CEFR has other specifications too. It specifies the number of hours each learner should attend to achieve each level.

Beyond this, CEFR additionally specifies the amount of words and expressions every learner ought to learn in each level. We tend to apprehend the importance of enriching the vocabulary, particularly once learning a brand new language but the CEFR gives us quantities of words we are expected to know to be classified in the level we belong.

Despite all the specifications, it also has a specific way of creating the syllabuses, setting the goals that teachers should reach and students too. Furthermore; it specifies the way learners should be tested and assessed. Below we can see a table that shows the divisions of the CEFR.

	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
Proficient User	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2: Common Reference Levels: global scale from the Council of EU

2.4.1 Guided learning hours of CEFR

To be more precise, the EU Council came up with specific guided learning hours. It takes nearly 200 supervised study hours for a learner to move up from one level to another. Following the level description, starting from A1 level learners which are considered beginners are supposed to attend 90 to 100 learning hours. Whereas, A2-Elementary students are considered attending 180 to 200 learning hours. The number of hours increases to 350- 400 in B1 pre-intermediate and goes to 500 to 600 for the B2- intermediate level. Concluding to proficient users that include C1- advanced which takes 700 to 800 learning hours and proceeded by proficient students of C2 with 1000 to 1200 learning hours.

The figure below provides the learning hours for each level.
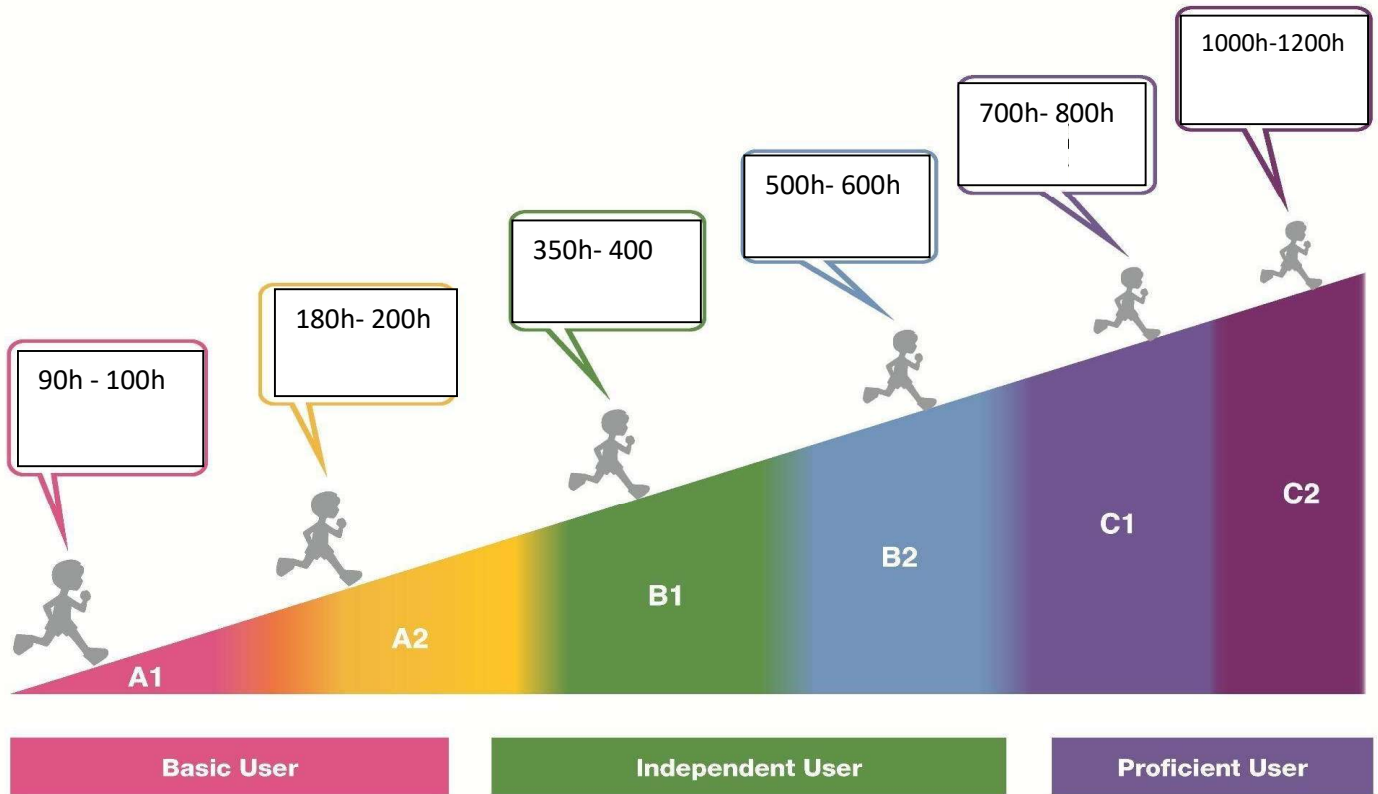
Figure 1. Learning hours per each level of CEFR

2.4.2. CEFR levels and approximate vocabulary size

The EU, when doing the requirements of CEFR, made everything clear and precise, even the amount of vocabulary the learner should know according to the level they belong. In the figure 2 below, despite the division of six basic levels of CEFR, we can see the specific amount of words in accordance to each level. CEFR is extremely precise, that it even separates the type of vocabulary learners are supposed to know, such as; active and passive vocabulary.
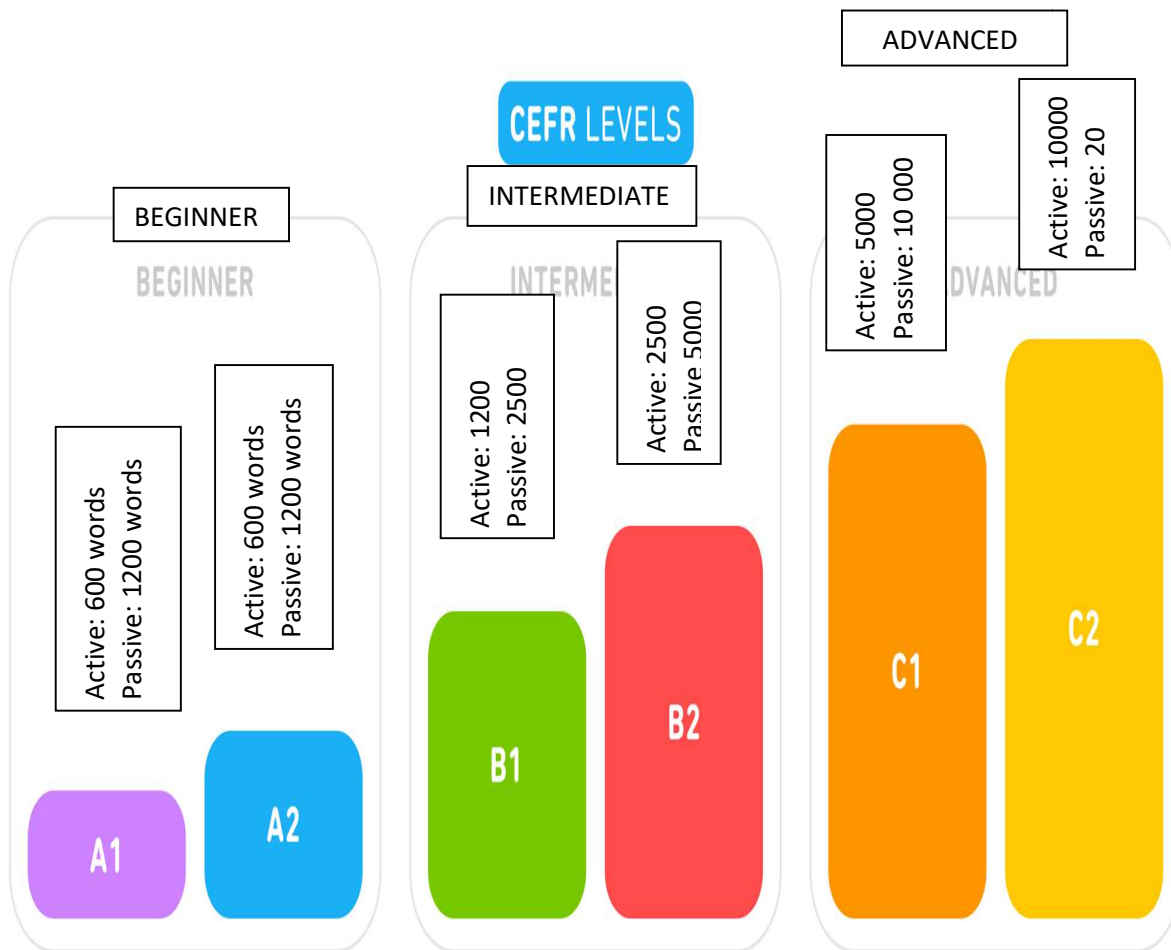
Figure 2. Approximate vocabulary size according to each level

According to Gogoi (2015, nn), "Active vocabulary refers to the productive side of language. It consists of the words one uses confidently because he understands their meanings and usage". This means that the active words that students know enable them with the opportunity of using those words in different contexts and situations. Whereas, Gogoi (2015, nn) stated that "The Passive Vocabulary consists of those words, meaning of which can be understood when they appear in speech or writing of others but which we cannot use in our own speech and writing because we are not fully conversant with them". In passive vocabulary the learner can identify and guess the meaning of the words but he is not able to use them in communication or in writing by himself/herself.

2.4.3. CEFR scales in writing

Our research was mainly focused on students' ability of writing based on the CEFR requirements. We wanted to know their progress through analyzing their papers. However; there are scales in writing that tell us what each learner is capable of writing according to the level they belong. Below, we discussed overall written interaction, overall written production, creative writing scale of CEFR and about reports and essay scales of CEFR. We displayed the tables for each section and explained all of them.

2.4.3.1. Overall written interaction

Written interaction refers to written parts that are used by learners to exchange information between one another. Written interaction scales at the beginning explain that the learner is able to write personal details, short texts and formulate different notes on different topics. Continuing with intermediate level where students are capable of expressing themselves effectively in writing. Whereas, proficiency level students are supposed to be able to express themselves clearly and effectively with flexibility. Below you can find the explanation of written interaction of CEFR.

p. 83	OVERALL WRITTEN INTERACTION
C2	No descriptor available
C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.
B2	Can express news and views effectively in writing, and relate to those of others.
B1	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important
A2	Can write short, simple formulaic notes relating to matters in areas of immediate need.
A1	Can ask for or pass on personal details in written form

Table 3. Overall written interaction scale of CEFR

2.4.3.2. Overall written production

Written production refers to producing written parts based on the learners' capacity of language proficiency. The table below shows that beginner learner is able to produce phrases and sentences linked with simple conjunctions. Whereas; intermediate level students can write texts of different subjects related to their interest using different facts from different sources. Furthermore, the proficient learners are able to write clear and structured texts and can elaborate and support their ideas.

p. 61	OVERALL WRITTEN PRODUCTION
C2	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
B2	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
A2	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
A1	Can write simple isolated phrases and sentences.

Table 4. Overall written production scale of CEFR

2.4.3.3. Creative writing

Creative writing is characterized by expressiveness and originality of one's opinion. At this part, learners are affected by their creativity of their mother tongue. Still, creative is divided into levels based on CEFR scales for creative writing. As beginners, learners can write shortly, about people, events and activities but also about their own experiences. Furthermore,

the intermediate students can be creative, clear and more detailed while describing different fields of interests. Last but not least, proficient learners are able to write clearly, detailed and well-structured imaginary writings.

p. 62	CREATIVE WRITING
C2	Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.
C1	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
B2	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.
	Can write a review of a film, book or play.
B1	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.
	Can write accounts of experiences, describing feelings and reactions in simple connected text.
	Can write a description of an event, a recent trip - real or imagined.
	Can narrate a story.
A2	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.
	Can write very short, basic descriptions of events, past activities and personal experiences.
	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.
	Can write short, simple imaginary biographies and simple poems about people.
A1	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

Table 5. Creative writing scale of CEFR

2.4.3.4. Reports and essays scale of CEFR

Reports and essays are another range of writings. They require more commitment, effort, expanded vocabulary, and creativity. Because of the reasons listed above, according to CEFR, beginner learners have no descriptor available, since it requires wider knowledge of the

target language. Learners who belong to intermediate levels are able to write essays and reports, support their arguments and point out their own opinions. Regarding proficient learners, they are expected to be very good in reports and essays. They are supposed to write appropriately, well-structured work. They are also supposed to give examples, support their ideas and present critical opinions of literary works.

p. 62	REPORTS & ESSAYS
C2	Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.
	Can provide an appropriate and effective logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.
	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
B2	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
	Can evaluate different ideas or solutions to a problem.
	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
	Can synthesise information and arguments from a number of sources.
B1	Can write short, simple essays on topics of interest.
	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.
	Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
A2	No descriptor available
A1	No descriptor available

Table 6. Reports and essays scale of CEFR .

2.5. Challenges in implementation of CEFR

When implementing the CEFR, obviously there would be obstacles. Utilizing CEFR for multiple groups would not be an easy task to implement. There are different aspects where the education system should evolve and adjust in order to adapt the teaching process and make it easier for students and teachers to reach the target. Generally it should start with the fundamentals. From the curriculum which is applied in our region, analyzing if the textbooks are appropriate for students' level, putting them in the levels in which they belong, and then knowing the target and working to achieve it. There are different points in which changes should be taken into consideration. Even the activities and lesson plans should be adapted differently in order to fit the requirements of CEFR. According to Broek and Ende (2013)

> Countries implement and use the CEFR to different degrees, ranging from anchoring the CEFR-related learning outcomes in law to no reference to the CEFR whatsoever. In general it can be concluded that the more the CEFR is implemented and used in policy documents (laws, national curricula), the more the CEFR is used in examination, schoolbooks and teacher training. (p.13).

The problem at this stage is that countries put the CEFR into implementation but they don't have prior trained teachers and trainers to train them. They don't understand the basic rules first; such as analyzing the budget, they can make a positive impact to change the educational system because it is considered to be a very long chain that links students' results and achievements. There are many tools that help students and trainers reach a successful ending. Broek and Ende claim that "Major challenges in the implementation concern firstly, the lack of empirical evidence to establish links between learning outcomes and the CEFR levels and secondly, the ability of MFL teachers to use the CEFR in their lessons as intended."(2013, p.13) This means that even though we now have Modern Foreign Language teachers, they have to have rules to follow in order to concentrate their teaching on the target. The target should be utilized in all European countries in order to have generally the same level of students. At this point, even the teaching methods and the way of examination and assessment should be utilized, which would allow us to have the same equivalent of knowledge in Europe. They

strongly believe that "In general, the CEFR is used in schoolbook development. Whether the CEFR is used, depends to a large extent on whether the CEFR is implemented and used in curriculum development and is mentioned in (legal) guidance material (national curricula)." (p.13). This means that there should be a correlation between all factors in order to implement the CEFR standard. However, the Ministry of Education is entitled to the responsibility of introducing CEFR to teachers and trains them. "Whether teachers know about the CEFR depends on the emphasis placed on the CEFR in curriculum and in teacher training within the country." (Broek and Ende, 2013, p.13)**.** So, there are many points that are supposed to be taken into consideration and should be worked out carefully in order to have a successful implementation of CEFR into the teaching system.

Until now, teachers in Kosovo haven't been trained or instructed on how to reach the target and to fulfill the requirements of the CEFR scale. In our study, we would try to be more precise and specific, with the main focus and attention in writing components, enrichment, guidance and the competencies students earn in our current system of teaching. The challenge that educational systems face is to ensure, as far as possible, that all modes of assessment work together to produce observations and judgments that are as accurate and comparable as possible. The CEFR aims to help describe the proficiency levels of existing standards, tests and examinations in order to facilitate comparisons between different systems of qualification (Council of Europe, 2001). Linking tests to international standards such as the CEFR is a way of establishing criterion referenced validity, which is an essential concern in test development. The Council of Europe (2003) published a manual for relating language examinations to the CEFR. Over the past decade, an outsized quantity of labor has been allocated on establishing the alignment of tests with the CEFR. The majority of studies undertake the systematic stages of learning the language such as: familiarization, specification, standardization, etc.

2.6. Recent studies

There have been three similar studies in my case. These studies were done in different places and different times, resulting in approximately the same topic but different results. The

comparison with this study is going to provide us with the information that the process is working towards a better future by improving the teaching process. This lets us know that the student is the center of attention in today's classes and the reason for these studies. Such as, each teacher aims to make the learning process easier for their students.

2.6.1. Eleonora Maldina, 2015

The reason we chose this study was the relevance of the topic for our study. This study was conducted by Maldina in 2015. The research was conducted in Italy, in a private high school. The name of the topic was *The impact of the Common European Framework of Reference on Foreign language instruction: the case of sociolinguistic and pragmatic competence*. One of the reasons that made the author investigate this topic was the curiosity she had when going deeper into the CEFR rules and guidelines, even though she had superficial information about them. The author wanted to investigate the impact of the guidelines of CEFR on the practitioner's views compared to recommended rules, the pedagogical impact on students, teachers and all the factors of the teaching process. Also, the author was interested to know the way pragmatic was incorporated in the CEFR. This study had three research questions:

"1. How and to what extent is SPC as described in the CEFR reflected in EFL and SFL curricula and syllabi?" (Maldina, 2015, p.7).

"2. Beyond what is stated in the curricula and syllabi, how is SP addressed in the teaching approaches and practices in EFL and SFL language classrooms?" (Maldina, 2015, p.7).

"3. Is SPC systematically assessed / evaluated? If so, does the CEFR have an impact on the assessment tools used?" (Maldina, 2015, p.7).

In order to answer these questions they used three different methods such as classroom, observations, interviews, and document analysis. The author's opinion was that these methods would lead her to a reliable conduction of this research. The research was mainly focused in linguistic (language studies program) and scientific (scientific studies program). According to the author, the results were very interesting and she mentions that The role of the CEFR in EFL is that they use them for the curricula at Liceo Hack, and they adapt the reference of CEFR to

define learners' level of English and to know on what to test them and use them as objectives where they want to focus. They also consider it essential for the cumulative exams such as the external exam and textbook adoption even though they don't directly rely on the document of CEFR. But still, it is mentioned that some textbooks are totally based on the CEFR requirements and while relying on them they prepare students for placement tests and external examinations. (p.79)

Therefore, this means that the study showed that CEFR requirements and guidelines, if followed properly and implemented in the right way will prepare students from one level to another one, will help them improve their language skills toward the expectations and will expand their language ability using the language in the context that CEFR requires.

2.6.2. Ying Zheng, Yanyan Zhang and Youyang Yan, 2016

This is another study that has almost the same topic as ours but the difference is that it was conducted in China. *Investigating the practice of The Common European Framework of Reference for Languages (CEFR) outside Europe: a case study on the assessment of writing in English in China,* is the topic that they made the investigation on. The authors wanted to introduce CEFR to the Chinese teachers and to make them familiar with its usage in Chinese, how to fit and adapt it to their needs of teaching and to their students' needs of learning. They were focused on finding the answers to two research questions:

"What is the current knowledge of the CEFR among Chinese ELT teachers?" (Zheng, Zhang, Yan, 2016, p.9).

"After training and practice, what are Chinese ELT teachers' perceptions of the CEFR?" (Zheng, Zhang, Yan, 2016, p.9).

 The questions were set because their opinion was that the English teachers in China had no information about CEFR, but they were interested to find a concrete answer. Moreover, they were interested in their opinion after being introduced to CEFR, and also their perception of standardized levels of English competencies.

"To what extent do Chinese ELT teachers' ratings of English writing written by Chinese university students agree with the CEFR experts' ratings?" (Zheng, Zhang, Yan, 2016, p.9).

"How could the CEFR rating scales be applied to the assessment of Chinese university students' writing of English?" (Zheng, Zhang, Yan, 2016, p.9).

The second question lets us know that they had their levels of English language but the authors of our case were specified into the writing skills. They were interested to find the differences between level qualifications in China and the CEFR, what do they have in common so they could find an easier way to implement it and make correlations. The authors wanted to find out the way written competencies of learners expand through levels according to Chinese policies and then compare them with CEFR.   The participants of this study were 40 Teachers of English Language and 120 students of Wuhan University in China. All of them were selected randomly in order to have a more reliable conclusion. Before starting the investigating with students, selected teachers were given a questionnaire, in order to show their prior knowledge about CEFR. After that, students were given a topic; "*Technology and education (Online learning vs traditional education)"* (Zheng, Zhang, Yan, 2016, p.9) , and were asked to write about that. It was the teacher's responsibility to check the writings according to Chinese criteria first and then they were required to do the same process but with the CEFR writing scale after they were given the needed information about the CEFR.

Their findings about the first research question demonstrated that the English language teachers in China barely knew anything about the CEFR. There were only a few teachers who knew a little about the differences of evaluation in Europe based on their experience. When being introduced to CEFR, they were asked to make a comparison between two standards, so they could say that there were a lot of differences and they had very little things in common. Some of them claimed that the Chinese government is very strict and it should recognize the CEFR officially in order to implement it.

As a conclusion, they found out that there were no correlation between textbooks used in China and the CEFR requirements. The tests also had no correlations which were used to evaluate Chinese learners. They thought that bringing books from abroad may not fit to the Chinese students' needs. However; they hope that there is still hope in spreading CEFR usage

into Chinese education system. The authors thought the focus should be on teachers' training on CEFR first, then teachers become familiar with it and so they can start setting their goals and requirements of CEFR as the target.

2.6.3. Nurul Farehah Mohamad Uri and Mohd Sallehhudin Abd Aziz, 2017

Another recent study that has been completed in the field of application of CEFR, involves the process of teaching English language, and it is very relevant to our case. The research was completed by two authors; Nurul Farehah Mohamad Uri and Mohd Sallehhudin Abd Aziz. Their research paper's topic was similar to ours, that is why we decided to discuss it in our research and analyze the relevance between two of them.

The research was conducted in Malaysia and the topic of the paper was "*Implementation of CEFR in Malaysia: Teachers' awareness and the Challenges",* and the authors wanted to investigate the information teachers have on CEFR and the challenges they encounter in its implementation.

Firstly they explained the idea of CEFR, its application and usability. The process of spreading CEFR throughout Europe is very similar to how it was spread in Malaysia. They were mainly focused on finding the answers to their research questions, which were two, stated at the beginning of the study.

"1. What are the teachers and Ministry of Education officials' views on the adoption of CEFR onto the Form 5 English syllabus and assessment? "(Uri, Aziz, 2017, p. 171).

"2. What are the challenges encountered by these stakeholders in the process of adopting CEFR?" (Uri, Aziz, 2017, p. 171).

In order to answer the above research questions, the authors used three instruments such as; a questionnaire with teachers which was constructed with opened and closed questions, the other instrument they used in this research was a semi-structured interview with the insight people of Ministry of Education and also the third instrument was the individual interview with the secretariat officer of the English Language Teaching Centre (ELTC). The

questions of the semi-structured interview were divided into three sections, the first section contained questions about participants' background, the second part asked questions about their point of view of CEFR and the last section had questions related to the possible challenges they may encounter.

Much of the research we discovered displays similarities to our study, the teacher participants in Uri and Aziz's study as in our study, agreed on needing extra trainings on implementation of CEFR but according to the semi-structured interview with the secretariat of ELTC, says that teachers have been provided with a training in order to be informed about CEFR and its six division of levels but that didn't require the teacher to assess their students based on that framework. Furthermore, teachers agreed that the implementation of CEFR would promote students' ability to compete against students abroad. They also agreed that the implementation of CEFR should also be in the syllabus and in the assessment procedure too. The Ministry of Education revealed their intention was to improve the level of English language in the Malaysian schools.

The research concluded that there should be major changes in order to implement CEFR in the teaching system of Malaysia. They agreed that there should be a lot of effort firstly, to introduce CEFR to teachers through trainings and workshops that were required even from teachers. They think that the implementation of CEFR, will improve learners' competences in fitting to better learning in the future.

Chapter three

Research design and methodology

3.0. Introduction

This chapter explains all the steps of the study. In this chapter, we explained all of the instruments as well as methods and procedures of our investigation. We described the quantity of the participants, their background and interest, the number of questions they answered and the amount of time they had and every detail that was considered important. It gives a clear description of the work that has been done toward the end of the study.

3.1. Methods

This study included research that used three different methods such as analyzing written papers, interviews, and questionnaires. The students' whose papers were analyzed were the ones that started their learning process from the first level; we planned to choose groups of learners who belong to different ages because this is how the groups of adults are formed in Britannica LC. However; in such case, we could have an alternative perspective which could analyze if various ages of learners learn more efficiently, show more interest, or worked harder too. For this reason, this was not a simple analysis; it showed a lot of elements of English Learning that help teachers of English language focus more and help learners learn easier. Students, whose papers were analyzed, were informed from the beginning that a research was being done on their papers. The process of analyzing was planned to be done according to Common European Framework of Reference for Languages, we referred to the tips that were given according to each scale and analyzed if the progress of the learners in our study on, was in accordance to the progress that CEFR requires.

We also wanted to know if teachers of English Language in Kosovo are informed about the Common European Framework of Reference for Languages, or they just cover the material they are supposed to cover and consider that the learner has reached the requirements of the

CEFR. We were interested to know if teachers knew about the specifics that each level of CEFR has and where they are supposed to focus. This was something we consider very important since they are as leading tips that help teachers teach their students properly in accordance to the European requirements. This all was done in order to help learners limit the amount of problems they face in cases such as applying somewhere abroad their country and actually this is the aim of CEFR, to generalize the goals and the requirements of each level. These were considered essential elements for teachers to know because if they have a target, they seek to reach together with their students. This makes successful teachers and learners too.

After we finished the above mentioned methods, what we considered reasonable to do, was to interview the teachers about their students. Teachers knew better their students and this helped us a lot to have a more reliable study. They saw their progress from another perspective that we were able to see, and it was a good helping hand. Also, for doing this interview, we planned to prepare teachers at the very beginning; by telling them the goals we wanted them to reach, of course in accordance to CEFR requirements. That was a very helpful way for us in getting the information we needed by the end of our study.

3.2. Procedure

All the procedures; analyzing, completing questionnaires and the interviews were completed in different time. The questionnaires with students was done at the very beginning, after they finished and after we analyzed the answers of the questionnaires, we gave them the goals and the target we wanted to reach in accordance to CEFR. After we were done with the questionnaires, the papers of students were analyzed carefully, students were given topics parallel to their level of knowledge, they had the specific number of words that they were supposed to use and everything else that we consider important for them to know. About the third method of gathering information, we consider the interviews. They gave as relevant data which showed their perspective of learners' progress and also showed the knowledge and approach teachers have toward CEFR. Their interview was structured but they still had the opportunity to tell us anything else that they considered important and wanted to share with

us. It was hoped that the results of the study would be very reliable so we can share them to different schools of languages, this for the reason of informing teachers about the CEFR standards in accordance to each level. Through this information they can put their targets and work on them. The good sides of this are always the students' results. They are in the same level compared to any other student from Europe and they will know their strengths and weaknesses and where to focus more and work harder. Moreover; even the schools of English Language will have the same standard for each level and things will be easier even for students.

3.3. Research Aims

The major aims of this research are;

- To investigate the information English teachers and students have about the CEFR
- To investigate if English teachers in Kosovo use the six levels of the CEFR just as simple scales or they know their value.
- To analyze students' progress throughout six levels in the writing process.

3.4. Research Questions

This research aims to answer these questions:

- What is the current knowledge of the CEFR among EFL teachers in Kosovo and what are they perceptions?
- How could the CEFR rating scales be applied to the assessment of Kosovo's students in English writing in Kosovo's private schools of languages?
- Do students in Kosovo make the required progress in writing according to CEFR scales?

3.5. Research Hypotheses

- CEFR requirements for each scale in writing are satisfyingly fulfilled by students in Kosovo's private schools for languages.
- Comprehending of CEFR impacts learners' reaching the targets put at the beginning of each level.
- Students' expanded vocabulary affects their writing skills in English.
- Teachers are familiar and use the CEFR scales in writing.

Our research was mainly focused on the progress learners make in writing. Before observing and analyzing learners' papers throughout their learning process, we first had to see if teachers were well informed regarding the CEFR requirements of each level. This firstly required another method of obtaining the information which could allow us to analyze students' progress. Because these are two different pieces of information that we needed to know, we had to use different methodologies in order to achieve our goal. We had to be very specific and precise with our questions and investigation in order to have reliable results of the study.

3.6. Participants

The participants of this study were learners of a private school for languages in four different cities in Kosovo; Gjilan, Prishtinë, Pejë and Gjakovë. Generally we choose twelve groups with at least 15 learners each. And we conducted our research from one level to the other one in order to see from a learner perspective their progress in the writing process of English Language. Participants of the study were firstly informed that their papers will be analyzed and a study will be conducted throughout the process of their learning of English Language. The age of the participants was different since they are groups of different students that will start their learning of English Language from the first level. They had different occupations such as, teachers, lawyers, businessmen, students, so they belonged to different

backgrounds but they had the same goal of learning English language and they belonged to the same level of English.

On the other hand, we gave a questionnaire to some English teachers that we picked randomly. In each center of Britannica, we picked five teachers. That questionnaire was intended to figure out the information English teachers in Kosovo have about CEFR, that questionnaire gave us information about the way they heard of CEFR, if they already knew anything about it, what did they know, what did they want to know and were interested to know.

The teachers belonged to different ages and were teachers who taught different ages. The students, participants, and teachers that answered the questionnaire were all Albanians even though we didn't want to make such distinctions, was the case that there were no native teachers who worked there and there were no students with other nationalities that attended the course, otherwise we wouldn't make exceptions, we would have them as part of our study.

3.7. Detailed description of the instruments

In order to conduct this research there were 3 research instruments such as; Teachers' and the main principal's interview, Students' questionnaire and the third instrument is document analysis. We considered them all very useful and helpful in our case. We intended to gather very important, helpful and useful results for our English language teaching system. Our main goal was to know how much CEFR is spread among English teachers here, so we would realize whether we can rely on the certificates students get when they finish particular levels. The concern is not about students earning diplomas but do they present students' level of English according to the specifications required or they are only written on the certificate. This is considered to be very important to be applied since it would enable students from Kosovo to have the same level of proficiency according to the level they are certified.

3.7.1. Instrument one- Students' questionnaire

The first instrument of our research was students' questionnaire. It was a questionnaire that was given to students of different levels. It contained 17 questions and they were given multiple choices to circle. All the questions in the questionnaire were translated so they didn't have problems understanding them. They had as much time as they needed in order to complete the questionnaire, so they could concentrate and reflect on their knowledge of CEFR. Our intention was to have reliable answers that would help our research and would help us get real and reliable results. We considered it very useful to see how much students are informed about CEFR and the level they will go through when learning another language.

3.7.2. Instrument two - Teachers' interview

The second instrument that was used in our research is the teachers' interview. It was done with 20 teachers of a private institution for languages; Britannica LC. The school has four centers around Kosovo; Gjilan, Prishtinë, Pejë and Mitrovicë. The interview contained 16 questions and all of them were related to teachers' prior knowledge of CEFR, their opinion on its implementation, and some other questions related to its application especially in writing process and progress. Teachers took as much time as they needed to answer the questions and they weren't required to give their names so the survey was anonymous. This interview gave us an opinion on teachers' knowledge and opinion on CEFR.

3.7.3. Instrument three- Principal's interview

Our intention was to gather as much information we could in the application of CEFR in the teaching and assessing process in Britannica LC's centers around Kosovo. This was the reason that made as conduct a semi-structured interview with the principal of the school. It was

made as a normal conversation but that was very fruitful, charged our study with useful and meaningful information. The principal provided us information that weren't in our question's list but that were important for us to know.

3.7.4 Instrument four- Students' essays

The other instrument we used in our research was document analysis. We asked students from the four levels to write two essays for each of them. The reason we didn't asks A1 and A2 levels to write essays was directly related to CEFR there are no records that students who belong to these two levels are able to write essays. All the students had the same topic for the first essay, than the same topic for the second one too. They had fifty minutes to write about the topic and they also had one thousand words as limit number. We used those essays to analyze them, to see the achievements of students in each level, to see their progress through the level and compare their abilities to write according to each of the level requirements in accordance with CEFR specifications in students' writing skills.

3.8. Conclusion

The above mentioned instruments are explained in a detailed way, their realization and the way we led our study in collecting necessary data. The detailed description of the procedures and the materials engaged in the collection of data and the organizing was explained. Whereas, the next chapter will discuss in detail the data analyses and its findings through appropriate table and charts.

Chapter four

Pilot Study

4.0. Introduction

The pilot study was done for the sake of testing the research instruments. The pilot study is essential when doing research, it shows the way we chose to do the research, the methodology, and instruments will be effective or not. As a sample, we had a small number of participants in order to test the instruments we planned to use. It was a procedure that helped us a lot since we could figure out the changes we had to do in our questionnaire in order to have better and more reliable results.

4.1. Pilot study analysis and results

This chapter shows the results of the instruments used for pilot study, done with some teachers and students. The instruments that have been used were teachers' interview and students' questionnaire. In these two instruments we prepared some questions in order to see if the instruments would be reliable or not. In order to test the reliability of the instruments for the main study, we carried out the pilot study with 18 students of different levels, from A1 to C2. Students had their questions translated into Albanian language so they wouldn't encounter difficulties understanding them and that helped us have their clear ideas and opinions about our research. The questionnaire was constructed with closed questions, using the Likert Scale Strongly disagree, Disagree, Neutral, Agree, or Strongly agree. There were no open questions for students and they had eight questions that they had to answer. Despite this, there were four English language teachers who were interviewed about CEFR. They were asked to freely answer the questions related to our thesis with the knowledge they had about it. The pilot was carried out in February, 2019 and lasted for about one month. The participants of this pilot study were eighteen students and four English Language teachers from Britannica LC- a private school for languages. After getting the results from these two instruments, it took us one week to analyze the all the data collections and the results.

4.2. Results and discussion of the pilot study from the Students' questionnaire and Teachers' interview

Results from students' questionnaire bring us interesting results. They indicate that Common European Framework of Reference is not something students know a lot. We have a very well spread percentage in each question they were asked to complete. It is realized that it's not that students are not informed for the CEFR but they are mostly informed by the institution they learn or the teacher. A great percentage also shows that they are informed about the importance of CEFR in language teaching and learning. The most important information we found out is that most of the students were tested and divided into levels they belong. Moreover the teachers' interview gives us another perspective of CEFR perceptions and understanding from teachers. It is shown that they are informed about it to a certain extent.

4.3. Results from the students' questionnaire

The results obtained from the student questionnaire are presented in figures and explained in detail.
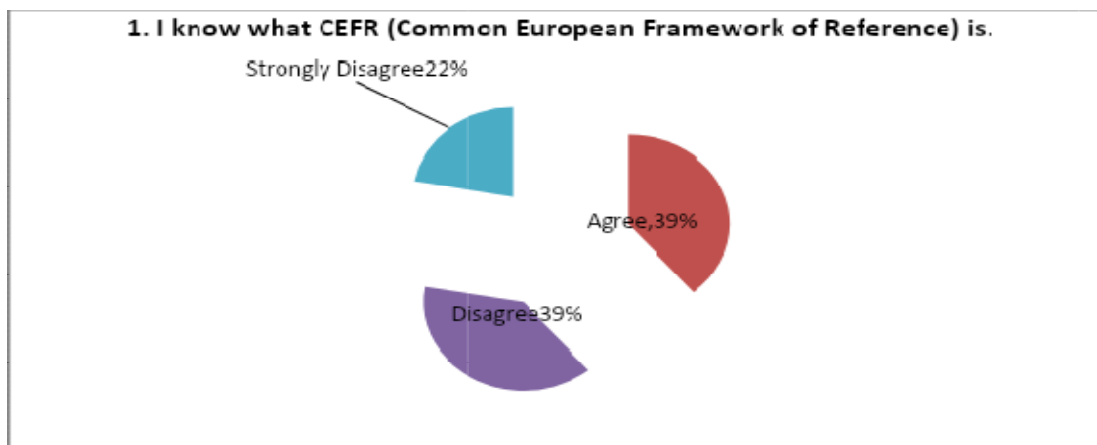
Figure 3. Students' questionnaire, question 1.
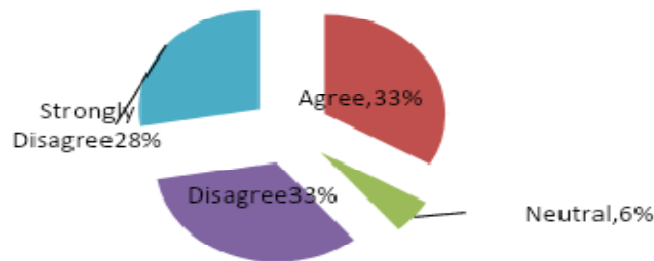
Figure 4. Students' questionnaire, question 2.

As it is shown in picture number one, for statement **1' I know what CEFR (Common European Framework of Reference),** there was no one who strongly agreed, and **39%** agreed, no one was neutral, **39%** disagreed and **22%** of the participants strongly disagreed. They also had a well spread percentage about the second statement, a greater percentage were negative about the second statement, **2' I have been explained by my teacher how CEFR levels work,** there were no students who disagreed, **33%** agreed, only **7%** of students answers were neutral. On the other hand there were **33%** of participants who disagreed with this statement and **27%** of them who strongly disagreed.
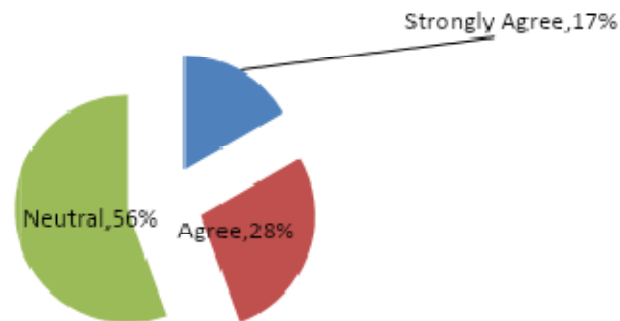
Figure 5. Students' questionnaire, question 3.
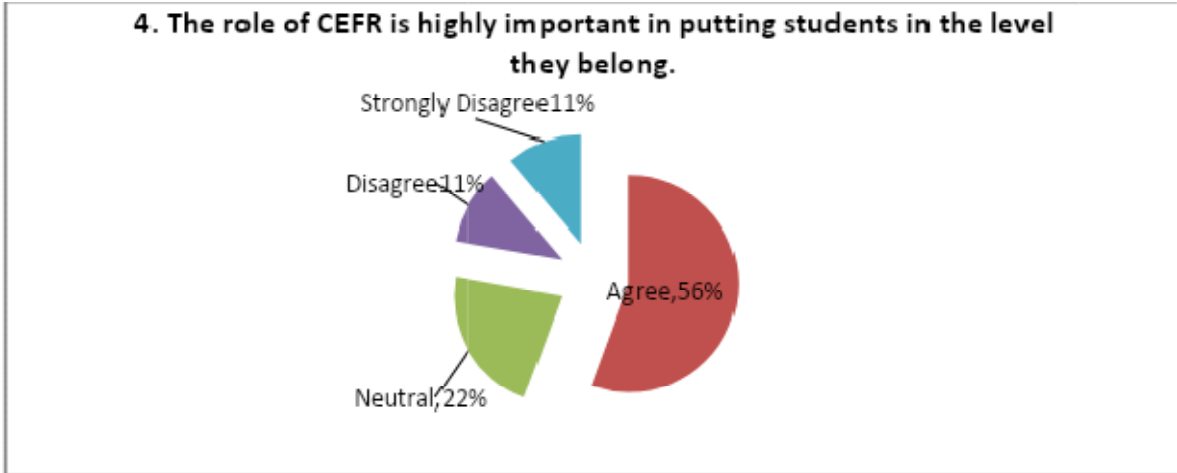
Figure 6. Students' questionnaire, question 4

Additionally, for the statement **3' I have been informed the importance of being divided into groups according to our knowledge of the language**, **17** was the percentage of participants who strongly agreed, **27%** agreed on this statement but the majority of students who participated in the research, **56%** were neutral and no one disagreed and strongly disagreed about this statement. When going in the fourth statement of the questionnaire, **4' The role of CEFR is highly important in putting students in the level they belong**, no one strongly agreed on this, **56%** agreed, **22%** of the participants were neutral and about disagreeing and strongly disagreeing they circled **11%** each.
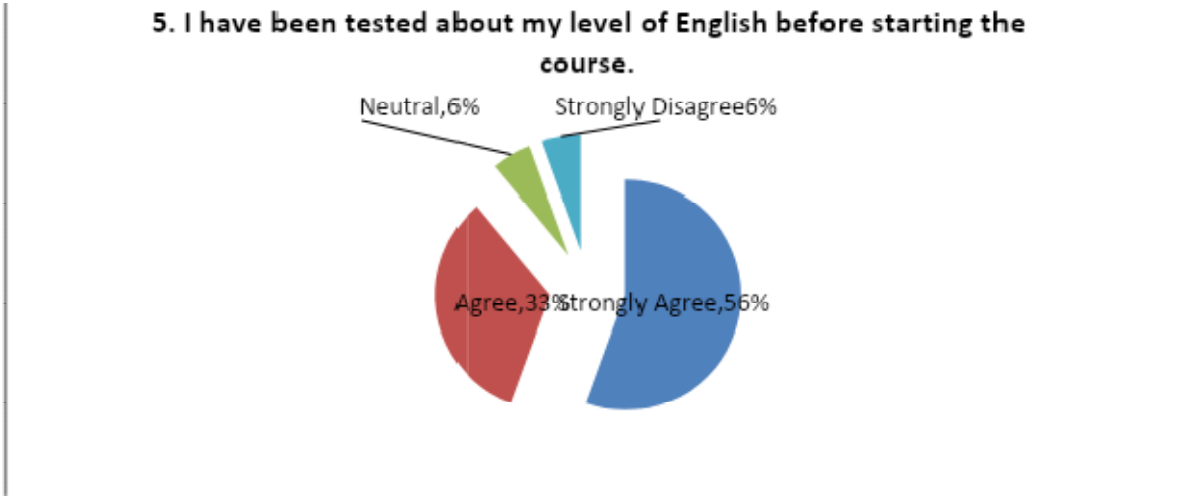
Figure 7. Students' questionnaire, question 5.

6. I think I belong to the level I'm in.

Agree,33%
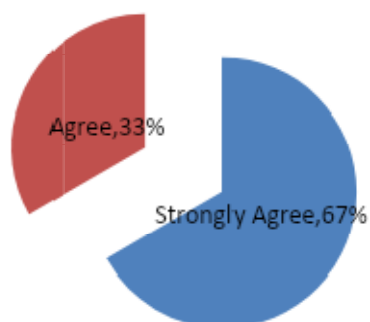
Strongly Agree,67%

Figure 8. Students' questionnaire, question 6.

5' I have been tested about my level of English before starting the course is the fifth question of students' questionnaire, **56%** of students strongly agreed and **30%** agreed on this statement. **7%** of the participants were neutral, no one disagreed and **7%** strongly disagreed on this. This question has a positive result as more than half strongly agreed and also a great percentage agreed on this. About statement number **6' I think I belong to the level I'm in**, **67%** of the participants strongly agreed and **33%** agreed on this statement whereas no one was neutral, disagreed or strongly disagreed about this statement.

7. Me and my classmates have approximately the same knowledge of English language.

Strongly Disagree17%   Strongly Agree,11%

Disagree11%

Neutral;17%

Agree,44%
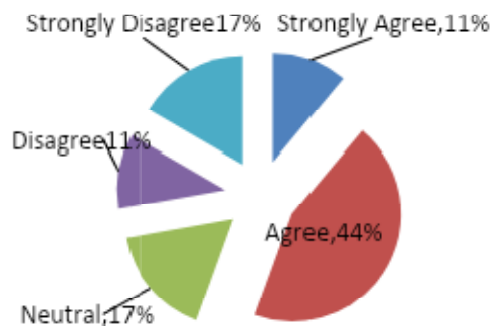
Figure 9. Students' questionnaire, question 7.

8. I've been asked by my teacher to express myself clearly relating to a specific topic.

Neutral, 6% Disagree 6%
Strongly Agree, 33%
Agree, 56%
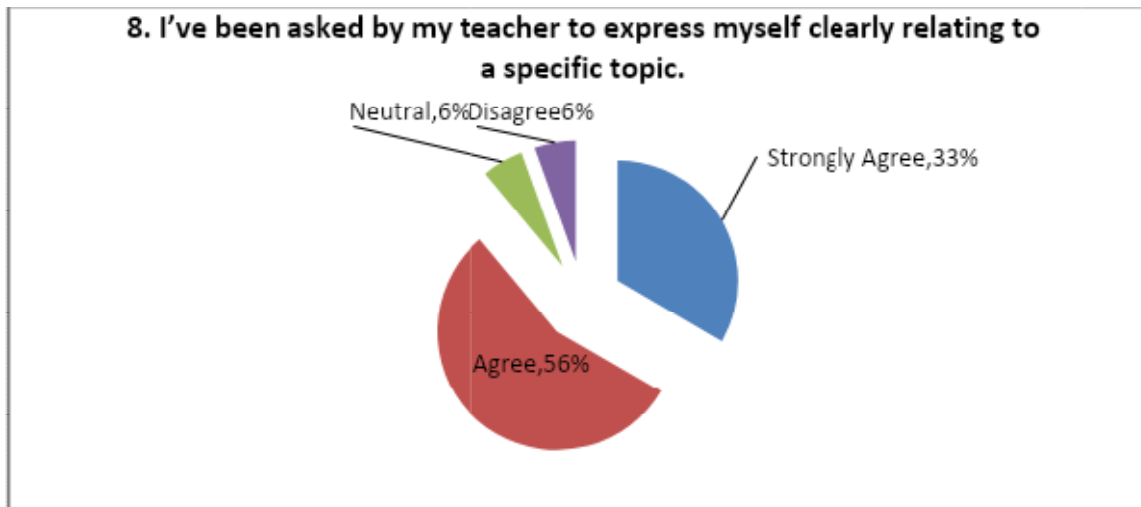
Figure 10. Students' questionnaire, question 8.

Regarding to question **7' Me and my classmates have approximately the same knowledge of English language, 11%** of students strongly agreed on this, **44%** agreed, **17%** of the students were neutral about this statement, **11%** disagreed and **17%** of participants strongly disagreed on sharing the same knowledge with their group mates. About the last statement of the pilot study **8' I've been asked by my teacher to express myself in writing clearly relating to a specific topic, 30%** strongly agreed on this, **56%** agreed, **7%** were neutral and another **7%** disagreed where there was no one who strongly disagreed about this.

So, we mainly have positive results regarding students' questionnaire based on what students expressed. They even had their questions translated in Albanian so we didn't have any lack of misunderstanding the questionnaire.

As it has been shown, the role of CEFR is highly important in developing learners' ability, competence and proficiency of English language. The gathered data shows that a great percentage of learners are informed about CEFR, and a number of them were neutral about being explained about CEFR and its importance. It is also evident that students are divided and put together into groups according to their level of knowledge about English language this because of students' declaring that they undergo a test before starting the learning process of English language.

Another important finding of this study is that all the students believe and consider that

they belong to the level they are in. This is considered to be very important since they feel comfortable inside the teaching environment and the learning process becomes funnier and more interesting.

In addition, this study shows that students mostly agree that they share the same knowledge of English language with some exceptions that might be in some groups. But to know this, teachers are supposed to give space for learners to express themselves and that is and this is very well shown in this study when students declared that their teacher asked them to express themselves clearly related to specific topics.

4.4. Results from the teachers' interview

In our pilot study there were four teachers who participated in the interview made for them in order to get information about their knowledge and application of CEFR by them and in the institution they teach. They were asked different questions regarding their knowledge of CEFR, the implementation, its application in improving students' writing skills, etc.

4.4.1. Teachers' Interview

In our pilot study, we interviewed teachers just to give us an idea of the reliability of our instrument to conduct the main study. The conducted interview had eight questions regarding information English teachers have in CEFR. We could analyze them and came up with interesting results, even though they worked in the same institution, they don't share the same opinion on CEFR implementation and the same information about it.

The following are some excerpts from teacher's interviews.
R=Researcher
P=Participant

R: As a language teacher what do you know about the CEFR? (Common European Framework of Reference).

P1: The Common European Framework of Reference describes what language learners can do at different stages of their learning. As a language teacher I find it really helpful and essential in identifying students' level and teach them according to their language needs. It means that it provides a description of what skills and knowledge language learners have to develop in order to learn a language effectively.

P2: CEFR is a guideline which is used to describe foreign language ability. The language is described on some scales from A1 which is beginner to C2 advanced.

P3: CEFR is the most well-known way to determine students' skills in a language

R: How did you find out about CEFR and what sources were you offered to learn about it?

P1: I found out about CEFR at the time when I started working at an English language course called Britannica LC. It was a sample in a paper which showed the stages of six broad levels of ability, from the lowest to the highest.

P2: I found out about CEFR on my studies. I had a subject where we had to analyze the scales of CEFR.

P3: Internet resources as standardized measures

R: Do you test your students before deciding to which level you put them?

P1: I always test my students in order to find their levels of proficiency and allow learners' progress to be measured at each stage of learning.

P2: Yes, we prepare language tests for all students to find out their level of language.

P3: Yes, our school tries to apply it because we consider it useful in teaching and helpful for students in learning English language in our school.

R: What skills does the CEFR cover?

P1: The CEFR covers reading, writing, listening and speaking skills.

P2: CEFR covers the four skills: speaking, writing, listening and reading.

P3: CEFR covers various linguistic skills: writing, listening, speaking and reading.

R: Do you take the issues stated in this reference tool into consideration in teaching?

P1: As mentioned previously about the importance of this reference tool I always take it into consideration in my teaching classes at the beginning of a new group of students.

P2: I try, even though sometimes it is difficult. There are many instructions in the reference tool that sometimes it's difficult to apply them considering the group we're teaching.

P3: Sometimes

R: What do you think about the applicability of the CEFR in the institution you teach?

P1: The CEFR is highly applicable in the institution where I teach, being as a very significant tool which provides a great success making the institution very successful based on the results that students get at the end of each level.

P2: We test students on their level of English before they get registered and during the course they take several tests on the material they are learning which is in accordance of CEFR scales.

P3: Using the CEFR as a teacher has important benefits in that it gives us a much clearer picture of what students at a given level are capable of.

R: Have you read the Common European Framework of Reference? What do you think about it?

P1: I have read something general on internet but not precisely the official Common European Framework of Reference. I think that if it is used properly in the way it is recommended, it is very

useful and helpful.

P2: No, haven't read it.

P3: Yes, I've recently read. CEFR is important because it is very widely used internationally and with six levels within the CEFR, language learners can easily work out their ability at speaking, reading, writing and understanding a language.

R: Do you think that CEFR should have a place in teaching education?

P1: I do really think that this reference tool should be used in every teaching institution both public and private because without using this tool it would be impossible to find students' level of proficiency.

P2: There are a lot of benefits of using CEFR as a teacher because it gives you a clearer picture of what learners at a certain level are capable of, and the most important would be very useful for planning a curriculum.

P3: Yes, I do

4.5. Conclusion

Regarding the teachers' interview used in the pilot study, conducted with three teachers of the private institution Britannica LC, we can realize that even though they all work in the same institution, they generally have different points of view on CEFR. The reason for this I think is the way they have been informed about CEFR since none of them shared the same opinion on getting to know about it in the same way they colleagues did.

Furthermore, it is important that they are informed what it, its purpose of use, generally its way of applying it in the teaching system. This gives us hope that they do apply CEFR in their teaching and our students might learn in the same way European students do. These things are considered to be very important when learning a new language, because depending on the types of learners, we should adapt the methodology, the environment and everything else.

CEFR seems to be applicable in the institution we made our pilot study, maybe not in a

very satisfying level but at least they know something about it. Their students are generally divided into groups based on their level of knowledge. So, it can be considered that more improvement can be done but still is not that things haven't moved forward to a better change.

Chapter five

Study analysis and results

5.0. Introduction

The main focus of this chapter is to present the findings obtained from the research by setting out the results of the instruments that were used in order to gather the necessary information. We were interested in finding the most suitable ways in order to reach our target. We were mainly focused to find out if CEFR requirements are known to Britannica LC staff, to their students and teachers, very important keys in teaching and learning English Language.

5.1. Main study

This chapter shows the results of the research instruments for the main study. The following parts present the instruments used in the main study such as the students' questionnaire, teachers' interview, principal's semi-structured interview, students' essays and a detailed explanation and analysis of the results.

The first instrument (i.e. the students' questionnaire) asks students questions about all the information and knowledge they have about CEFR. It consisted of 17 questions and was all formulated with closed questions. The purpose of it was to find out some essential general information regarding student's approach toward CEFR, especially its implementation by their teachers in the writing part.

The second instrument (i.e. the teachers' interview) asks the teachers' questions for the purpose of finding out more information related to the knowledge teachers have about CEFR, if they implement them in their teaching and assessment. The questions for the interview were formulated in the way we thought would give us more useful answers. The purpose of the interview was to find out more information related to their opinions regarding usefulness of CEFR on the improvements of students' writing skills. We also interviewed the main principal of Britannica LC; it was a semi-structured interview that gave us very interesting and useful results.

Finally, the last instrument (i.e. the students' essays) helped us analyze students improvement throughout the level they were being taught. The essays were given to them in the beginning of the level and by the end we wanted to compare the essays and make the differentiations and also analyze students' improvements. Beginner and elementary level students were excluded by being part of this instrument because there are no records in the CEFR scale of writing that they are supposed to reach, this because they are considered not to be able yet to construct essays.

5.2. Results from students' questionnaire

The purpose of this questionnaire was to find out some essential, general information regarding student's approach toward CEFR, the information they have and especially its implementation by their teachers in the writing part. There were 78 students who were part of the questionnaire. The tables below show how each level A1-C2 answered the questionnaire in percentages.

5.2.1. Level A1- students' questionnaire results

Below, we've shown the results in percentages according to students' answers in the students' questionnaire we conducted with level A1 of Britannica LC centers' in Kosovo. Students had the opportunity to choose between five options provided and so we could calculate them and change into percentages.

A1 *Student opinions about CEFR*	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I know what CEFR (Common European Framework of Reference) is.	/	/	/	36%	64%

2. I have been explained by my teacher how CEFR levels work.	/	/	/	27%	73%
3. I have been informed for the importance of being divided into groups according to our knowledge of the language.	/	/	18%	45%	37%
4. The role of CEFR is highly important in putting students in the level they belong.	/	8%	18%	37%	37%
5. I have been tested about my level of English before starting the course.	45%	27%	28%	/	/
6. I think I belong to the level I'm in.	64%	36%	/	/	/
7. I and my classmates have approximately the same knowledge of English language.	/	45%	37%	18%	/
8. I've been asked by my teacher to express my0self clearly relating to a specific topic.	27%	57%	8%	8%	/
9. I've been asked to write letters about different events or experiences.	47%	37%	/	8%	8%
10. I've been asked to write personal letters describing	19%	57%	8%	8%	8%

experiences and impressions.					
11. I've been asked to write short, simple notes and messages relating to different matters not only personal ones.	25%	57%	18%	/	/
12. I can write a very simple personal letter, for example thanking someone for something.	73%	27%	/	/	/
13. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	66%	18%	8%	8%	/
14. I can write e-mails to communicate with people in order to get information of my interest.	18%	27%	39%	8%	8%
15. I am asked to write essays after finishing each chapter.	18%	37%	18%	27%	/
16. I and my colleagues always have the specific number of words we should have in each essay we are asked to write.	8%	8%	27%	57%	/
17. I have been explained what a structured essay looks like.	8%	76%	8%	8%	/

Table 7. A1 students' questionnaire results**.**

The first question of this questionnaire was; **I know what CEFR is,** and regarding groups that belonged to the first level **A1**, there was 0% of Strongly agree, Agree and Neutral whereas 36% of Disagree and 64% of Strongly disagree.

On the second question; **I have been explained by my teacher how CEFR levels work,** 27% of students of **A1** level Disagreed and 73% strongly disagreed.

The results for the statement number three**; I have been informed about the importance of being divided into groups according to our knowledge of the language,** regarding groups that belonged to **A1** level there were 18% who were neutral, 45% disagreed and 37%strongly disagreed.

On the fourth statement**; the role of CEFR is highly important in putting students in the level they belong** 8% of **A1** level students agreed, 18% were neutral, 37% disagreed and 37% strongly disagreed.

Furthermore the results of question five**; I have been tested about my level of English before starting the course**, from students who belonged to **A1** level show that 45%strongly agreed, 27% agreed and 28% were neutral.

Regarding the 6th question; **I think I belong to the level I'm in,** 64% of students of **A1** level strongly agreed and 36% agreed.

On the next question, number seven; **'I and my classmates have approximately the same knowledge of English Language'** students of **A1** level stated their opinions where 45% of them agreed, 37% were neutral and 18% disagreed.

The results for the statement number eight**; I've been asked by my teacher to express myself clearly relating to a specific topic,** regarding student that belonged to **A1** level there were 27% who agreed, 57% agreed, 8% who were neutral and 8% disagreed.

Regarding question nine**; I have been asked to write a letter about different events or experiences** from students who belonged to **A1** level show that 47% strongly agreed 37% agreed, 8% disagreed and 8% strongly disagreed.

Statement number ten, **I've been asked to write personal letters describing**

experiences and impressions, were 19 % of the students that strongly agreed, 57% agreed, 8% were neutral another 8 % disagreed and there were still 8% that strongly disagreed.

Going further with statement eleven **I've been asked to write short, simple notes and messages relating to different matters not only personal ones,** 25% of students strongly agreed on this, 57% agreed and the other 18% were neutral.

Statement twelve, **I can write a very simple personal letter, for example thanking someone for something,** the percentage of **A1** students was divided in two major parts, 73% strongly agreed and 27% agreed.

About statement thirteen, **I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form,** students from **A1** groups, 66% strongly agreed, 18% agreed, 8% were neutral and another 8% disagreed.

Furthermore, statement fourteen, **I can write emails to communicate with people in order to get information of my interest,** regarding students of **A1** groups there were 18% who strongly agreed, 27% agreed, 39% were neutral, 8% disagreed and another 8% that strongly disagreed.

I am asked to write essays after finishing each chapter, was the fifteenth question of the questionnaire were 18% of **A1** groups strongly agreed, 37% agreed, neutral were 18% whereas 27% disagreed with this statement.

Regarding statement sixteen, **I and my colleagues always have the specific number of words we should have in each essay we are asked to write,** only 8% of **A1** students strongly agreed, another 8% agreed, 27% were neutral and 57% was the number of students who disagreed.

The last question of the questionnaire was **I have been explained what a structured essay looks like,** and students who belong to **A1** groups were 8% who strongly agreed, 76% who agreed, 8% that were neutral and another 8% that disagreed.

5.2.2. Level A2 - students' questionnaire results

In this part, we've shown the results in percentages according to students' answers in

the students' questionnaire we conducted with level A2 of Britannica LC centers' in Kosovo. Students had the opportunity to choose between five options provided and so we could calculate them and change into percentages.

A 2 Student opinions about CEFR	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I know what CEFR (Common European Framework of Reference) is.	/	6%	26%	42%	26%
2. I have been explained by my teacher how CEFR levels work.	/	/	31%	51%	18%
3. I have been informed for the importance of being divided into groups according to our knowledge of the language.	17%	40%	11%	26%	6%
4. The role of CEFR is highly important in putting students in the level they belong.	6%	14%	31%	31%	18%
5. I have been tested about my level of English before starting the course.	57%	23%	/	/	/
6. I think I belong to the level I'm in.	63%	37%	/	/	/
7. I and my classmates have approximately the same knowledge of English language.	18%	49%	7%	23%	3%
8. I've been asked by my	37%	39%	18%	6%	/

teacher to express myself clearly relating to a specific topic.					
9. I've been asked to write letters about different events or experiences.	39%	26%	18%	14%	3%
10. I've been asked to write personal letters describing experiences and impressions.	23%	39%	18%	14%	6%
11. I've been asked to write short, simple notes and messages relating to different matters not only personal ones.	19%	49%	26%	6%	/
12. I can write a very simple personal letter, for example thanking someone for something.	63%	34%	3%	/	/
13. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	54%	26%	14%	3%	3%
14. I can write e-mails to communicate with people in order to get information of my interest.	21%	39%	23%	6%	11%
15. I am asked to write essays after finishing each chapter.	27%	31%	31%	11%	/
16. I and my colleagues always	28%	26%	32%	14%	/

have the specific number of words we should have in each essay we are asked to write.					
17. I have been explained what a structured essay looks like.	63%	25%	6%	6%	/

Table 8. A2 students' questionnaire results .

On the first question of this questionnaire; **I know what CEFR is,** the **A2** level groups there were 31% who were neutral, 51% who disagreed and 18% strongly disagreed.

Regarding question number two **I have been explained by my teacher how CEFR levels work,** the results from **A2** level show that 17% strongly agreed, 40% agreed, 11% were neutral, 26% disagreed and 6% strongly disagreed.

Whereas about the third question; **I have been informed for the importance of being divided into groups according to our knowledge of the language,**

Furthermore, regarding question four, **The role of CEFR is highly important in putting students in the level they belong;** students from **A2** level were determined on 6% strongly agree, 14% agree, 31% neutral, 31% disagree and 18% strongly disagree.

The results of question five; **I have been tested about my level of English before starting the course** the evidence from students who belonged to **A2** level show that 57% strongly agreed, and 23% agreed.

On the six[th] question; **I think I belong to the level I'm in,** regarding the **A2** level groups there were 63% who strongly agreed and 37% who agreed.

About question number seven **'I and my classmates have approximately the same knowledge of English Language'** the groups **of A2** level students show that 18% strongly agreed, 49% agreed, 7% were neutral, 23% disagreed and 3% strongly disagreed.

The results for the statement number eight; **I've been asked by my teacher to express myself clearly relating to a specific topic,** results from **A2** level show that 37% strongly agreed, 39% agreed, 18% were neutral and 6% disagreed.

Furthermore, the evidence from students who belonged to **A2** level show that 39% strongly agreed, 26% agreed, 18% were neutral, 14% disagreed and 3% strongly disagreed regarding question nine**; I have been asked to write letter about different events or experiences.**

Statement number ten, **I've been asked to write personal letters describing experiences and impressions,** 23% of **A2** groups of students strongly agreed,39% agreed, 18% were neutral another 14 % disagreed and there were still 6% that strongly disagreed.

Going further with statement eleven **I've been asked to write short, simple notes and messages relating to different matters not only personal ones,** the percentage of **A2** students was as follows, 19% of students strongly agreed on this, 49% agreed, 26% were neutral and the other 6% disagreed.

Statement twelve, **I can write a very simple personal letter, for example thanking someone for something,** the percentage of **A2** students was divided into three major parts, 63% strongly agreed, 34% agreed and 3% were neutral.

About statement thirteen, **I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form,** students from **A2** groups, 54% strongly agreed, 26% agreed, 14% were neutral, 3% disagreed and another 3% strongly disagreed.

Furthermore, statement fourteen, **I can write e-mails to communicate with people in order to get information of my interest,** regarding students of **A2** groups there were 21% who strongly agreed, 39% agreed, 23% were neutral, 6% disagreed and another 11% that strongly disagreed.

I am asked to write essays after finishing each chapter, was the fifteenth question of the questionnaire were 27% of **A2** groups strongly agreed, 31% agreed, neutral were 31% whereas 11% disagreed with this statement.

Regarding statement sixteen, **I and my colleagues always have the specific number of words we should have in each essay we are asked to write,** only 28% of **A2** students strongly agreed, another 26% agreed, 32% were neutral and 14% was the number of students who disagreed.

The last question of the questionnaire was **I have been explained what a structured essay looks like,** and students who belong to **A2** groups were 63% who strongly agreed, 25% who agreed, 6% that were neutral and another 6% that disagreed.

5.2.3. Level B1- students' questionnaire results

Furthermore, we've shown the results in percentages according to students' answers in the students' questionnaire we conducted with level B1 of Britannica LC centers' in Kosovo. Students had the opportunity to choose between five options provided and so we could calculate them and change into percentages.

B1 *Student opinions about CEFR*	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I know what CEFR (Common European Framework of Reference) is.	/	13%	25%	12%	50%
2. I have been explained by my teacher how CEFR levels work.	/	17%	17%	33%	33%
3. I have been informed for the importance of being divided into groups according to our knowledge of the language.	17%	45%	4%	17%	17%
4. The role of CEFR is highly important in putting students in the level they belong.	13%	45%	25%	13%	4%
5. I have been tested about my level of English before starting	60%	40%	/	/	/

the course.					
6. I think I belong to the level I'm in.	66%	21%	13%	/	/
7. I and my classmates have approximately the same knowledge of English language.	13%	66%	13%	8%	/
8. I've been asked by my teacher to express myself clearly relating to a specific topic.	38%	41%	17%	4%	/
9. I've been asked to write letters about different events or experiences.	16%	60%	8%	16%	/
10. I've been asked to write personal letters describing experiences and impressions.	8%	42%	25%	21%	4%
11. I've been asked to write short, simple notes and messages relating to different matters not only personal ones.	19%	44%	7%	11%	19%
12. I can write a very simple personal letter, for example thanking someone for something.	50%	46%	4%	/	/
13. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	63%	29%	4%	4%	/

14. I can write e-mails to communicate with people in order to get information of my interest.	38%	38%	20%	4%	/
15. I am asked to write essays after finishing each chapter.	29%	51%	4%	16%	
16. I and my colleagues always have the specific number of words we should have in each essay we are asked to write.	16%	64%	4%	8%	8%
17. I have been explained what a structured essay looks like.	29%	63%	8%		

Table 9. B1 students' questionnaire results.

The first question of this questionnaire was; **I know what CEFR is,** and regarding students that belonged to the groups of **B1** level who 13% agreed, 25% were Neutral, 12% Disagreed and 50% Strongly disagreed.

On the second question; **I have been explained by my teacher how CEFR levels work,** results from **B1** students show that 17% agreed, 17% were neutral, 33% disagreed and 33% strongly disagreed.

The results for the statement number three**; I have been informed about the importance of being divided into groups according to our knowledge of the language,** results of students of **B1** level present that 17% of them were strongly agreed, 45% agreed, 4% were neutral, 17% disagreed and 17% strongly disagreed.

On the forth statement**; the role of CEFR is highly important in putting students in the level they belong B1** 13%strongly agreed, 45% agreed, 25% were neutral, 13% disagreed and 4% strongly disagreed.

Furthermore the results of question five**; I have been tested about my level of English before starting the course**, from students who belonged to **B1** level 60% strongly agreed and 40% agreed

Regarding the 6th question; **I think I belong to the level I'm in,** 66% of **B1** students strongly agreed, 21% agreed and 13% were neutral.

Moreover the next question, number seven; **'I and my classmates have approximately the same knowledge of English Language'**. 13% of **B2** level students strongly agreed, 66% agreed, 13% neutral and 8% disagreed.

The results for the statement number eight**; I've been asked by my teacher to express myself clearly relating to a specific topic,** results of students of **B1** level present that 38% of them were strongly agreed, 41% agreed, 17% were neutral and 4% disagreed.

Regarding question nine**; I have been asked to write letter about different events or experiences,** results of **B1 groups show that** 16% of students strongly agreed 60% agreed, 8% were neutral and 16% disagreed.

Statement number ten, **I've been asked to write personal letters describing experiences and impressions,** 8% of **B1** groups of students strongly agreed,42% agreed, 25% were neutral another 21 % disagreed and there were still 4% that strongly disagreed.

Going further with statement eleven **I've been asked to write short, simple notes and messages relating to different matters not only personal ones,** the percentage of **B1** students was as follows, 19% of students strongly agreed on this, 44% agreed, 7% were neutral, 11% disagreed and the other 19% strongly disagreed.

Statement twelve, **I can write a very simple personal letter, for example thanking someone for something,** the percentage of **B1** students was divided into three major parts, 50% strongly agreed, 46% agreed and 4% were neutral.

About statement thirteen, **I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form,** students from **B1** groups, 63% strongly agreed, 29% agreed, 4% were neutral, 4% disagreed.

Furthermore, statement fourteen, **I can write e-mails to communicate with people in order to get information of my interest,** regarding students of **B1** groups there were 38% who

strongly agreed, 38% agreed, 20% were neutral, 4% disagreed.

I am asked to write essays after finishing each chapter, was the fifteenth question of the questionnaire were 29% of **B1** groups strongly agreed, 51% agreed, neutral were 4% whereas 16% disagreed with this statement.

Regarding statement sixteen, **I and my colleagues always have the specific number of words we should have in each essay we are asked to write,** only 16% of **B1** students strongly agreed, another 64% agreed, 4% were neutral and 8% was the number of students who disagreed and it was the same 8% that strongly disagreed.

The last question of the questionnaire was **I have been explained what a structured essay looks like,** and students who belong to **B1** groups were 29% who strongly agreed, 63% who agreed and another 8% that were neutral.

5.2.4. Level B2 - students' questionnaire results

Below, we've shown the results in percentages according to students' answers in the students' questionnaire we conducted with level B2 of Britannica LC centers' in Kosovo. Students had the opportunity to choose between five options provided and so we could calculate them and change into percentages.

B2 *Student opinions about CEFR*	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I know what CEFR (Common European Framework of Reference) is.	3%	19%	26%	32%	20%
2. I have been explained by my teacher how CEFR levels work.	3%	13%	21%	43%	20%
3. I have been informed for the importance of being divided into groups according to our	10%	58%	19%	13%	/

knowledge of the language.					
4. The role of CEFR is highly important in putting students in the level they belong.	23%	42%	23%	12%	/
5. I have been tested about my level of English before starting the course.	39%	32%	/	26%	3%
6. I think I belong to the level I'm in.	62%	35%	3%	/	/
7. I and my classmates have approximately the same knowledge of English language.	14%	42%	9%	29%	6%
8. I've been asked by my teacher to express myself clearly relating to a specific topic.	19%	65%	16%	/	/
9. I've been asked to write letters about different events or experiences.	39%	55%	3%	3%	/
10. I've been asked to write personal letters describing experiences and impressions.	29%	29%	29%	13%	/
11. I've been asked to write short, simple notes and messages relating to different matters not only personal ones.	36%	55%	3%	6%	/
12. I can write a very simple personal letter, for example thanking someone for	62%	29%	3%	6%	/

something.					
13. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	65%	35%	/	/	/
14. I can write e-mails to communicate with people in order to get information of my interest.	51%	49%	/	/	/
15. I am asked to write essays after finishing each chapter.	31%	31%	29%	6%	3%
16. I and my colleagues always have the specific number of words we should have in each essay we are asked to write.	35%	44%	12%	9%	/
17. I have been explained what a structured essay looks like.	65%	17%	12%	6%	/

Table 10. B2 students' questionnaire results.

The first question of this questionnaire was; **I know what CEFR is,** and regarding students that belonged to the groups of **B2** level who 3% strongly agreed, 19% agreed 26% were neutral, 32% disagreed and 20% strongly disagreed.

On the second question; **I have been explained by my teacher how CEFR levels work,** results from **B2** groups and 3% of students strongly agreed, 13% agreed, 21% were neutral, 43% disagreed and 20% strongly disagreed.

The results for the statement number three**; I have been informed for the importance of being divided into groups according to our knowledge of the language,** results of students

of **B2** level present that 10% strongly agree, 58% agree, 19% Neutral and 13% disagree.

In the fourth statement**; the role of CEFR is highly important in putting students in the level they belong B2** 23% strongly agreed, 42% agreed, 23% were neutral and 12% disagreed.

Furthermore the results of question five**; I have been tested about my level of English before starting the course**, from students who belonged to **B2** level 39% strongly agreed, 32% agreed, 26% disagreed and 3% strongly agreed.

Regarding the 6th question; **I think I belong to the level I'm in,** 62% of **B2** students strongly agreed, 35% agreed, 3% were neutral.

Moreover the next question, number seven; **'I and my classmates have approximately the same knowledge of English Language'**. 14% of **B2** level students strongly agreed, 42% agreed, 9% were neutral, 29% disagreed and 6% strongly disagreed.

The results for the statement number eight**; I've been asked by my teacher to express myself clearly relating to a specific topic,** regarding student that belonged to **B2**, 19% strongly agree, 65% agree and were 16% Neutral.

Regarding question nine**; I have been asked to write letter about different events or experiences** from students who belonged to **B2** level show 39% strongly agreed, 55% agreed, 3% were neutral and 3% disagreed.

Statement number ten, **I've been asked to write personal letters describing experiences and impressions,** 29% of **B2** groups of students strongly agreed, 29% agreed, 29% were neutral another 13 % disagreed.

Going further with statement eleven **I've been asked to write short, simple notes and messages relating to different matters not only personal ones,** the percentage of **B2** students was as follows, 36% of students strongly agreed on this, 55% agreed, 3% were neutral and the other 6% disagreed.

Statement twelve, **I can write a very simple personal letter, for example thanking someone for something,** the percentage of **B2** students was divided in three major parts, 62% strongly agreed, 29% agreed and 3% were neutral and 6% disagreed.

About statement thirteen, **I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form,** students from **B2** groups, 65%

strongly agreed, 35% agreed.

Furthermore, statement fourteen, **I can write e-mails to communicate with people in order to get information of my interest,** regarding students of **B2** groups there were 51% who strongly agreed and 49% who agreed.

I am asked to write essays after finishing each chapter, was the fifteenth question of the questionnaire were 31% of **B2** groups strongly agreed, 31% agreed, neutral were 29% whereas 6% disagreed with this statement and 3% strongly disagreed.

Regarding statement sixteen, **I and my colleagues always have the specific number of words we should have in each essay we are asked to write,** only 35% of **B2** students strongly agreed, another 44% agreed, 12% were neutral and 9% was the number of students who disagreed.

The last question of the questionnaire was **I have been explained what a structured essay looks like,** and students who belong to **B2** groups were 65% who strongly agreed, 17% who agreed and another 12% that were neutral and 6% of students who disagreed.

5.2.5. Level C1- students' questionnaire results

We've also shown the results in percentages according to students' answers in the students' questionnaire we conducted with level C1 of Britannica LC centers' in Kosovo. Students had the opportunity to choose between five options provided and so we could calculate them and change into percentages.

C1 *Student opinions about CEFR*	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I know what CEFR (Common European Framework of Reference) is.	/	15%	30%	46%	9%
2. I have been explained by my	84%	/	8%	8%	/

teacher how CEFR levels work.					
3. I have been informed for the importance of being divided into groups according to our knowledge of the language.	16%	39%	35%	10%	/
4. The role of CEFR is highly important in putting students in the level they belong.	16%	/	68%	8%	8%
5. I have been tested about my level of English before starting the course.	61%	39%	/	/	/
6. I think I belong to the level I'm in.	84%	16%	/	/	/
7. I and my classmates have approximately the same knowledge of English language.	31%	69%	/	/	/
8. I've been asked by my teacher to express myself clearly relating to a specific topic.	84%	16%	/	/	/
9. I've been asked to write letters about different events or experiences.	61%	39%	/	/	/
10. I've been asked to write personal letters describing experiences and impressions.	54%	46%	/	/	/
11. I've been asked to write short, simple notes and messages relating to different	61%	39%	/	/	/

matters not only personal ones.					
12. I can write a very simple personal letter, for example thanking someone for something.	92%	8%	/	/	/
13. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	77%	23%	/	/	/
14. I can write e-mails to communicate with people in order to get information of my interest.	60%	16%	8%	8%	8%
15. I am asked to write essays after finishing each chapter.	20%	32%	16%	32%	/
16. I and my colleagues always have the specific number of words we should have in each essay we are asked to write.	20%	64%	16%	/	/
17. I have been explained what a structured essay looks like.	100%	/	/	/	/

Table 11. C1 students' questionnaire results **.**

The first question of this questionnaire was; **I know what CEFR is,** and regarding **C1** group 15% agreed, 30%were neutral, 46% disagreed and 9% strongly disagreed.

On the second question; **I have been explained by my teacher how CEFR levels work**, from **C1** level students, there were 84% who strongly agreed, 8% were neutral, and 8%

disagreed.

The results for the statement number 3**; I have been informed for the importance of being divided into groups according to our knowledge of the language** consists of 16% of the students from **C1** groups strongly agreed and 39% agreed, 35% neutral and the rest of 10% disagreed.

In the fourth statement**; the role of CEFR is highly important in putting students in the level they belong, C1** students' evidence showed that 16% strongly agreed, 68% were neutral, 8% disagreed and 8% strongly disagreed.

Regarding the results of question five**; I have been tested about my level of English before starting the course**, from students who belonged to **C1** level students; 61% strongly agreed and 39% agree.

On the 6th question; **I think I belong to the level I'm in** from **C1** level groups, there were 84% who strongly agreed and 16% agreed.

On the seventh question, **I and my classmates have approximately the same knowledge of English Language**, **C1** level students divided the percentage in this way, 31% strongly agreed and 69% agreed.

The results for the statement number eight**; I've been asked by my teacher to express myself clearly relating to a specific topic,** regarding groups that belonged to **C1** 84% of the students strongly agreed and 16% agreed.

The results regarding question nine**; I have been asked to write letter about different events or experiences** from **C1** level students were; 61% strongly agree and 39% agree.

Statement number ten, **I've been asked to write personal letters describing experiences and impressions,** 54% of **C1** groups of students strongly agreed, 46% agreed.

Going further with statement eleven **I've been asked to write short, simple notes and messages relating to different matters not only personal ones,** the percentage of **C1** students was as follows, 61% of students strongly agreed on this, 39% agreed.

Statement twelve, **I can write a very simple personal letter, for example thanking someone for something,** the percentage of **C1** students was divided in two major parts, 92% strongly agreed and 8% that agreed.

About statement thirteen, **I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form,** students from **C1** groups, 77% strongly agreed, 23% agreed.

Furthermore, statement fourteen, **I can write e-mails to communicate with people in order to get information of my interest,** regarding students of **C1** groups there were 60% who strongly agreed and 16% who agreed, 8% were neutral, 8% disagreed and another 8% that strongly disagreed.

I am asked to write essays after finishing each chapter, was the fifteenth question of the questionnaire were 20% of **C1** groups strongly agreed, 32% agreed, neutral were 16% whereas 32% disagreed with this statement.

Regarding statement sixteen, **I and my colleagues always have the specific number of words we should have in each essay we are asked to write,** only 20% of **C1** students strongly agreed, another 64% agreed, 16% were neutral.

The last question of the questionnaire was **I have been explained what a structured essay looks like,** and students who belong to **C1** groups were 100% with the option of strongly agree.

5.2.6. Level C2 - students' questionnaire results

The results in percentages according to students' answers in the students' questionnaire are presented below and the study was conducted with level C2 of Britannica LC centers' in Kosovo. Students had the opportunity to choose between five options provided and so we could calculate them and change into percentages.

C2 *Student opinions about CEFR*	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I know what CEFR (Common European Framework of	/	26%	16%	36%	22%

Reference) is.					
2. I have been explained by my teacher how CEFR levels work.	/	16%	26%	36%	22%
3. I have been informed for the importance of being divided into groups according to our knowledge of the language.	16%	57%	11%	16%	/
4. The role of CEFR is highly important in putting students in the level they belong.	33%	36%	21%	5%	5%
5. I have been tested about my level of English before starting the course.	57%	33%	5%	5%	/
6. I think I belong to the level I'm in.	63%	37%	/	/	/
7. I and my classmates have approximately the same knowledge of English language.	15%	70%	15%	/	/
8. I've been asked by my teacher to express myself clearly relating to a specific topic.	48%	42%	10%	/	/
9. I've been asked to write letters about different events or experiences.	64%	26%	5%	5%	/
10. I've been asked to write personal letters describing experiences and impressions.	43%	47%	5%	5%	/
11. I've been asked to write	42%	53%	/	5%	/

short, simple notes and messages relating to different matters not only personal ones.					
12. I can write a very simple personal letter, for example thanking someone for something.	68%	27%	/	5%	/
13. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	68%	32%	/	/	/
14. I can write e-mails to communicate with people in order to get information of my interest.	58%	37%	5%	/	/
15. I am asked to write essays after finishing each chapter.	10%	36%	29%	15%	10%
16. I and my colleagues always have the specific number of words we should have in each essay we are asked to write.	10%	70%	15%	5%	/
17. I have been explained what a structured essay looks like.	79%	21%	/	/	/

Table 12. C2 students' questionnaire results.

The first question of this questionnaire was; **I know what CEFR is** students of **C2** level were 26% who agreed, 16% were neutral, 36% disagreed and 22% strongly disagreed.

On the second question; **I have been explained by my teacher how CEFR levels work, C2** level students that agreed on this were 16% , 26% were neutral, 36% disagreed and 22% strongly disagreed.

The results for statement number 3; **I have been informed about the importance of being divided into groups according to our knowledge of the language,** with groups of **C2** level 16% of students strongly agreed, 57% agreed, 11% were neutral and 16% disagreed.

Regarding the fourth statement; **the role of CEFR is highly important in putting students in the level they belong** last groups of our research, **C2** level students revealed that 33% of them strongly agree, 36% agree, 21% were neutral, 5% disagree and 5% strongly disagree.

About the results of question five; **I have been tested about my level of English before starting the course**, the last group of students are **C2** level who 57% strongly agreed, 33% agreed, 5% were neutral, and 5% disagreed.

On the 6th question; **I think I belong to the level I'm in** from **C2** level were 63% students that strongly agreed and 37% only agreed.

Furthermore on the question **'I and my classmates have approximately the same knowledge of English Language' C2** level students were 15% that strongly agreed and 70% agreed.

The results for the statement number 8; **I've been asked by my teacher to express myself clearly relating to a specific topic,** from groups of **C2** level were 48% strongly agreed, 42% agreed, 10% were neutral.

Whereas about the results of question 9 nine; **I have been asked to write letter about different events or experiences** from students who belonged to **C2** level were 64% strongly agreed, 26% agreed, 5% were neutral, and 5% disagreed.

Statement number ten, **I've been asked to write personal letters describing experiences and impressions,** 43% of **C2** groups of students strongly agreed,47% agreed, 5% were neutral and there were still 5% that disagreed.

Going further with statement eleven **I've been asked to write short, simple notes and messages relating to different matters not only personal ones,** the percentage of **C2** students

was as follows, 42% of students strongly agreed on this, 53% agreed, the other 5% disagreed.

Statement twelve, **I can write a very simple personal letter, for example thanking someone for something,** the percentage of **C2** students was divided in three major parts, 68% strongly agreed, 27% agreed and 5% disagreed.

About statement thirteen, **I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form,** students from **C2** groups, 68% strongly agreed, 32% agreed.

Furthermore, statement fourteen, **I can write e-mails to communicate with people in order to get information of my interest,** regarding students of **C2** groups there were 58% who strongly agreed, 37% agreed, 5% of students were neutral.

I am asked to write essays after finishing each chapter, was the fifteenth question of the questionnaire were 10% of **C2** groups strongly agreed, 36% agreed, neutral were 29% whereas 15% disagreed and 10% strongly disagreed with this statement.

Regarding statement sixteen, **I and my colleagues always have the specific number of words we should have in each essay we are asked to write,** only 10% of **C2** students strongly agreed, another 70% agreed, 15% were neutral and 5% was the percentage of students who disagreed.

The last question of the questionnaire was **I have been explained what a structured essay looks like,** and students who belong to **C2** groups were 79% who strongly agreed, 21% who agreed.

5.3. Comparison of students' answers of questionnaire

Below we have tried to make a comparison of percentages in each question of students' questionnaire. The reason that made us go into this comparison was the diversity of answers we realized while analyzing the results. We can confidently say that according to the level of students, we got different answers. This is very interesting when comparing them and that's why we decided to show tables with the results and also diagrams per each question in order to make a clarification of the similarities and differences we got through this questionnaire.

1.I know what CEFR (Common European Framework of Reference) is.

1.I know what CEFR (Common European Framework of Reference) is.						
	A1	A2	B1	B2	C1	C2
Strongly Agree				3%		
Agree		6%	13%	19%		
Neutral		26%	25%	26%	30%	36%
Disagree	36%	42%	12%	32%	46%	22%
Strongly Disagree	64%	26%	50%	20%	9%	

Table 13. Comparison of students' questionnaire, question one.
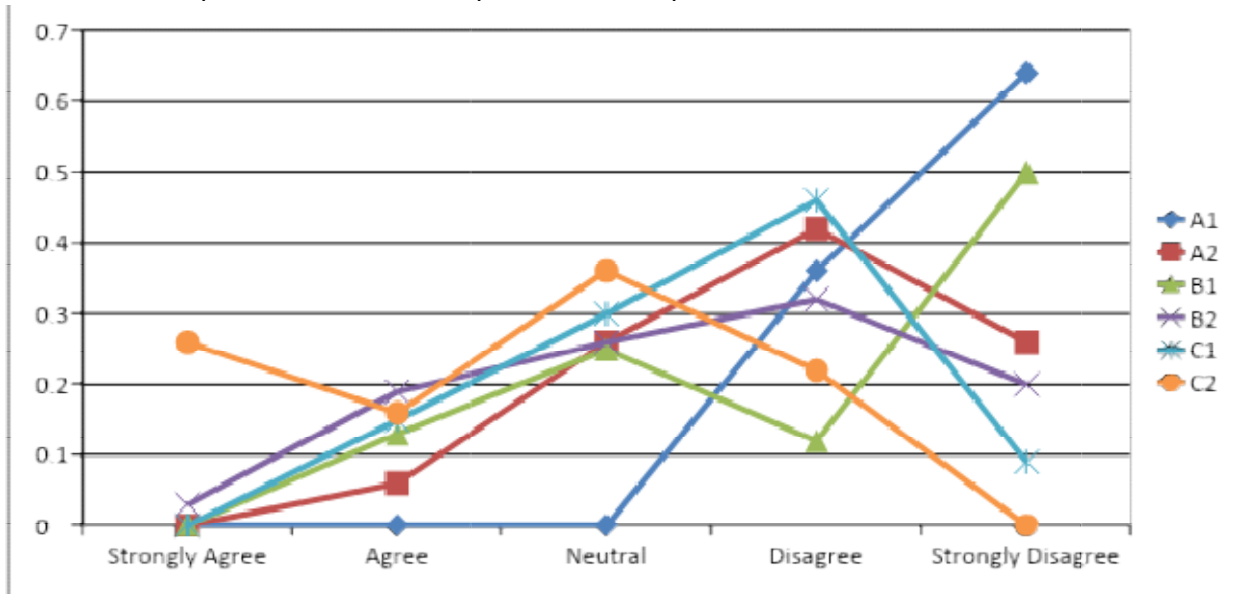
Figure 11. Comparison of students' questionnaire, question 1.

When analyzing the results of statement number one *I know what CEFR is,* from the table and the diagram we can see that there is a variety of answers to that statement. Generally very low percentage of students strongly agreed but looking deeper and going down the table, we can realize that lower levels, have lower knowledge about knowing CEFR. Based on the

percentages, the higher the level, wider the information of CEFR but still it's not a satisfying percentage that resulted in knowing what it is.

2. I have been explained by my teacher how CEFR levels work.						
	A1	A2	B1	B2	C1	C2
Strongly Agree				3%	84%	16%
Agree			17%	13%		26%
Neutral		31%	17%	21%	8%	36%
Disagree	27%	51%	33%	43%	8%	22%
Strongly Disagree	73%	18%	33%	20%		

Table 14. Comparison of students' questionnaire, question 2.

2. I have been explained by my teacher how CEFR levels work.
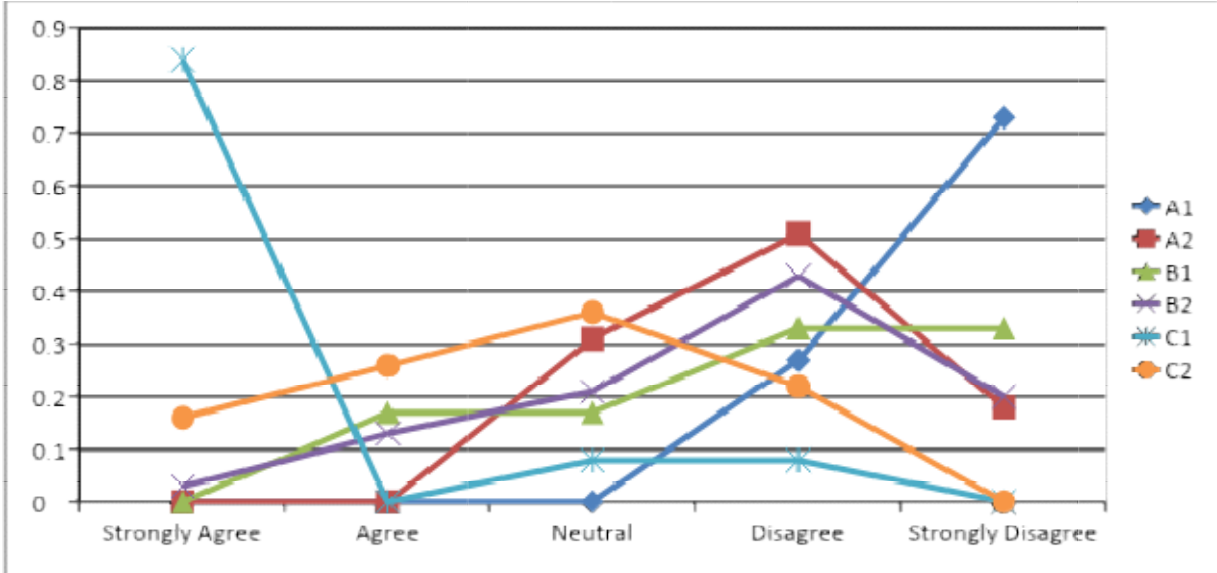
Figure 12. Comparison of students' questionnaire, question 2.

On the second statement of our students' questionnaire, *I have been explained by my teacher how CEFR levels work,* we have a very different movement of the diagram, and this

probably resulted from the teachers explaining students about CEFR based on their level of understanding. Based on the percentage we have in the table, it is shown that A1 students have barely been explained anything about how CEFR level work, A2 students are the same as A1, B1 and B2 have a significant incensement of how CEFR works whereas proficient users, C1 and C2, the majority of them know have declared that they have been explained how CEFR levels work.

3.I have been informed of the importance of being divided into groups according to our knowledge of the language.						
	A1	A2	B1	B2	C1	C2
Strongly Agree		17%	17%	10%	16%	16%
Agree		40%	45%	58%	39%	57%
Neutral	18%	11%	4%	19%	35%	11%
Disagree	45%	26%	17%	13%	10%	16%
Strongly Disagree	37%	6%	17%			

Table 15. Comparison of students' questionnaire, question 3 .

3. I have been informed of the importance of being divided into groups according to our knowledge of the language.
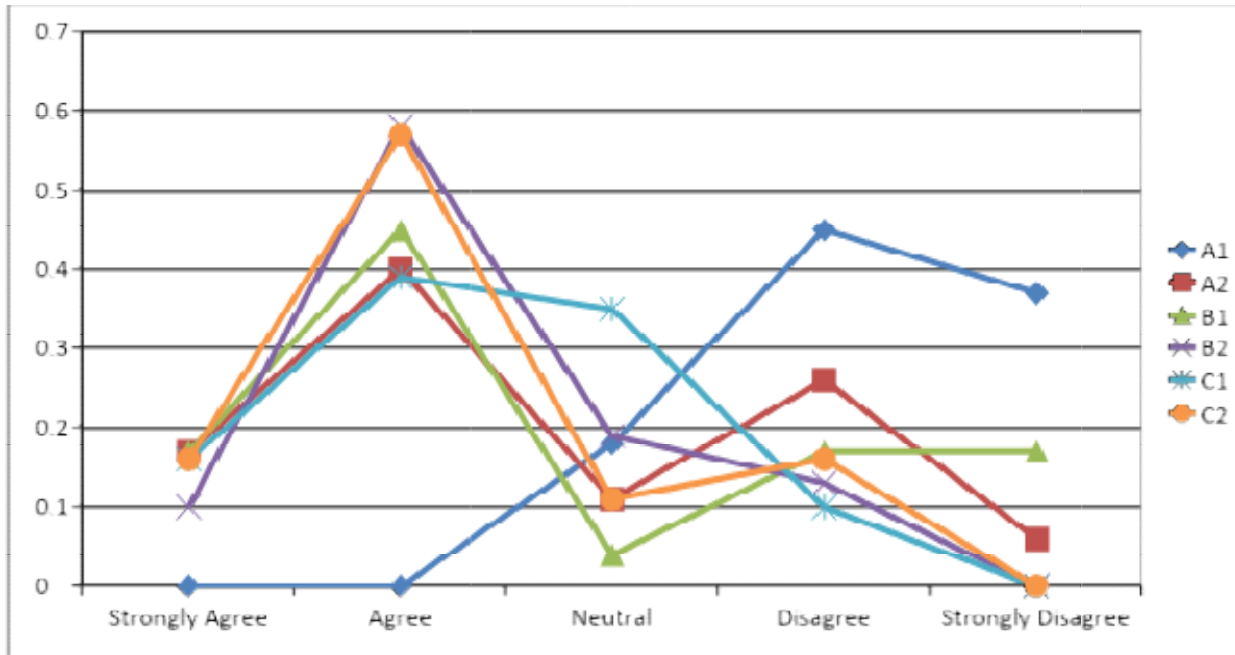
Figure 13. Comparison of students' questionnaire, question 3 .

The third statement that students had in the questionnaire was trying to find out if they *have been informed of the importance of being divided into groups according to our knowledge of the language*. According to the results that have been shown above in the table and in the diagram we have a variety of answers, i.e. students from A1 don't have any information about this kind of division, from A2 the percentages start to increase and result positively to this statement which lets us know that teachers informed them why they should be divided but didn't explain the CEFR and its importance. Generally the highest percentage was in the *agree* option which implies the idea that students know the importance of being divided into groups according to their knowledge.

4.The role of CEFR is highly important in putting students in the level they belong.						
	A1	A2	B1	B2	C1	C2
Strongly Agree		6%	13%	23%	16%	33%
Agree	8%	14%	45%	42%		36%
Neutral	18%	31%	25%	23%	68%	21%
Disagree	37%	31%	13%	12%	8%	5%

Strongly Disagree	37%	18%	4%		8%	5%

Table 16. Comparison of students' questionnaire, question 4.

4.The role of CEFR is highly important in putting students in the level they belong.
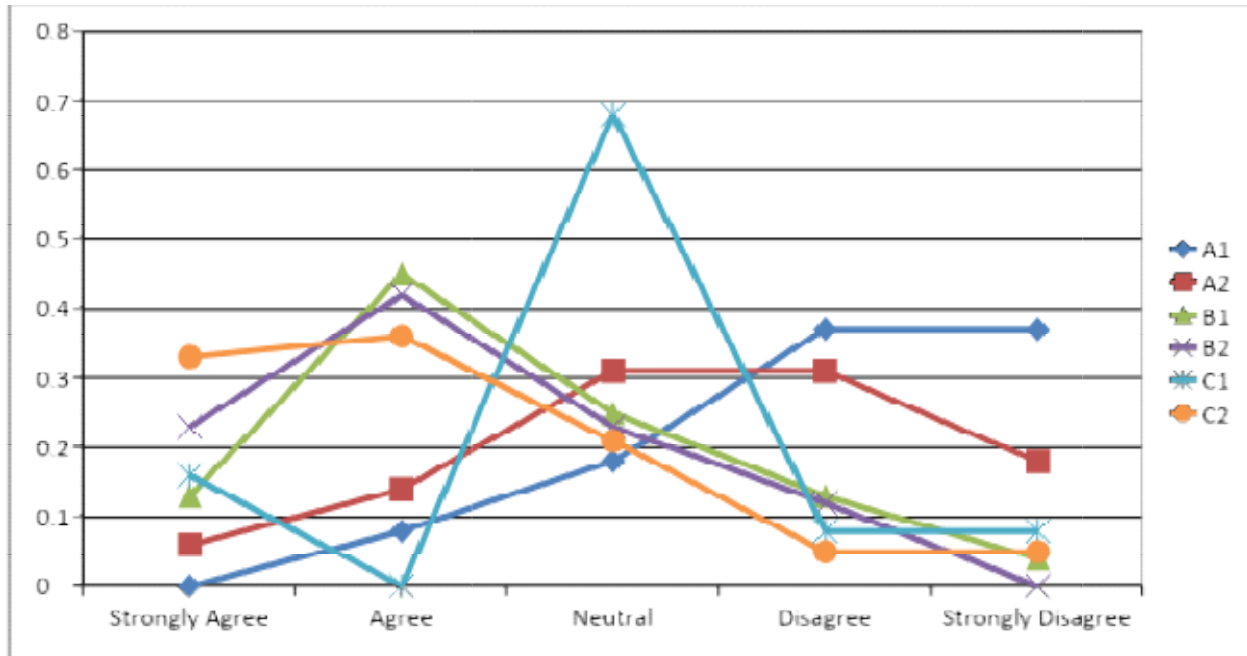
Figure 14. Comparison of students' questionnaire, question 4.

Statement four, *the role of CEFR is highly important in putting students in the level they belong,* shows a really contradictive students' approach. They declared that not many of them, especially lower levels, knew what CEFR is but at this statement they claim that they do consider it important putting students in the levels they belong. Groups, especially B1 to C2 have higher percentage agreeing and strongly agreeing with this statement.

5.I have been tested about my level of English before starting the course.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	45%	57%	60%	39%	61%	57%
Agree	27%	23%	40%	32%	39%	33%
Neutral						5%

Disagree				26%	5%
Strongly Disagree				3%	

Table 17. Comparison of students' questionnaire, question 5.

5.I have been tested about my level of English before starting the course.
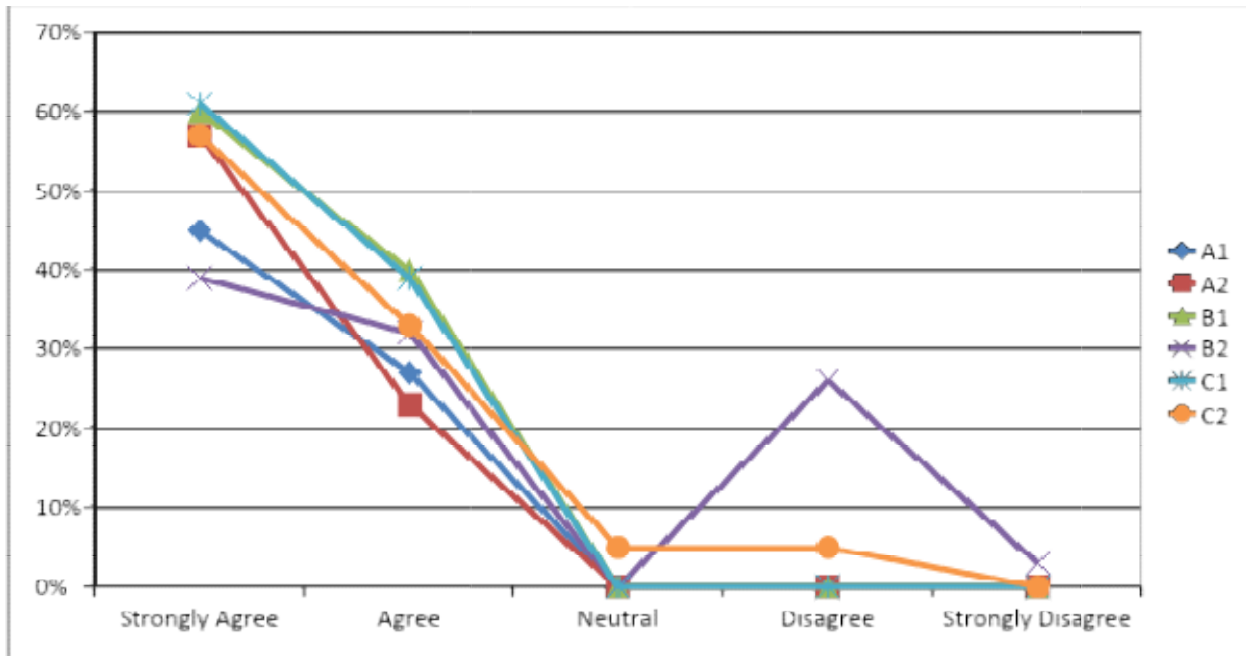
Figure 15. Comparison of students' questionnaire, question 5 .

Statement number five, *I have been tested about my level of English before starting the course,* shows a harmony in the students declaration, they all agree and strongly agree on this statement. So, we can fairly say that all the students of Britannica LC, have been tested before starting their English learning process. There are very few exceptions that declared that haven't been tested and probably because they have been learning English in another centre or similar reason. The table above and also the diagram show the results better figuratively.

6.I think I belong to the level I'm in.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	64%	63%	66%	62%	84%	63%

Agree	36%	37%	21%	35%	16%	37%
Neutral			13%	3%		
Disagree						
Strongly Disagree						

Table 18. Comparison of students' questionnaire, question 6 .

6. I think I belong to the level I'm in.
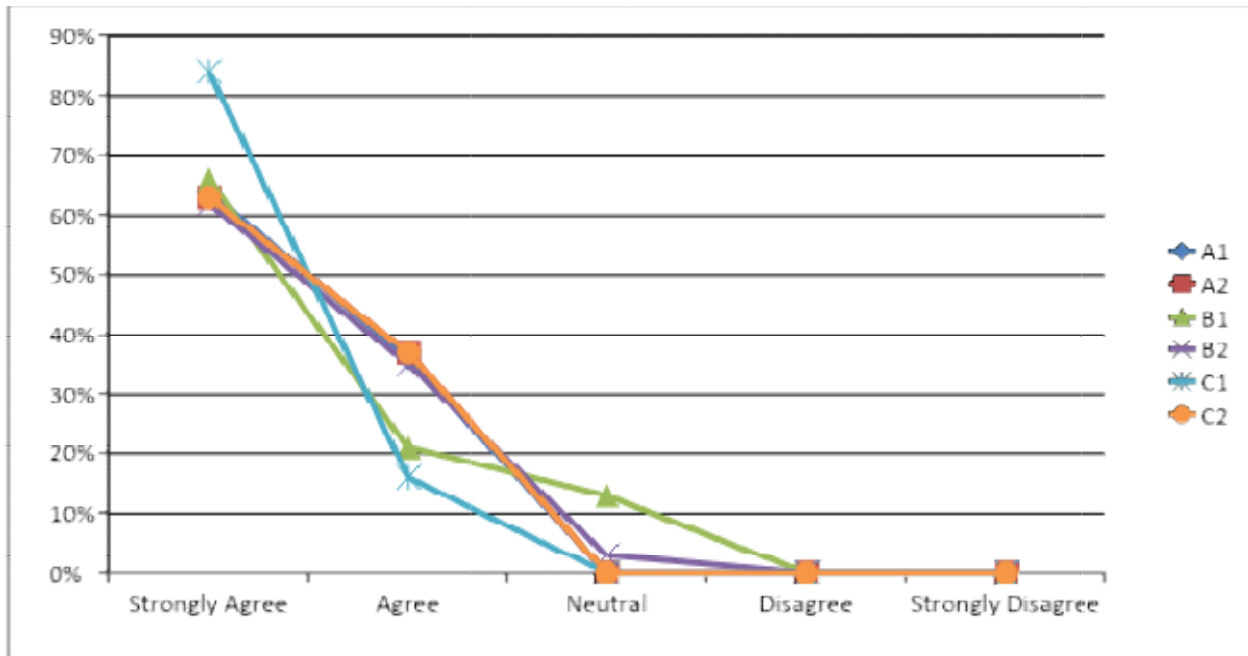
Figure 16. Comparison of students' questionnaire, question 6.

Another statement about students level of English was number is, *I think I belong to the level I'm in,* and based on the answers students said, results that they were all in the levels they feel they belong. This is according to the percentages shown in the table and in the diagram where we cannot see differences between levels when answering choosing one of the choices they had. This is impressive because there were many students and different groups that agreed on the same statement. This implies that in Britannica LC, students undergo tests in order to assure to what level they belong.

	A1	A2	B1	B2	C1	C2
7. I and my classmates have approximately the same knowledge of English language.						
Strongly Agree		18%	13%	14%	31%	15%
Agree	45%	49%	66%	42%	69%	70%
Neutral	37%	7%	13%	9%		15%
Disagree	18%	23%	8%	29%		
Strongly Disagree		3%		6		

Table 19. Comparison of students' questionnaire, question 7.

7. I and my classmates have approximately the same knowledge of English language.
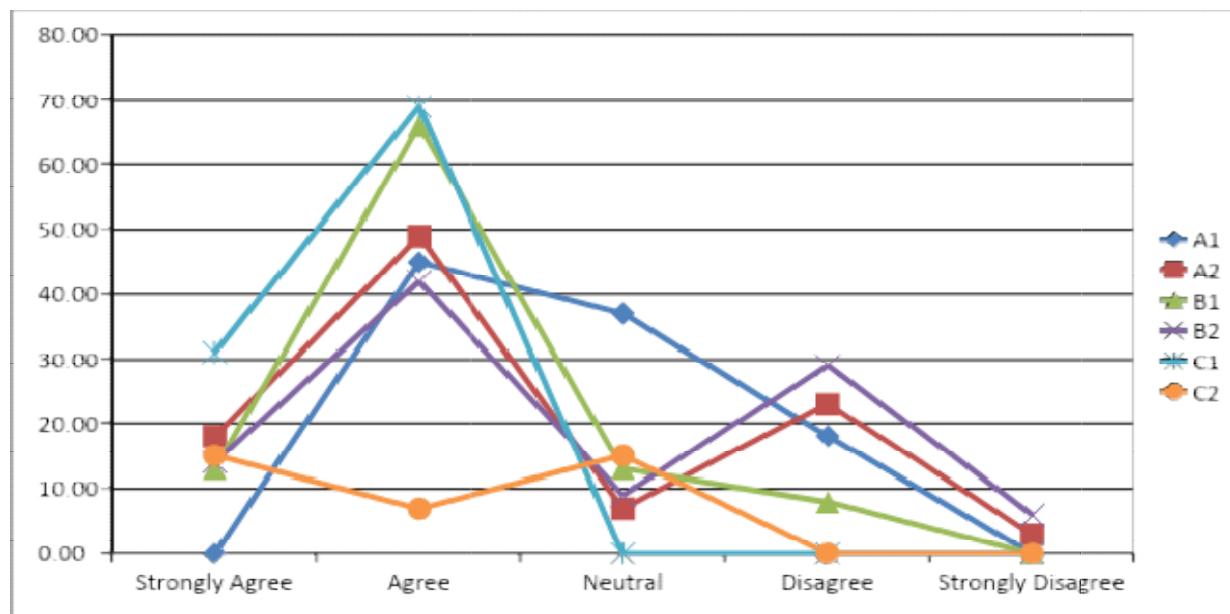
Figure 17. Comparison of students' questionnaire, question 7 .

Furthermore, with the next statement, the table and the diagram don't show differences in students' answers on the statement *I and my classmates have approximately the same knowledge of English language.* This is another assurance that CEFR requirements are applied properly in Britannica LC by the employed teachers there. They know the importance of dividing students according to their level of English and they do so. So, we could not find differences in percentages of this statement.

8.I've been asked by my teacher to express myself clearly relating to a specific topic.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	27%	37%	38%	19%	84%	48%
Agree	57%	39%	41%	65%	16%	42%
Neutral	8%	18%	17%	16%		10%
Disagree	8%	6%	4%			
Strongly Disagree					8%	

Table 20. Comparison of students' questionnaire, question 8.

8. I've been asked by my teacher to express myself clearly relating to a specific topic.
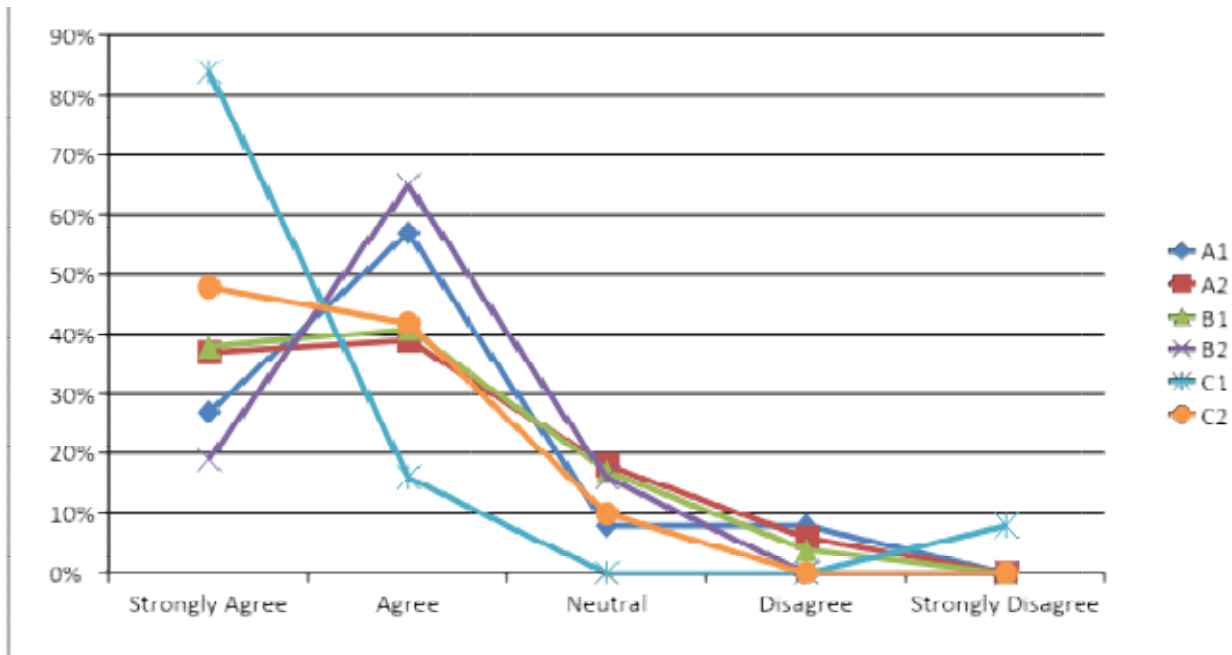
Figure 18. Comparison of students' questionnaire, question 8 .

Going down the tables and diagrams, and analyzing the statement, *I've been asked by my teacher to express myself clearly relating to a specific topic,* we can realize a wide spread percentage, we can also mention that most of the students agree with the statement but when

comparing the percentages, we can realize that from A1 to C2, gradually we can see an incensement of students agreement, if we compare them the percentage has increased twice the percentage of A1 level. This means that increasing from one level to another; they increase even their belief and opinion of being asked to express themselves toward a specific topic.

9. I've been asked to write letters about different events or experiences.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	37%	39%	16%	39%	61%	64%
Agree	37%	26%	60%	55%	39%	26%
Neutral		18%	8%	3%		5%
Disagree	8%	14%	16%	3%		5%
Strongly Disagree	8%	3%				

Table 21. Comparison of students' questionnaire, question 9 .

9.I've been asked to write letters about different events or experiences.
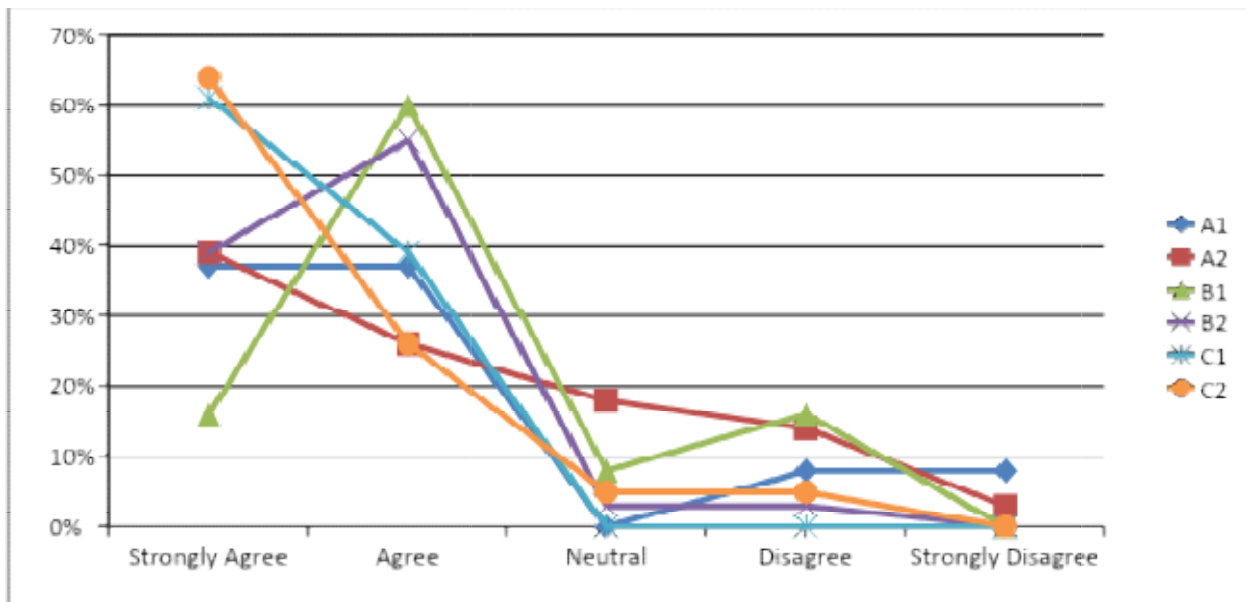
Figure 19. Comparison of students' questionnaire, question 5 .

A duplication of percentages between levels could be realizes in statement number 9 that states weather *students have been asked to write letters about different events or experiences.* There were students from lower levels such as; A1 to B2 that compared to C1 and C2 had half lower percentage when compared. This probably because of their level of English, C1 and C2 are considered to be proficient users of English language and had more opportunities to write letters bout different events and experiences and unlike C1 and C2 other groups had to work on simpler tasks.

10. I've been asked to write personal letters describing experiences and impressions.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	19%	23%	8%	29%	54%	43%
Agree	57%	39%	42%	29%	46%	47%
Neutral	8%	18%	25%	29%		5%
Disagree	8%	14%	21%	13%		5%
Strongly Disagree	8%	6%	4%			

Table 22. Comparison of students' questionnaire, question 10 .

10. I've been asked to write personal letters describing experiences and impressions.
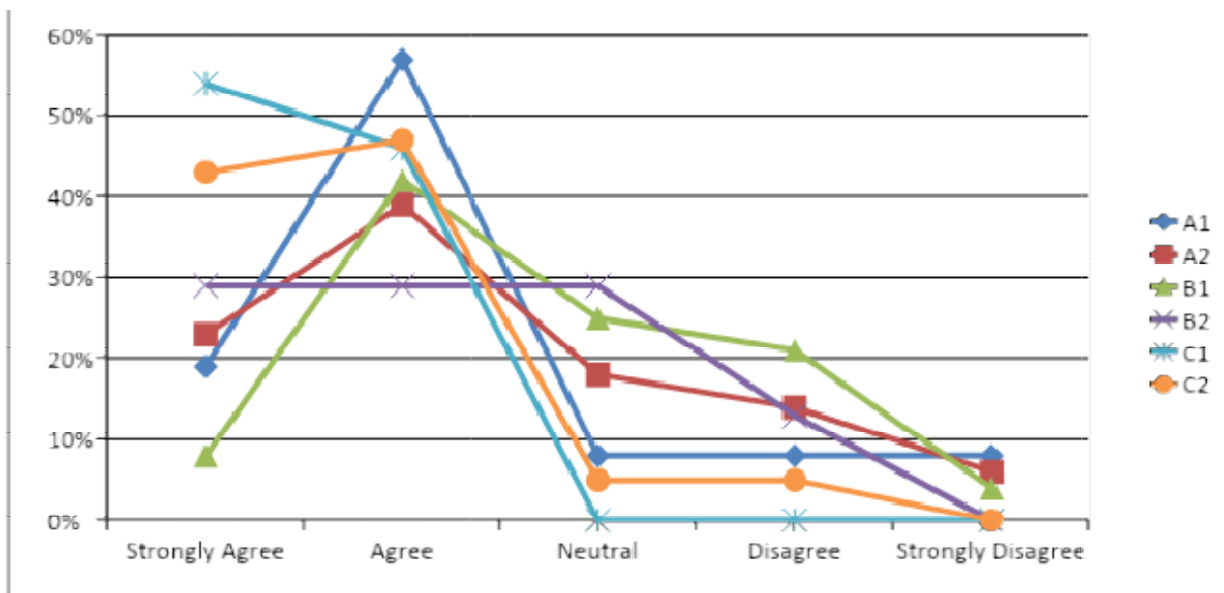
Figure 20. Comparison of students' questionnaire, question 10 .

Based on the results from the table and the lines in the diagram, for statement 10 that says that *students have been asked to write personal letters describing experiences and impressions,* we can analyze the increase of the percentages among levels starting from the lowest one A1 with a low percentage going until C2 with the highest percentage. Lower levels have divided the percentages with other opportunities such as agree and neutral and very few that disagreed and strongly disagreed.

11.I've been asked to write short, simple notes and messages relating to different matters not only personal ones.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	25%	19%	19%	36%	61%	42%
Agree	57%	49%	44%	55%	39%	53%
Neutral	18%	26%	7%	3%		5%
Disagree		6%	11%	6%		
Strongly Disagree			19%			

Table 23. Comparison of students' questionnaire, question 11 .

11. I've been asked to write short, simple notes and messages relating to different matters not only personal ones.
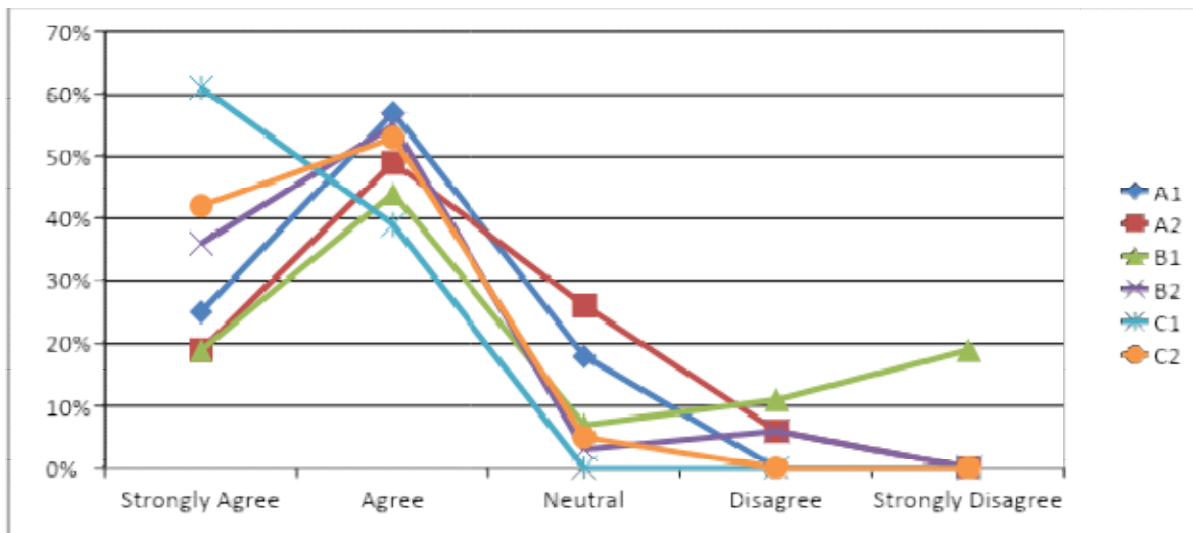
Figure 21. Comparison of students' questionnaire, question 11 .

When asked if they *have been asked to write short, simple notes and messages relating to different matters not only personal ones,* students' percentages again varied differently depending on the level of their English. Lower levels had lower percentages compared to higher levels such as C1 and C2 that had significantly higher percentage of agreeing and strongly agreeing whereas lower levels divided the percentages into some neutral disagree and strongly disagree options.

12.I can write a very simple personal letter, for example thanking someone for something.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	73%	63%	50%	62%	92%	68%
Agree	27%	34%	46%	29%	8%	27%
Neutral		3%	4%	3%		
Disagree				6%		5%
Strongly Disagree						

Table 24. Comparison of students' questionnaire, question 12 .

12.I can write a very simple personal letter, for example thanking someone for something.
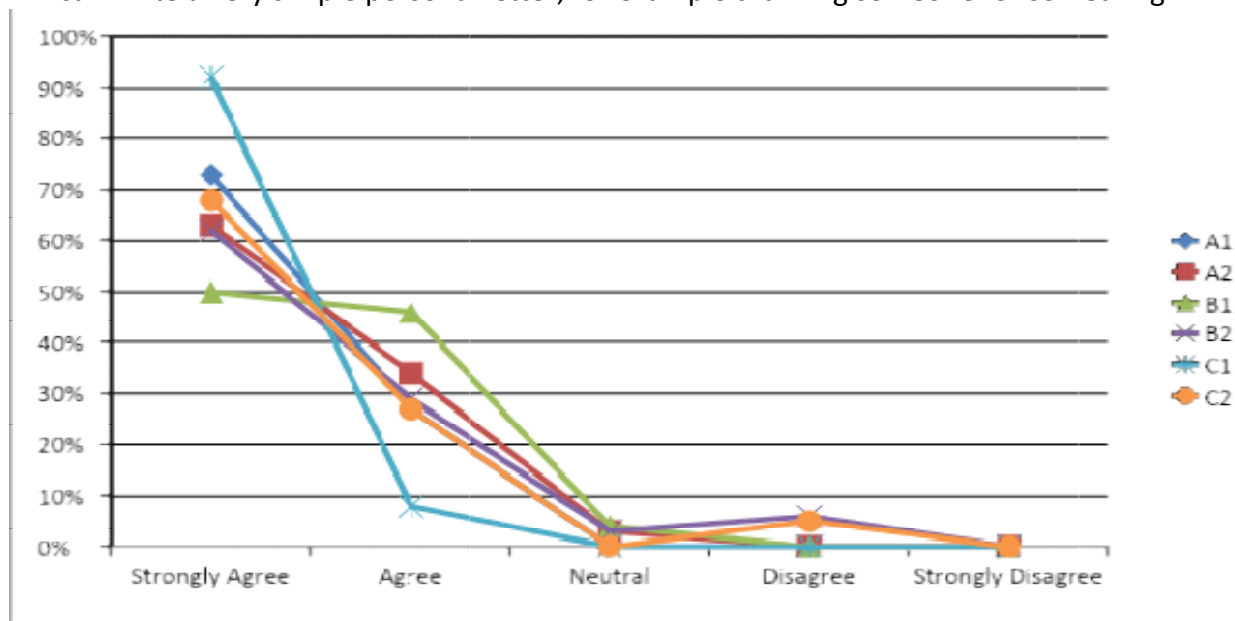
Figure 22. Comparison of students' questionnaire, question 12 .

When referring to themselves on the statement *I can write a very simple personal letter, for example thanking someone for something,* students really surprised us with their answers since there are high percentages of Strongly agree and Agree but what's even more surprising is the fact that basic users and independent users had approximately the same percentage of in a case even higher percentage than the proficient users.

13. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	66%	54%	63%	65%	77%	68%
Agree	18%	26%	29%	35%	23%	32%
Neutral	8%	14%	4%			
Disagree	8%	3%	4%			
Strongly Disagree		3%				

Table 25. Comparison of students' questionnaire, question 13 .

13. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
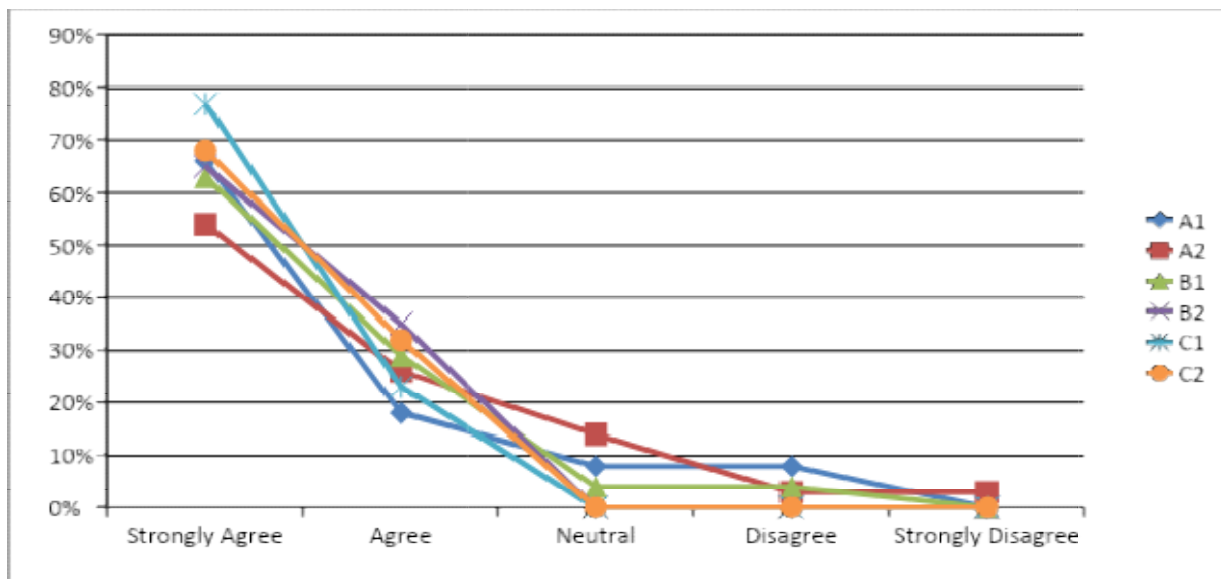
Figure 23. Comparison of students' questionnaire, question 13.

Beyond the other statements there was another statement *I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form,* where students claimed that almost all of them could fill in forms with personal details and percentages were approximately the same for all levels. The fact that was surprisingly interesting about this statement was that A1 had a higher percentage compared to C1. Even though, filling in forms with personal information is something very simple that even beginners are taught to do but there is the B1 group that appears to have lower percentage in all the above analyzed questions.

14. I can write e-mails to communicate with people in order to get information of my interest.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	18%	21%	38%	51%	60%	58%
Agree	27%	39%	38%	49%	16%	37%
Neutral	39%	23%	20%		8%	5%
Disagree	8%	6%	4%		8%	
Strongly Disagree	8%	11%			8%	

Table 26. Comparison of students' questionnaire, question 14 .

14. I can write e-mails to communicate with people in order to get information of my inter
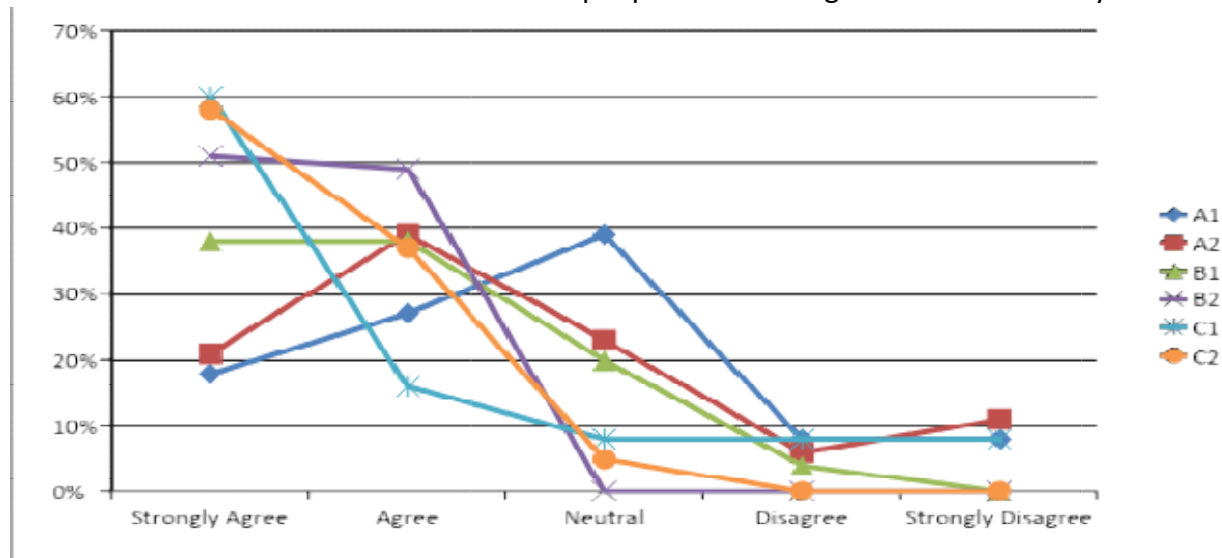
Figure 24. Comparison of students' questionnaire, question 14.

When asked about writing emails in order to communicate, the percentages changed drastically. We were provided a variety of answers where basically basic users spread their percentages into all the options they had in the Liker scale of the questionnaire. What caught our eye was the fact that C1 level has a higher percentage compared to C2 and the other levels have increased their percentage moving gradually from one level to another one starting from the lowest.

15.I am asked to write essays after finishing each chapter.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	18%	27%	29%	31%	20%	10%
Agree	37%	31%	51%	31%	32%	36%
Neutral	18%	31%	4%	29%	16%	29%
Disagree	27%	11%	16%	6%	32%	15%
Strongly Disagree				3%		10%

Table 27. Comparison of students' questionnaire, question 15.

15.I am asked to write essays after finishing each chapter.
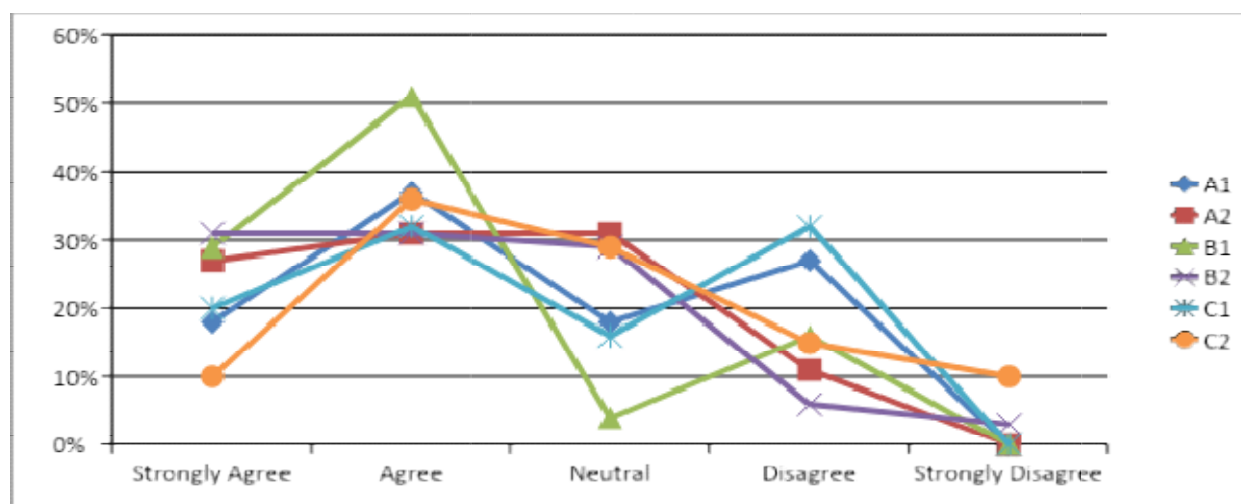
Figure 25. Comparison of students' questionnaire, question 15 .

Further in the questionnaire, there was a statement focusing on essay writing after each chapter. Generally this statement shows a low percentage of positive answers. Surprising is the fact that A1 students have a higher percentage compared to C2 and approximately the same percentage to C1 which is not relevant since A1 students aren't even required to write essays.

16.I and my colleagues always have the specific number of words we should have in each essay we are asked to write.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	8%	28%	16%	35%	20%	10%
Agree	8%	26%	64%	44%	64%	70%
Neutral	27%	32%	4%	12%	16%	15%
Disagree	57%	14%	8%	9%		5%
Strongly Disagree			8%			

Table 28. Comparison of students' questionnaire, question 16.

16.I and my colleagues always have the specific number of words we should have in each essay we are asked to write.
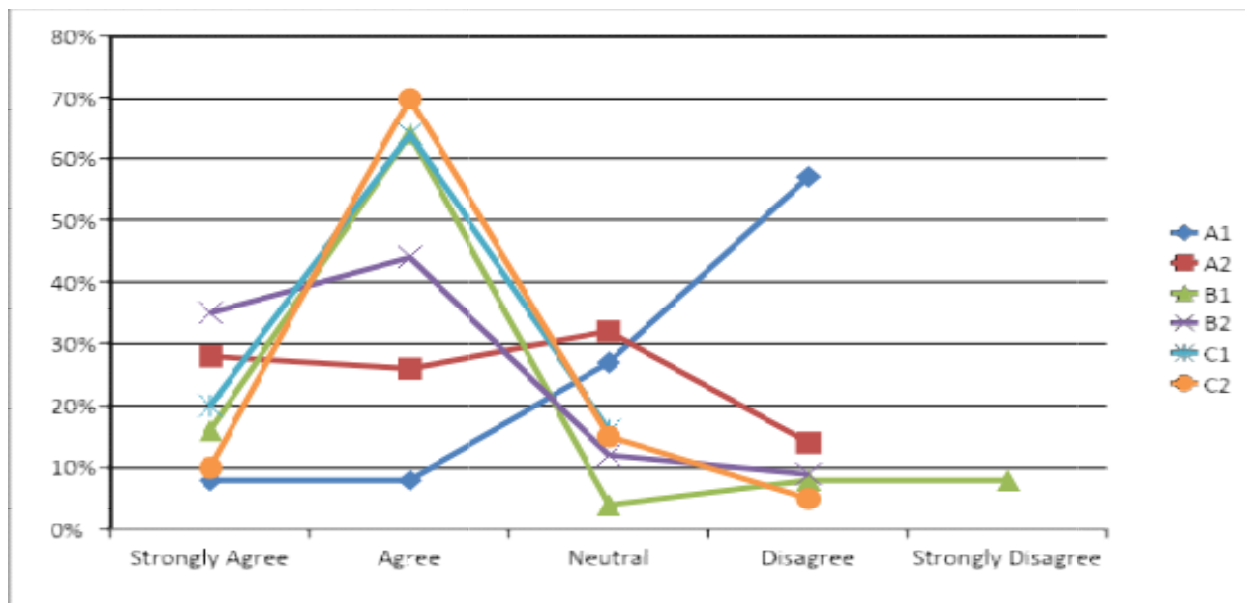
Figure 26. Comparison of students' questionnaire, question 16 .

When discussing this statement, there were not many positive responses, even though the percentages were considerably spread among different answers students circled. According to students' answers, students don't seem to have a specific quantity of words when asked to write something. But still the biggest percentage is placed in the agree column so still this means that they are required the specific number of words they need to have when required to write. A1 level seems not to have been asked since they are not even required to write essays in that level and that's why we have the highest percentage in their column in disagree option.

17.I have been explained what a structured essay looks like.						
	A1	A2	B1	B2	C1	C2
Strongly Agree	8%	63%	29%	65%	100%	79%
Agree	76%	25%	63%	17%		21%
Neutral	8%	6%	8%	12%		
Disagree	8%	6%		6%		
Strongly Disagree						

Table 29. Comparison of students' questionnaire, question 17 .

17.I have been explained what a structured essay looks like.
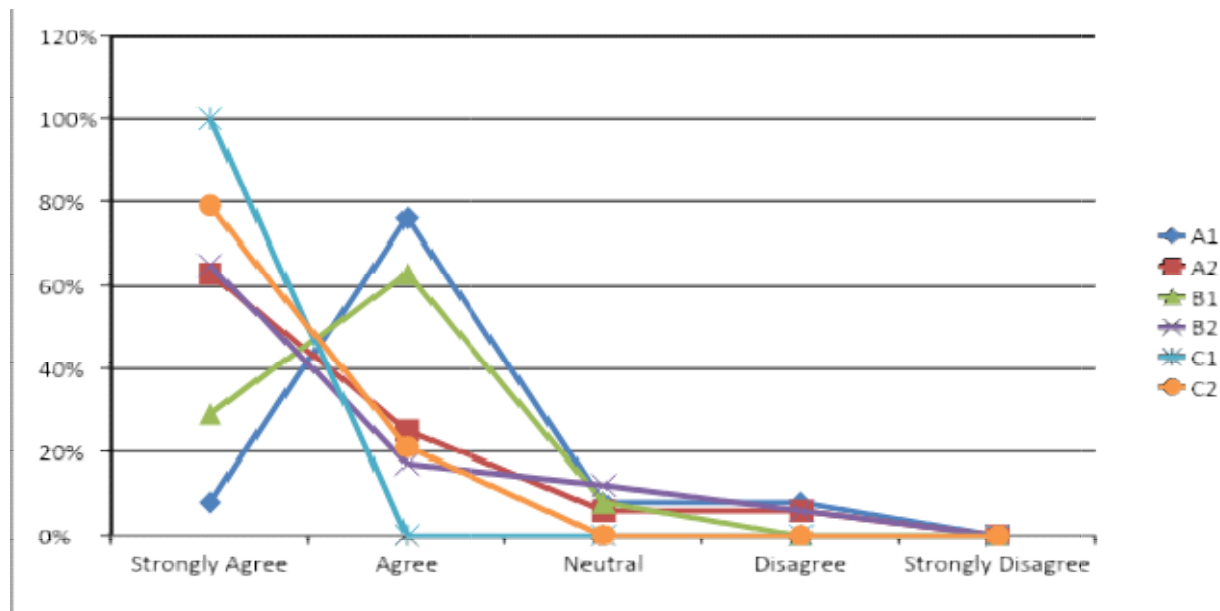
Figure 27. Comparison of students' questionnaire, question 17.

In the last question of the questionnaire, we generally can see positive answers due to the table and the diagram showings. There is a difference if we compare the first and the last level of CEFR i.e. A1 with C2 since we can realize a really high percentage of strongly agree in the C2 column and very low percentage of A1. On the other hand about the option of agree those two levels seemed to have switched places, there we can see low percentage of C2 and very high percentage of A1. The other levels have slightly divided their answers.

Above we have analyzed the questions from students' questionnaire. We firstly presented them in tables, so we could have a clear mirror of percentages; secondly the same results were presented in diagrams in order to have a figurative side of our results. Through these ways, we could figure out the differences that were between learners' answers. What we could figure out was the differentiation in answers between basic users and proficient users especially. The independent users seemed to be kind of transitive, even though that transition could be realized from A1 to A2, from A2 to B1, B1 to B2, B2 to C1 and C1 to C2.

What we could realize as unusual was the fact that in all the questions of the questionnaire, B1 group had the lowest percentages even when compared to lower of higher levels. We think that probably the reason for this is the teacher that followed students from one level to another one, didn't give effective information of CEFR of probably it might not apply CEFR properly. Still we cannot prove this right since it's only one case of this nature and in other instruments we could find a well applied process of teaching under CEFR criteria.

To conclude, even though the questions of the questionnaire were all translated into Albanian language, in order for students to not have any trouble understanding them and also having more reliable results. But the fact that questions were translated in Albanian didn't ensure us different results. Generally we can say that through this comparison we could realize that lower levels of CEFR such as basic users had lower percentages or more things they didn't agree with than independent users and proficient users. This has a meaningful correlation, better competences of English language reflects better understanding of CEFR requirements and their fulfillment.

5.4. Results from teachers' interview

We did interviews with teachers that work at Britannica LC in their all four centers around Kosove i.e. Gjilan, Prishtinë, Pejë, Mitrovicë. In each centre, we interviewed five teachers that in total results in twenty teachers who were participants of our study. We wanted to investigate information teachers have themselves, to figure out their approach to CEFR, their opinion in its implementation and other things that we stated in the questions of the questionnaire. We think that the teacher plays a key role in CEFR implementation, and this made us do interviews with five teachers of each center in Kosovo.

5.4.1. Results from teachers' interview – Gjilan

Regarding teachers' interview from Gjilan, we asked five teachers to join our study. They were more than happy to help us with conducting our study and gather more reliable results. Teachers took their time to do the interview. Even though we encouraged them not to give short answers, not to use only "yes" or "no", some of them didn't stick to this requirements. Teachers did the interview at different times, not all the teachers at the same time since they had classes. Teachers completed the interview when they had free time.

1. **As a language teacher what do you know about CEFR (Common European Framework of Reference) ?**

Teacher 1: It is a framework that describes what foreign language learners can do at different stages. It is also a reference that guides us about how much should a level of language last.

Teacher 2: It is a framework that talks about different stages of learning.

Teacher 3: I know it is a standard which describes the ability of each skill in a foreign language.

Teacher 4: It is a reference that tells (guides) on how many hours are required to complete each level of a language.

Teacher 5: It is a method used to outline the success of English language learners.

2. How did you find about CEFR and what sources were you offered to learn about it?

Teacher1: from some: books and student's books that we use while teaching in our school. Google was a source as well.

Teacher 2: as a teacher I use different online books and from teachers' books of our school.

Teacher 3: I was interested about CEFR, so I surfed it on internet.

Teacher4: from the students' books (at the last cover). The main source was Google.

Teacher 5: I found it on the internet from different websites.

3. Do you test your students before deciding to which level you put them? Who formulates the tests?

Teacher 1: yes, we do. The test is formulated by the director of the school.

Teacher 2: yes, we usually test them to see their level of English.

Teacher 3: yes we do. The tests are formulated by an English teacher, who is a director of studies.

Teacher 4: yes we do. The director of studies.

Teacher 5: yes we do. Tests are formulated by a group of teachers who arrange everything in details.

4. What skills does the CEFR cover?

Teacher 1: listening, reading, speaking and writing skills

Teacher 2: all language skills

Teacher 3: CEFR covers four skills of language. They are: speaking, writing, listening and writing.

Teacher 4: reading, speaking, listening and writing

Teacher 5: as I know it covers speaking, listening and writing skills.

5. Do you take issues stated in this reference tool into consideration in teaching? In what ways?

Teacher 1: yes I do

Teacher 2: yes I do,

Teacher 3: /

Teacher 4; yes to some extant

Teacher 5 : from what I know and understand from the online sources I try to. Otherwise I didn't have the chance to participate in any training related to this reference.

6. **What do you think about the applicability of the CEFR in the institution you teach?**

Teacher 1: it is applicable

Teacher 2: in our school it is applicable.

Teacher 3: The CEFR is applied in the institution I work and I claim that its usage gives us a clear picture of what learners at a given level are capable of.

Teacher 4: It is applied but not fully, not because we don't want to but because of the circumstances for ex: if you tell a parent your kid has to take 400 hours for a level, they would not accept it.

Teacher 5: /

7. **Have you read the common European framework of reference? What do you think about it?**

Teacher 1: I have read just some information there.

Teacher 2: I have read it.

Teacher 3: No I haven't. I've just looked at it briefly.

Teacher 4: I have read it but not thoroughly.

Teacher 5: I didn't have the chance to read it all in details but from what I've read it can be useful.

8. **Do you think that CEFR should have a place in teaching education? Please explain your opinion.**

Teacher 1: I strongly agree that it would be a great idea if CEFR have been placed in teaching education.

Teacher 2: of course I agree. It is more than welcome.

Teacher 3: yes I do in order for the students' qualifications to be more trusted.

Teacher 4: yes it should. All the language teaching institutions would be the same. I would have the same model to follow.

Teacher 5: It should because it helps language learners to communicate effectively.

9. **Do you need in-service training in CEFR?**

Teacher 1: yes I do. I think that every teacher does in fact.

Teacher 2: yes id o everyone need trainings in further education and we would like to have training in CEFR.

Teacher 3: I think I do

Teacher 4: yes we do

Teacher 5: yes!

10. **Do you think that your students meet writing skills requirement according to the level they are attending? What makes you believe so?**

Teacher 1: /

Teacher 2in depends on the ability

Teacher 3: yes I do. The material we work with is quite rich in all of the skills.

Teacher 4: yes they do. Based on the grammar structure and the enriched vocab they posses it is easy to recognize.

Teacher 5: they do because they are able to write everything they are required following the structure perfectly. Also, the use of new vocabulary and complex sentences is present according to their level.

11. **Based on your teaching experience do all of your students have approximately the same writing ability? If not, are there big differences?**

Teacher 1: /

Teacher 2: of course not. Every single student has different learning style, that's why ability differs.

Teacher 3. Of course they don't. There are some of them who are very talented on writing but they are not on speaking or vice versa.

Teacher 4: no they don't. Though the differences are not big.

Teacher 5: well having in mind that not all the students are the same, they also have their differences. The differences are not that big but are detectable.

12. **Do you base your teaching and improving writing skills in accordance with CEFR requirements?**

    Teacher 1: /

    Teacher 2: most of the time I do.

Teacher3: /

Teacher 4 : yes to some extent.

Teacher 5: not really, I base writing skills on my students needs.

13. **Does the CEFR have impact on the test used in your school? Please explain**.

Teacher 1: most of them yes.

Teacher 2: yes it does.

Teacher 3: /

Teacher 4: yes they are thoroughly designed based on CEFR requirements.

Teacher 5: /

14. **How useful would the CEFR be in curriculum/syllabus development?**

Teacher 1: very

Teacher 2: as I mentioned above it is very useful to be in curriculum because it is dealing will language skills.

Teacher 3: it would be very useful. The qualifications would be more trusted.

Teacher4: /

Teacher 5: it would be useful to some degree.

15. How useful do you think CEFR is outside the classroom?

Teacher 1: not a lot

Teacher2: not so sure to be useful outside the classroom.

Teacher 3: /

Teacher 4: /

Teacher 5: If it is used correctly, it is useful.

16. As we know CEFR works out students' ability within a language, specifically reading, writing, listening, and speaking skills so to what extant do you think that CEFR helps teachers to improve the students' writing skills according to specific levels?

Teacher 1: I consider that it helps them due to the fact that these skills are developed on the language student should acquire.

Teacher 2: everything that is dealing with developing the language skills is considered helpful.

Teacher 3:/

Teacher 4: It helps them because the development of these skills is based on the level of the language students' master, therefore it meets their needs.

Teacher5: it provides help and suggestions in order to improve those skills.

Generally, from the answers we got, we can conclude that teachers of Britannica LC in Gjilan are aware of CEFR, its implementation; they also know the skills that CEFR cover. They have learnt about in different sources such as; textbooks they use at work, internet, etc. They

can apply the CEFR in their teaching but they claimed that they lack knowledge of using it in assessing writing. They also stated that their students are always tested before put into the levels they attend.

5.4.2. Results from teachers' interview – Prishtinë

Teachers from Prishtina, who were part of our study, didn't hesitate to help us. They did the interview at the same day, the five of them since we travelled to Prishtina for that. They were recommended not to use short answers with the intention of making those teachers explain themselves and so we would have more information but still there were some teachers that didn't consider our requirement of not answering shortly. Below you can find the interview with the teachers from Britannica LC in Prishtina.

1. **As a language teacher what do you know about CEFR (Common European Framework of Reference) ?**

Teacher 1: The Common European Framework of Reference describes what *language* learners can do at different stages of their learning. As a language teacher I find it really helpful and essential in identifying students' level and teach them according to their language needs. It means that it provides a description of what skills and knowledge language learners have to develop in order to learn a language effectively.

Teacher 2: As far as I understand CEFR is some type of an international standard used to determine language abilities of an individual. It is used to determine language abilities on a scale, from A1, up to C2.

Teacher 3: The CEFR is a standard for describing language ability.

Teacher 4: CEFR is a European Framework which aims to assess students' knowledge in language taking into considerations different areas of language.

Teacher 5: CEFR is a guideline which is used to describe foreign language ability. The language is described on some scales from A1 which is beginner to C2 advanced.

2. How did you find about CEFR and what sources were you offered to learn about it?

Teacher 1: I found out about CEFR at the time when I started working at an English language course called Britannica LC. It was a sample in a paper which showed the stages of six broad levels of ability, from the lowest and to the highest.

Teacher 2: For the first time I found out through internet and then when our school/ course was accredited by the Kosovo Accreditation Agency.

Teacher 3: The institution where I work uses text books structured by CEFR.

Teacher 4: My school uses textbooks structured by CEFR, which enables students to learn a foreign language based on the language level they have and the one they want to improve.

Teacher 5: I found out about CEFR on my studies. I had a subject where we had to analyze the scales of CEFR.

3. Do you test your students before deciding to which level you put them? Who formulates the tests?

Teacher 1: I always test my students in order to find their levels of proficiency and allow learners' progress to be measured at each stage of learning.

Teacher 2: Yes, always and then according to test findings we place them in the level they belong.

Teacher 3: I always do.

Teacher 4: Yes, always.

Teacher 5: Yes, we prepare language tests for all students to find out their level of language.

4. What skills does the CEFR cover?

Teacher 1: The CEFR covers reading, writing, listening and speaking skills.

Teacher 2: CEFR covers these types of skills Reading, Writing, Speaking etc.

Teacher 3: Spoken Interaction, Spoken Production, Listening, Reading and Writing.

Teacher 4: It covers different skills including speaking, interaction, spoken productivity, listening, reading and writing.

Teacher 5: CEFR covers the four skills: speaking, writing, listening and reading

5. Do you take issues stated in this reference tool into consideration in teaching? In what ways?

Teacher 1: As mentioned previously about the importance of this reference tool I always take it into consideration in my teaching classes at the beginning of a new group of students.

Teacher 2: Yes always, and I try to apply them in my teaching lessons

Teacher 3: Sure, we do.

Teacher 4: Yes, most of the time.

Teacher 5: I try, even though sometimes it is difficult. There are many instructions in the reference tool that sometimes it's difficult to apply them considering the group we're teaching.

6. What do you think about the applicability of the CEFR in the institution you teach?

Teacher 1: The CEFR is highly applicable in the institution where I teach, being as a very significant tool which provides a great success making the institution very successful based on the results that students get at the end of each level.

Teacher 2: CEFR is widely applied and sometimes and we try to work and teach in accordance with CEFR objectives as well

Teacher 3: CEFR is a key element in assessing student's performance.

Teacher 4: I think my school aims to make use of CEFR as much as possible, considering it as a crucial element in assessing students' performance

Teacher 5: We test students on their level of English before they get registered and during the course they take several tests on the material they are learning which is in accordance of CEFR scales.

7. Have you read the common European framework of reference? What do you think about it?

Teacher 1: I have read something general on internet but not precisely the official Common European Framework of Reference. I think that if it is used properly in the way it is recommended, it is very useful and helpful.

Teacher 2: In my opinion it is a very thorough and helpful in providing objectives and it also sets benchmarks for our work

Teacher 3: I read it partially

Teacher 4: Not all of it. As far as I am informed I find it as a very useful and facilitating tool to provide a better assessment for the students.

Teacher 5: No, haven't read it.

8. Do you think that CEFR should have a place in teaching education? Please explain your opinion.

Teacher 1: I do really think that this reference tool should be used in every teaching institution both public and private because without using this tool it would be impossible to find students' level of proficiency.

Teacher 2: Sure, it should have place in every educational institution that deals with language learning

Teacher 3: That's for sure.

Teacher 4:Yes, I do.

Teacher 5: There are a lot of benefits of using CEFR as a teacher because it gives you a clearer picture of what learners at a certain level are capable of, and the most important would be very useful for planning a curriculum.

9. Do you need in-service training in CEFR?

Teacher 1: CEFR is unfamiliar to most of the teachers in Kosovo, this might be because of the lack of in-service training to the teachers. Hence, in order to accomplish this I think that CEFR training is a must.

Teacher 2: Probably, yes an in depth one but, my knowledge on CEFR is enough for the working place that I have

Teacher 3: We all do need training.

Teacher 4: Maybe

Teacher 5: Yes……

10. Do you think that your students meet writing skills requirement according to the level they are attending? What makes you believe so?

Teacher 1: Most of them meet writing skills requirements according to their level because as mentioned previously, the CEFR tool is used before students start their course and are put in the level they should be.

Teacher 2: Usually yes but there are exceptions especially in cases when some of them do not attend regularly and are less attentive.

Teacher 3: Most of the students do.

Teacher 4: Yes, most of them they do.

Teacher 5: Most of them meet writing skills requirements according to their level.

11. Based on your teaching experience do all of your students have approximately the same writing ability? If not, are there big differences?

Teacher 1: Not every student has the same writing ability, this has to do with the creativity where some of them are more creative having different ideas and possessing more writing skills while the rest are less creative.

Teacher 2: Throughout my teaching experience I have met and taught different type of

individuals learning English and I can freely confirm that this varies sometimes because of the different critical thinking and different imagination observed at students perspective.

Teacher 3: No, they don't. There are differences but not that much.

Teacher 4: Not all of them, their skills differ and are versatile.

Teacher 5: My students have different writing abilities; however there aren't big differences between them because they have the same level of language.

12. Do you base your teaching and improving writing skills in accordance with CEFR requirements?

Teacher 1: Based on the fact that it provides us with the necessary information that we need about our students' level of proficiency it highly helps in improving students' writing skills and fulfilling the gaps that they have.

Teacher 2: I try to, though not always since it varies on the program applied.

Teacher 3: Sure I do. Even though we might come across some difficulties

Teacher 4: Yes, I try most of the time, even though there might be some exceptions especially when I have to deal with students who are slow learners and show lack of commitment.

Teacher 5: Yes because all the books that we use are structured in accordance of CEFR requirements

13. Does the CEFR have impact on the test used in your school? Please explain.

Teacher 1: I can freely say that it has a great impact because it makes the test more accurate and gives us more measurable learning outcomes.

Teacher 2: Yes and the impact according to me is in the sense of providing main points that students should focus.

Teacher 3: Yes, it does.

Teacher 4: Yes it does, all the tests are adapted to match with CEFR requirements.

Teacher 5: Since all students have to take the level test before they are registered, CEFR has

impact on our tests and also all the tests taken during the course are made in accordance of CEFR scales.

14. How useful would the CEFR be in curriculum/syllabus development?

Teacher 1: It would be highly useful if it is a part of the curriculum development. By doing so, we would be more productive in students' learning progress.

Teacher 2: I believe that it would be very useful to include it and even develop materials in accordance with CEFR objectives

Teacher 3: Changes would be noticeable.

Teacher 4: Very important.

Teacher 5: Using CEFR in curriculum assure that students can assess their language skills

15. How useful do you think CEFR is outside the classroom?

Teacher 1: Being aware that it is a new issue for the majority of teachers and students as well, I think that it will not be useful at all.

Teacher 2: I believe that CEFR is useful especially during exams and tests such TOEFL or IELTS.

Teacher 3: CERF is very useful outside classroom in different daily life situations.

Teacher 4: If the students are interacting outside the classroom CEFR prepares them to be fluent and get through different situations in their daily lives. So CEFR can also be very useful outside the classroom.

Teacher 5: It is very useful because it utilizes the amount of language each person knows according to the level they belong even outside of classroom.

16. As we know CEFR works out students' ability within a language, specifically reading, writing, listening, and speaking skills so to what extant do you think that CEFR helps teachers to improve the students' writing skills according to specific levels?

Teacher 1: CEFR works a lot to help teachers be more productive in the development of students' writing skills. This would be based on the stages that this tool offers and according to it teachers can work on their students' level of proficiency. In this way they will make successful accomplishments and develop their students' writing skills.

Teacher 2: On a scale from 1 to 10 I would agree that CEFR input is at least 9 and that it really helps students achieve better results.

Teacher 3: It would help teachers a lot in different extent.

Teacher 4: I think CEFR is very useful for teachers to improve different students' skills and it helps them a lot to measure these skills. Through CEFR teachers are able to provide assessment to a higher extent.

Teacher 5: CEFR helps teachers to improve their students' writing skills because if teachers know their level of language is easy for them to lead the students' to the pointed target.

The results of the interviews showed that teachers of Britannica LC in Prishtina are aware of CEFR, its implementation. They have learnt about in different sources such as; textbooks they use at work, internet, university, etc. They know how to apply the CEFR in their teaching but they claimed that they lack skills in using it in assessing writing. They also stated that students they teach have the approximate the same skills of writing but still they could not say that they have the same ability because of different factors they stated above in their interviews.

5.4.3. Results from teachers' interview – Pejë

Another city that was part of our study was the beautiful city of Peja. Five teachers from this city that are part of Britannica LC, were also part of our study. They were very friendly and were more than happy to be part of our study. Going through their answers below, we realized they respected our recommendation of not using short answers whenever they could they explained their opinion on our questions based on their competences.

1. **As a language teacher what do you know about CEFR (Common European Framework of Reference) ?**

   Teacher 1: The Common European Framework of Reference is a scale that divides learners into levels.

   Teacher 2: The CEFR system measures learners' ability in a language. There are six levels from A1 to C2.

   Teacher 3: CEFR is the most well-known way to determine students' skills in a language

   Teacher 4: Common European Framework of Reference was put together by the council of Europe providing a method of learning, teaching and assessing.

   Teacher 5: To my knowledge, CEFR is a framework in which teachers from different countries base their evaluation of their students in different levels.

2. **How did you find about CEFR and what sources were you offered to learn about it?**

   Teacher1: I was interested to set up a new business actually a Foreign Language School. So I got information from sources like CEFR in order to be accredited.

   Teacher 2: I found out about the CEFR during a training course.

   Teacher 3:   -Internet resources as standardized measures

   Teacher 4: Learning first from different book levels: A1 to C2, adding other researches from the internet, curriculum examples and finally teaching English with different book levels.

   Teacher 5: I have worked in Britannica LC and I have studied in South East European University. I have based my evaluation on this framework and some of my professors from SEEU have also mentioned CEFR. I still work with students from different levels using Face2face books for instance and it is all explained in this book.

3.   Do you test your students before deciding to which level you put them? Who formulates the tests?

Teacher 1: Yes of course. Always.

Teacher 2: Yes, always.

Teacher 3: Yes, our school tries to apply it because we consider it useful in teaching and helpful for students in learning English language in our school.

Teacher 4: Yes

Teacher 5: It depends. If a student is to begin from the beginning level, then I don't necessarily test him with a written test. Rather, I just keep observing him/her on what his/her weaknesses and strengths are and I teach him/her all four skills from the basics. Otherwise, if a student is to start from A2 then I first test him/her to see if he/she deserves that level.

4.   What skills does the CEFR cover?

Teacher 1: Learning, Teaching, Assessment.

Teacher 2: As mentioned above the CEFR covers four skills such as speaking, reading, listening and writing.

Teacher 3: -CEFR covers various linguistic skills: writing, listening, speaking and reading.

Teacher 4: Language skills included: Listening, Reading, Writing and Speaking.

Teacher 5: It covers all four skills: writing, reading, speaking and listening but in different levels.

5.   Do you take issues stated in this reference tool into consideration in teaching? In what ways?

Teacher 1: Yes.

Teacher 2:/,

Teacher 3: Sometimes

Teacher 4: Yes

Teacher 5: Yes, I mostly do but I still adapt to the students' needs. I prepare lesson plans based on my students' needs. I take CEFR as a guideline but I still bring new things in the classroom trying to always make changes for I motivate my students as well as keep them focused on what I teach.

6.   What do you think about the applicability of the CEFR in the institution you teach?

Teacher 1: I do really support the idea of using it as a method of teaching and assessment. It is well compiled and very sophisticated in every aspect.

Teacher 2: I think Britannica LC concentrates on introducing CEFR in language education.

Teacher 3: -Using the CEFR as a teacher has important benefits in that it gives us a much clearer picture of what students at a given level are capable of.

Teacher 4: The teaching material referred by the CEFR is the most adoptable and comprehensive; I find helpful applying these materials in the institution I teach.

Teacher 5: Actually, I run private courses and the books I use to teach my students are prepared based on CEFR. Yet, students' needs are what I mostly pay attention to. I also work in a university, specifically in the Faculty of Nursing where I teach medical English which is an ESP course.

7.   Have you read the common European framework of reference? What do you think about it?

Teacher 1: Yes, sure. I have read about it many years ago. I think is one of the best ways to integrate young learners all over the world.

Teacher 2: No.

Teacher 3: -Yes, I've recently read. CEFR is important because it is very widely used internationally and with six levels within the CEFR, language learners can easily work out their ability at speaking, reading, writing and understanding a language

Teacher 4: Yes. Might seem complicated at first but helpful at last.

Teacher 5: Yes, I have but I still sometimes need to consult it as things can be forgotten easily. I think it is good but teaching is to be perfected in a continuous way therefore I wouldn't say it doesn't need changes.

8.   Do you think that CEFR should have a place in teaching education? Please explain your opinion.

Teacher 1: Yes

Teacher 2: Yes definitely.

Teacher 3: Yes.

Teacher 4: Yes.

Teacher 5: I think it should.

9.   Do you need in-service training in CEFR?

Teacher 1: Yes.

Teacher 2: Yes.

Teacher 3: -Yes, we need it urgently.

Teacher 4: Yes, I would go for it.

Teacher 5: I think so.

10.   Do you think that your students meet writing skills requirement according to the level they are attending? What makes you believe so?

Teacher 1: Not always, but most of the times.

Teacher 2: Yes, I think majority of my students meet writing skills requirements according to the level they are attending.

Teacher 3: Yes, they mostly do.

Teacher 4: Not always.

Teacher 5: I think they do but after a lot of exercise having made them done.

11.   Based on your teaching experience do all of your students have approximately the same writing ability? If not, are there big differences?

Teacher 1: Sure, they do not possess all same abilities in writing, but more or less, I do not see any big difference.

Teacher 2: Yes, my students have approximately the same writing skills.

Teacher 3: They don't have the same wiring ability - it is hard to pinpoint all the differences, because some of our students lack this skill, which is worrisome to many teachers.

Teacher 4: Almost the same writing skills, there are no big differences.

Teacher 5: No, not all the students have the same writing abilities. Rather, there are big differences. I think, mother tongue plays a role, too. This depends on many factors for instance: how much time they spend writing, how much attention and how active they are in the classroom and outside of it, the methodology that teachers use in order to boost their writing and motivate them write.

12.   Do you base your teaching and improving writing skills in accordance with CEFR requirements?

 Teacher 1: Yes.

Teacher 2: I try my best to base my teaching in accordance with CEFR requirements.

Teacher 3: Sometimes.

Teacher 4: Yes.

Teacher 5: Yes, I do but I pay particular attention to my students' needs and the way

they improve faster as not all the students have the same abilities therefore finding the proper ways for them is the core to success.

13.   **Does the CEFR have impact on the test used in your school? Please explain**.

Teacher 1: Yes.

Teacher 2: Yes, they are all formulated in order to test students' skills according to CEFR

Teacher 3: Yes.

Teacher 4: Yes.

Teacher 5: Yes it does. The tests have the teacher's guide and the book of tests. All the test are formulated in accordance to the textbooks we use

14.   **How useful would the CEFR be in curriculum/syllabus development?**

Teacher 1: Yes, it is very useful.

Teacher 2: It would be very useful if they implement it properly.

Teacher 3: It helps us to shape our teaching syllabus and to inform our selection of textbooks and other classroom materials.

Teacher 4: The CEFR has been very significant in language learning and teaching also describing learner levels. It has influenced the development and planning of curriculum.

 Teacher 5: Though, as teachers, we might need to bring new things into the classroom, it helps a lot.

15.   **How useful do you think CEFR is outside the classroom?**

Teacher 1: Normally it is useful outside the class, too. Provides students with a great comprehension between each other.

Teacher 2: Very useful because everyone will have the same criteria of measuring the language skills.

Teacher 3: - CEFR levels are useful in job resumes: curriculum vitae, CV, and other English levels references.

Teacher 4: CEFR is most reliable reference for curriculum planning.

Teacher 5: It is useful based on the fact that CEFR is what many other teachers worldwide base their teaching but it is not the only reference.

16. **As we know CEFR works out students' ability within a language, specifically reading, writing, listening, and speaking skills so to what extent do you think that CEFR helps teachers improve students' writing skills according to specific levels?**

Teacher 1: It helps teachers in every aspect.

Teacher 2: I think it depends on the level the students are, different levels have different specifications.

Teacher 3: - I think, CEFR levels allow students' writing skills to be measured at each stage of learning.

Teacher 4: It would be helpful to fine-tune the descriptions of certain CERF-levels and to make them more age specific.

Teacher 5: I think it helps a lot as it is good guideline for them but teachers should always bear in mind that they are actually the ones who should 'invent' things for their students achieve their goals.

The interview results that teachers of Britannica LC in Peja know a lot about CEFR and its implementation. They have learnt about in different sources such as; textbooks they use at work, internet, university, but they still think that they need in-service learning for CEFR. They do apply the CEFR in their teaching but they claimed that they lack of skills to using it in assessing writing. They also stated that students they teach have the approximate the same skills of writing and they test them before putting into levels.

5.4.4. Results from teachers' interview – Mitrovicë

Despite other cities, we also had teachers from Mitrovica who were part of our research. The number of teachers was five, and as in other cases they were encouraged not to use short answers and they did, we were interested in gathering more information in each interview question. Teachers seemed to be very friendly and kind and they also didn't hesitate to answer all the questions below.

1. **As a language teacher what do you know about CEFR (Common European Framework of Reference) ?**

   Teacher 1:   I know that it is a scale to put students into levels according to their knowledge of English.

   Teacher 2: The Common European Framework of Reference is a guideline that is used to present the levels of language learners such as: A1,A2, B1, B2, C1, C2.

   Teacher 3: CEFR or Common European Framework of Reference is a kind of direction or instruction which is used to describe the performance of learners of foreign languages across Europe.

   Teacher 4: The CEFR was created by the Council of Europe and provides a method of learning, teaching and assessing. It applies to all languages in Europe.

   Teacher 5: I know that it divides the knowledge of a specific language into six levels.

2. **How did you find about CEFR and what sources were you offered to learn about it?**

   Teacher 1: In my master studies, in one of the subject we were introduced to CEFR but it was only a brief introduction of it.

   Teacher 2: The information I provided about CEFR were from internet sources and I found out that it divides language into four stages: listening & reading, spoken & written, interaction and translating & interpreting. It also describes language learning

outcomes.

Teacher 3: I was informed about it earlier, during my master studies and also by Wikipedia. There were different kinds of sources.

Teacher 4: As a student myself I was interested in knowing the six levels of grading one's ability regarding foreign language. I have learned everything I needed through online searching.

Teacher 5: I was introduced to it in the English course I teach.

3. Do you test your students before deciding to which level you put them? Who formulates the tests?

Teacher 1: Yes, we always test them before deciding to which level they should belong.

Teacher 2: Yes. We always test the students before deciding to which level to put them in. However, when testing, we pay close attention to choose the correct way of testing them, since exams cannot be very reliable most of the time. For that reason, we try to test them in an appropriate way and then decide the level they belong to.

Teacher 3: Yes, of course, I test them because without testing them we don't know which level they belong to.

Teacher 4: Testing a student prior deciding their level is very important, I support it and believe that teachers benefit mostly from it.

Teacher 5: Yes we test them.

4. What skills does the CEFR cover?

Teacher 1: It covers the four skills, listening, speaking, reading and writing.

Teacher 2: The CEFR gives learners the opportunity to work through 5 skills: Spoken Interaction, Spoken Production, Listening, Reading and Writing.

Teacher 3: CEFR cover these kinds of skills: listening, reading, writing, spoken interaction and spoken production.

Teacher 4: Speaking, listening, reading and writing abilities.

Teacher 5: The main for skills of a language: Listening, speaking, writing and reading.

5. Do you take issues stated in this reference tool into consideration in teaching? In what ways?

Teacher 1: We try to, but we don't have to put too much effort on that because the books we use are based on the CEFR requirements.

Teacher 2: When teaching I always include the whole class in what we are learning and I do always try to make them interact with one another especially when it comes to speaking English. That way it is always easier for me to notice students whether they are progressing or not.

Teacher 3: Yes, most of them.

Teacher 4: Yes.

Teacher 5: Yes, it depends what skills we're trying to improve, according to that we can refer to the frame of the European Council.

6. What do you think about the applicability of the CEFR in the institution you teach?

Teacher 1: We try to implement it as much as we can.

Teacher 2: In the institution that I teach, I believe teachers try to do their best in using the mentioned above skills in order to achieve the success they want to. However, I do not think it is enough applied as needed.

Teacher 3: I think that it would be very useful for our school.

Teacher 4: It is because of the CEFR application they function so well. It is highly applied and very much needed.

Teacher 5: Our textbooks, tests and teaching is based on CEFR references.

7. Have you read the common European framework of reference? What do you think about it?

Teacher 1: Yes, I read about it and I think it's a very good way of measuring language knowledge of people. It was very necessary I think.

Teacher 2: Honestly, I haven't read it.

Teacher 3: Yes, I read it and I think that is very useful for every language teacher.

Teacher 4: Partially yes. I think the CEFR if very important for ELT-s as it describes the basis of what a teacher should teach so the students could gain the knowledge and the skills necessary for communication and efficiency in using the language.

Teacher 5: Yes, I have read the references according to each level. It seems to be very helpful.

8. Do you think that CEFR should have a place in teaching education? Please explain your opinion.

Teacher 1: Absolutely, I think it is very necessary

Teacher 2: I do think it would be a smart decision in having CEFR in our teaching education; hence it is always a good idea to improve our education manners.

Teacher 3: Yes, of course, why not. It would be a great priority in teaching education.

Teacher 4: Yes and not only placed but also should insist in its application.

Teacher 5: Yes, as far as it seems to be very helpful and very useful.

9. Do you need in-service training in CEFR?

Teacher 1: Yes, I think I do. Even though I read a lot about CEFR but still it is needed.

Teacher 2: Yes, I believe I do. It would be very useful for me to have more information towards CEFR.

Teacher 3: Yes, I need.

Teacher 4: Yes, because I am familiar to CEFR mainly from internet sources and training in CEFR would be beneficial in adapting it better.

Teacher 5: Yes, because I have had only a short introduction to CEFR, maybe it would be more helpful if we get trained about it more.

10.   Do you think that your students meet writing skills requirement according to the level they are attending? What makes you believe so?

Teacher 1: I think they do, but I also think that their ability of writing in students' mother tongue, affects their writing ability even in English language.

Teacher 2: Yes, I strongly believe they do need to improve their writing skills, since most of them write the words in the way they hear them.

Teacher 3: - Yes, they meet many requirements, because they are young students.

Teacher 4: Yes.

Teacher 5: Yes, because in each level that they have gone through, they have been taught something according to the reference.

11.   Based on your teaching experience do all of your students have approximately the same writing ability? If not, are there big differences?

Teacher 1: They do have approximately the same knowledge of English but about the writing abilities, they can follow the rules and do what we do in the classroom but writing skills I think is not related only in knowing a language.

Teacher 2: No, not all of my students have the same writing ability, because many of them are very skilled in writing and they rarely do mistakes when writing. However, there are some students who really need more working in writing and other skills, since they are not very good at some skills.

Teacher 3: I think that they haven't the same writing ability but there are not big differences.

Teacher 4: No they don't have the same ability. Writing sometimes comes with time, some students take more time to master it while for others is easy from the beginning. The differences come depending on their level.

Teacher 5: They mostly have the same writing skills.

12.   Do you base your teaching and improving writing skills in accordance with CEFR requirements?

Teacher 1: Yes, we always try to teach students according to the CEFR scale. It is after each level that we evaluate students writing and language skills according to the level they finish.

Teacher 2: Actually, since I do not have too much information on CEFR requirements, I try to base my teaching in the best ways I can find to improve writing skills of different students.

Teacher 3: Yes, sometimes.

Teacher 4: Yes, I try but I mostly have little students and it is difficult.

Teacher 5: Books that we use, are based in improving students all four skills including writing so I think our teaching is in accordance to CEFR requirements.

13.   Does the CEFR have impact on the test used in your school? Please explain.

Teacher 1: Yes, it always does.

Teacher 2: Honestly, I think it would have had more impact on the tests, if they were based on CEFR more often.

Teacher 3: I think that has a huge impact.

Teacher 4: Yes, because the test are those that come together with the textbooks we use.

Teacher 5: Yes, tests are in a special book that comes together with the teacher's guide, student's book and the workbook.

14. **How useful would the CEFR be in curriculum/syllabus development?**

Teacher 1: It would be very useful; we would have a concrete way of measuring ones knowledge of English language or any other language.

Teacher 2: It would be really useful and helpful as well, since it would improve many ways of teaching students and improving their skills when used more commonly.

Teacher 3: I think that it would be very useful for students and teachers, as well.

Teacher 4: I think it would be very useful.

Teacher 5: It would be very useful, it would be a guideline that everybody would follow.

15. **How useful do you think CEFR is outside the classroom?**

Teacher 1: As far as it has derivate from Europe, it is useful because everybody's ability of a specific language it is measured the same. Because of the scale that CEFR provides.

Teacher 2: I think it would be really useful, because sometimes the activities that are done inside the classroom can be limited. So when deciding to do an activity beyond the classroom, this would help students interact more and it would be a stimulating way of learning but of teaching as well.

Teacher 3: I think that CEFR is used inside and outside the classroom for different reasons and it is very useful for both of these.

Teacher 4: It is very helpful because everyone is evaluated the same way.

Teacher 5: I consider it very useful, the reason for this is that everyone has the same knowledge according to the level they are considered to be.

16.   **As we know CEFR works out students' ability within a language, specifically reading, writing, listening, and speaking skills so to what extant do you think that CEFR helps teachers to improve the students' writing skills according to specific levels?**

Teacher 1: It helps a lot because teachers know what each level requires so, they can lead their students toward those specific goals in each level.

Teacher 2: I thinks CEFR helps teachers a lot when it comes to improving their students' writing skills and other skills too, because based on the knowledge they have upon CEFR, teachers help students find their way of learning a language and also find the reasons why they want to keep learning their language and why they need to work more on progressing and advancing their writing skills or speaking ones.

Teacher 3: I think that CEFR has a huge impact on teachers and also helps them in many different cases, related to writing skills.

Teacher 4: It helps to a certain extant but still students willingness to write doesn't depend on anything else despite their passion of writing.

Teacher 5: I think it helps because it is very precise to what students should know in each level so teachers know what to teach them and what their students should be capable by the end of each level.

The results of the interview clearly show us that teachers are generally familiar with the requirements of CEFR. This is considered to be as very important as far as they are the first ones who transmit the information to students from the textbooks, the way they do that, is essential in promoting and implementing the CEFR requirements. Teachers declared that they have been told information about the CEFR, some of them have had training on CEFR implementation in the Britannica LC, and others mentioned that they read about in on internet, some others mentioned that the school sticks the CEFR guidelines on the wall so they know the target they have to reach in each level. When it came to test, while talking about the students' writing skills and implementation of CEFR, teachers mentioned that they do test students before deciding to what level they belong, they have a kind of key test that assesses students' knowledge and skills of English language. Teachers also mentioned that they test students after they finish each

level, despite the regular tests that they have after each couple of modules, they take an oral examination since in learning a SL communication is the main purpose. Teachers generally agree that CEFR is very useful when implemented properly meaning that it should cover, trained teachers, textbooks constructed in accordance to CEFR, tests that assess according to CEFR and this implies the idea that everything should be well related to one another in order to give good results of students' achievements.

5.5. Principal's interview

One of the instruments that we used to conduct this research was the interview. We considered reasonable to make an interview with the principal of Britannica LC since she is an English teacher and the founder of the school we made the research on. Our intention was that through this interview, gather information about the implementation of CEFR in Britannica LC. The interview was a semi structured interview. Below we have full interview.

Interviewer: "How do you divide groups of learners in your school?"

Interviewee: "At the beginning of each level, we divide the groups according to students' capacities and skills of English language. We don't divide them according to their age as many other courses do."

Interviewer: "Do you test students before deciding to what group you divide them?"

Interviewee: "We always test them when they first come to our school because we want to know their knowledge of English language and then put them in the group that best fits to their needs."

Interviewer: "What criteria do you use that precise to what level students belong?"

Interviewee: "All of our test, for pupils and adults are structured under CEFR requirements. Before starting our school, we have worked hard on the test in order everything to be related to CEFR because all of our students aim to continue their studies and most of them abroad and actually learning English is one of their aims so, today we have to promise and offer them the best so tomorrow we can have good and well educated generations."

Interviewer: "Do the textbooks you use take into consideration the implementation of CEFR?"

Interviewee: "Yes, the textbooks that we use in our school are always textbooks that are written under CEFR recommendations; we change and usually tend to use the latest versions of textbooks each year."

Interviewer: "What students' skills do you test in order to move them to the other level when they finish the prior level?"

Interviewee: "Generally we tend to test the four skills but we do that with the final test that students have to take and than an oral exam."

Interviewer: "Does your school implement all the criteria of CEFR seriously in your everyday work with students?"

Interviewee: "Yes, we even stick the CEFR criteria in the walls of each classroom so students and teachers can see what it requires and will work more to achieve the requirements."

Interviewer: "Do you train your teachers for CEFR?"

Interviewee: "When we applied to accredit our school by the Kosovo Accreditation Agency we were told that we should apply the requirements of CEFR, the textbooks that we use should meet those criteria and the teachers should be well informed in implementing the criteria of CEFR and so we decided to have an intern training for our teachers in order for them all to be informed about the CEFR and its implementation. Now whenever we hire a new teacher in our school, before them starting teaching we give the script with the information about CEFR in order not to have difficulty in applying the criteria that it recommends."

According to the above interview, we can conclude that Britannica LC, from its application for the accreditation process from Kosovo Accreditation Agency and on, never stopped implementing and improving the requirements and the guidelines of the EU set in the CEFR. The principal explained that they are aware of those requirements and tend to stick to them and have successful English Language teaching process in their school, including all Britannica LC centers around Kosovo. Furthermore, the principal explained to us that whenever they hire any teachers, they make sure they are aware and have knowledge about CEFR implementation; they give extra explanation and encourage them in its implementation. The principal claimed to be easy to implement CEFR and have successful teaching process of English

as far as they use textbooks, tests, guidelines and everything in accordance to that framework.

5.6. Students' essays analysis

An important instrument of our study was the essay writing. As far as our focus in this research was the implementation of CEFR mainly in writing, we considered very important to analyze students' writing. Our focus was to see the relevance of their writing skills in comparison to CEFR requirements according to each level. Students of all levels were given the same requirement in writing the essay, and they had two topics, one given in the beginning of the level and another one by the end. The topics were different since we wanted to analyze students' written interaction skills and written production skills and so, we tried to give reasonable topics in order to gather more reliable information. Students from levels A1 and A2, were excluded from this part of our investigation since according to CEFR there are no records for these two levels in the writing section, meaning that they are not considered to be able to write essays and longer papers. Below you can find the essay analysis and we consider worth explaining the fact that students used nicknames in both cases but we advised them to use the same nicknames in order to compare to make it easier to analyze the same person's papers. About the Written interaction skills analysis the topic was "My daily routine", and about the written production skills analysis "Importance of learning English Language".

5.6.1. B1 student's written interaction and written production skills analysis

Group: Spark 3

Level: B1

Nickname: Blue eyes

Written interaction skills analysis on "My daily routine"

According to the reference, it is said B1 *students are able to write personal letters and describe experiences and impressions.* Based on this reference we can see that the above mentioned student, in his/her essay was able to explain his daily routine, things that he plans to do, his/her to do list and can clearly and in detailed way each thing he/she does. We can spot some words that were used inappropriately, but considering the B1 level he/she belongs, the essay is very well structured, it has a chronology and has minor grammatical mistakes. At this stage, about this essay we can consider that the requirements of CEFR are reached.

Group: Spark 3

Level: B1

Nickname: Blue eyes

Written production skills analysis on "The importance of learning English Language"

According to the reference, it is said that B1 students can write straightforward connected text on topics, which are familiar, or of personal interest. Based on these requirements, the student wrote a well structured essay, it was short but he/she explained his/herself with some minor grammar mistakes which are reasonable in the level he/she belongs to. The student explained the reason he/she thinks made English an international language, the time he has been learning English and the reason why he/she thinks English should be learnt. In our opinion, the student fits the writing skills requirements according to CEFR.

Group: Spark 3

Level: B1

Nickname: Armja

Written interaction skills analysis on "My daily routine"

According to the reference, it is said B1 *students are able to write personal letters and describe experiences and impressions.* Based on the reference, the above mentioned student meets the required skills; she/he expressed her/himself clearly without grammatical mistakes and has described her/his day. She/he has used simple sentences and not sophisticated expressions that is reasonable for the level she/he belongs to. According to the analysis of the paper, we can say that the student totally meets the requirements of CEFR for the written interaction part.

Group: Spark 3

Level: B1

Nickname: Armja

Written production skills analysis on "The importance of learning English Language"

According to the reference, it is said that B1 students can write straightforward connected text on topics, which are familiar, or of personal interest. Based on these requirements, student wrote an essay that fits the criteria even though; there are grammatical mistakes and non appropriate words i.e. might have been used other words that would be more adequate but still the required criteria are fulfilled. Based in our essay analysis, the student belongs in the level she/he attends and is in her/his way to learn English language in accordance to CEFR requirements.

5.6.2. B2 student's written interaction and written production skills analysis

Group: Spark 4

Level: B2

Nickname: Lola 23122004

Written interaction skills analysis on "My daily routine"

The reference of B2 level about the written interaction says that *students can write letters highlighting the personal significance of events and experiences.* According to this reference and based on what we read on the written paper, the students described her day in detail, she used expressions that belong to her level of English, even though she also used some linking words and time expressions that in my opinion weren't very appropriate. But still it can be considered that the students reached the written interaction requirements of CEFR of B2 level to which she belongs.

Group: Spark 4

Level: B2

Nickname: Lola 23122004

Written production skills analysis on "The importance of learning English Language"

In the written production section, B2 level states that *students can write clear, detailed text on a wide range of subjects related to their interests.* Students can write essays and reports, passing on information or giving reasons in support of or against a particular point of view. This lets us know that in this level, learners understanding and use of English is pretty impressive, and based on the paper that the student has written, we can say that the students didn't fully reach the stated requirements because the essay seems not to be well structures, with significant grammatical mistakes based on the level the student belongs. She has mostly stated reasons why it is important to learn English language and seems to repeat the same idea in other words. This writing seems to be not very completed for the requirements of CEFR considering the grammar mistakes and the way the essay was structured that doesn't seem to meet all the requirements. The essay doesn't even have a conclusion which is not advisable in B2 level students.

Group: Spark 4

Level: B2

Nickname: Duqi

Written interaction skills analysis on "My daily routine"

The reference of B2 level about the written interaction says that *students can write letters highlighting the personal significance of events and experiences.* According to this reference and based on what we read on the written paper, the student described her/his day in detail, she/he used expressions that belong to her level of understanding English, even though she/he has some minor grammatical mistakes and has constructed very simple sentences. But still it can be considered that the students reached the written interaction requirements of CEFR of B2 level to which she/he belongs.

Group: Spark 4

Level: B2

Nickname: Duqi

Written production skills analysis on "The importance of learning English Language"

In the written production section, B2 level states that *students can write clear, detailed text on a wide range of subjects related to their interests.* Students can write essays and reports, passing on information or giving reasons in support of or against a particular point of view. This lets us know that in this level, learners understanding and use of English is pretty impressive, and based on the paper that the student has written, we can say that the student reached the stated requirements even though the essay seems not to be well structures, with significant grammatical mistakes based on the level the student belongs. She/he has mostly stated reasons why it is important to learn English language and this is what a B2 student is supposed to be able to do. This writing seems to somehow meet the criteria of CEFR but still there is space for improvement.

5.6.3. C1 student's written interaction and written production skills analysis

Group: Cutting Edge *upper-intermediate*

Level: C1

Nickname: Princesha 2

Written interaction skills analysis on "My daily routine"

Level C1 is supposed to be a high level and students who belong to it, according to CEFR should be able to *express themselves with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style in order to fit the written interaction required skills.* In our case, the students has written a well structured essay, has stated reasonable thoughts and has talked over her day and her activities. According to her writing, she seems to be well organised and active, it is important to mention that there were no grammatical mistakes found in her paper. It has an introduction, body and conclusion and we think that her paper fits the required criteria.

Group: Cutting Edge *upper-intermediate*

Level: C1

Nickname: Princesha 2

Written production skills analysis on "The importance of learning English Language"

At this stage, the reference of CEFR state that *students can express themselves in clear, well-structured text, expressing points of view at some length. They can write detailed expositions of complex subjects in an essay or a report, underlining what they consider to be the salient issues. They can write different kinds of texts in a style appropriate to the reader in mind.* Based on the reading of the written essay by the above mentioned students, we can come up with the conclusion that it fully fits the requirements because the essay was well structured, the reasons were detailed and important things were stated properly. The essay has meaningful paragraphs, introduction, body and conclusion; it follows a flow of writing that presents a unique style.

Group: Cutting Edge *upper-intermediate*

Level: C1

Nickname: Princesha 1

Written interaction skills analysis on "My daily routine"

Level C1 is supposed to be a high level and students who belong to it, according to CEFR should be able to *express themselves with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style in order to fit the written interaction required skills.* In our case, the students has written a well structured essay, has stated reasonable thoughts and has talked over her day and her activities in a weekend day and a weekday. According to her writing, she seems to not very active, it is important to mention that there were no grammatical mistakes found in her paper. It has an introduction, body and conclusion and we think that her paper fits the required criteria.

Group: Cutting Edge *upper-intermediate*

Level: C1

Nickname: Princesha 1

Written production skills analysis on "The importance of learning English Language"

At this stage, the reference of CEFR state that *students can express themselves in clear, well-structured text, expressing points of view at some length. They can write detailed expositions of complex subjects in an essay or a report, underlining what they consider to be the salient issues. They can write different kinds of texts in a style appropriate to the reader in mind.* Based on the reading of the written essay by the above mentioned students, we can conclude that the students meets the main requirements but still it not a fulfilling essay. Very simple expressions are used that could be more sophisticated when considering C1 level the student attends. Still the essay has meaningful paragraphs, introduction, body and conclusion.

5.6.4. C2 student's written interaction and written production skills analysis

Group: Cutting Edge *advanced*

Level: C2

Nickname: 060502

Written interaction skills analysis on "My daily routine"

At this level of analysis, the written interaction requirements of C1 and C2 are the same, so students are supposed to be able to *express themselves with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style in order to fit the written interaction required skills.* In the written essay of the above mentioned student, we can realize that it has a structure, an introduction, body and conclusion. Many reasons have been stated and student's daily routine has been explained properly in an effective, clear and understandable way. Based on this, we can say that this essay, meets the requirements of CEFR in the written interaction section.

Group: Cutting Edge *upper-intermediate*

Level: C2

Nickname: 060502

Written production skills analysis on "The importance of learning English Language"

Written production section of CEFR for level C2 requires students to be able to write clear, smoothly flowing text in an appropriate style. They can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. They can write summaries and reviews of professional or literary works. Based on the written paper of the student, we could analyze and conclude that the writing is clear and written appropriately. Complex words have been used and the text has a logical structure which makes the reader interested in reading it. This essay meets the requirements of CEFR in written production part and the student fairy belongs to the level she's in.

Group: Cutting Edge *advanced*

Level: C2

Nickname: 6 Vintage

Written interaction skills analysis on "My daily routine"

At this level of analysis, the written interaction requirements of C1 and C2 are the same, so students are supposed to be able to *express themselves with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style in order to fit the written interaction required skills.* In the written essay of the above mentioned student, we can realize that it has a structure, an introduction, body and conclusion. Not many reasons have been stated from the student in order to support his/her ideas. Student's daily routine has not been explained properly in an effective, clear and understandable way since all the time has been stated that she/he has a boring routine. Based on this, we can say that this essay, meets the requirements of CEFR in the written interaction section based on its structure but not much about its content.

Group: Cutting Edge *upper-intermediate*

Level: C2

Nickname: 6 Vintage

Written production skills analysis on "The importance of learning English Language"

Written production section of CEFR for level C2 requires students to be able to write clear, smoothly flowing text in an appropriate style. They can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. They can write summaries and reviews of professional or literary works. Based on the written paper of the student, we could analyze and conclude that the writing is clear and written appropriately. The text has a logical structure which makes the reader interested in reading it. This essay meets the requirements of CEFR in written

production part and the student belongs to the level she/he's in.

Regarding the analysis that we did with the essays, we didn't consider necessary to analyze more than four essays per level in sections, written production and interaction. The students were given enough time and instructions for the essays and after analyzing them and comparing with the requirements of CEFR in both sections, we could conclude that students generally fulfill the criteria, there was some exception but we think that it also depends on students' abilities in writing in their mother tongue, their mood affects their writing too and we concluded on this while comparing the first essay and the second one of the same student. The essays generally met the requirements and the guidelines referring CEFR and this is considered to be valuable. The information let us know that the CEFR criteria is being applied properly, and it is effective, so schools need to keep going on and implementing it into teaching system of EL.

5.7. Conclusion

In this chapter, we outspread the results of our conducted instruments. As mentioned above we used different instruments for the sake of gathering more reliable results and come to a more reliable conclusion of our study. As to go first we used the students' questionnaire considering that students are the most sincere part of our work. We wanted to know all the information they have about CEFR and especially focusing more in the writing part. Generally we can say that it all depends on the level students belong to, but the majority of them do have information about division of levels but they are not very well informed about the importance of that division, about what does CEFR stand for but they agree that they do belong to the level they were attending and also most of their friends in the groups have the same ability of EL. Generally the questionnaire resulted successful since we gathered very useful information and got the idea of CEFR from students' point of view.

Furthermore, we continued with the teachers' interview, a very long interview with teachers from four cities of Kosovo. Our main goal for this interview was to have a nearer perspective of teachers' knowledge of CEFR, its implementation, their opinion on its usefulness

and much other information. We could sum up with many conclusion from this instrument such as, most of the teachers have been well informed about the rules and the idea of CEFR but there were some exceptions for those teachers who started their teaching job at Britannica LC later, they were given information but as most of them said they still think that a training about CEFR would be very useful and will result with productive results in their teaching. Beyond these, they claimed that they use the CEFR as guideline and find it very useful it has resulted to be very successful and they could figure it out when assessing their papers by the end of each level. They also consider that CEFR is very useful even outside the classroom, because if students go abroad or have any job interview or test, their ability of English Language according to CEFR would be very useful and helpful for them. That's why all the teachers agreed that CEFR should be applied in syllabus design and everything should be related to it including, textbooks, teaching methodology, tests, and assessment procedures. Generally, we can come to a conclusion that teachers find CEFR very useful and helpful, they try to implement it to their maximum, they would like to learn more for if though they expressed that they need an in-service training about it and many other opinions related to CEFR.

Principal's interview was another instrument of this study and resulted to be a very useful one. This because it provided us with information about the implementation of CEFR as general guideline of this private school for languages covering all four cities that we made or study on. The principal claimed that all the teachers that work for Britannica LC, are informed about CEFR, they had an in-service training when they applied in the Kosovo Agency of Accreditation and the teachers who joined this school later were given a mini-script of information and ways of implementing CEFR. They also have the targets of each level stick on the walls of all classrooms and that's not only for teachers but for their students too. She also claimed that they do test students before putting them into specific levels, and the textbooks and tests are constructed all under the CEFR criteria. That seemed to be very interesting but serious approach at the same time, since they try all possible ways in implementing CEFR and help learners achieve the goals of learning English to the best of their opportunities.

The last instrument included in our study was essay analysis; this was done with 8 different groups covering B1 to C2 levels, A1 and A2 were excluded as a result of not having

records in the CEFR description for written interaction and written production for students. In order to get more results of this instrument, students were given a topic at the beginning of the level about the written interaction analysis and one by the end of the level about the written production analysis. We can freely say that the writings "My daily routine" about the written interaction was easier and they performed a better result on them compared to topic "Importance of learning English Language" for the written production. While analyzing the results of this instrument we could conclude that all the students met the requirements and the criteria set by CEFR was totally fulfilled by those successful students that were participants in our study.

Chapter six

Discussion

6.0. Introduction

This study investigated many aspects of CEFR implementation but its main focus was in its implementation in the writing process. We were interested in gathering information about all factors and participants in the process of using and implementing CEFR guidelines. We conducted our study using different instruments that were mentioned above such as students' questionnaire, teachers', and principal's interview and essay analysis. All these aiming to answer the research questions set at the beginning of our study. Through above stated instruments we aimed to:

- To investigate the information English teachers and students have about the CEFR.
- To investigate if English teachers in Kosovo use the six levels of the CEFR just as simple scales or they know their value.
- To analyze students' progress throughout six levels in the writing process.

Furthermore we had three research questions that we had to answer and also four research hypotheses that we had to oppose or to support by the end of our study. Below we will discuss them all and show better understanding of the conducted results.

6.1. Discussion of Research Questions

Regarding the research questions of our study, we could answer them all by analyzing the results we gathered. Through different instruments we reached a better understanding and agreed it was more reasonable to conclude the implementation of CEFR in the aspect of writing in Kosovo's private schools for languages. Below we will answer the research questions stated at the beginning of our study.

6.1.1. Research Question # 1

Research question 1: What is the current knowledge of the CEFR among EFL teachers in Kosovo and what are they perceptions?

As mentioned above in the other chapters, the main focus of this study was to investigate the information EFL teachers in Kosovo's private schools have about CEFR, what they know about it, if they implement it and many other questions which answers we managed to answer through interviews we did with teachers from different cities. Among sixteen questions, all related to CEFR was the question if teachers know what it is, if they read the Common European Framework of Reference and many other questions that were related to this research question in order to gather the necessary information to answer it.

Generally what we found out, from the teachers' interviews we had, was that all the teachers were informed about CEFR, they all knew what does CEFR stand for and its aims in applying it. As they explained, the sources they got to know about were different such as in-service training when the school they were working for, applied in the Kosovo Accreditation agency, studies, or even the internet were they read just because they wanted to know about it even though they weren't probably working nor using it. From other questions of the interview, we could analyze that they have a positive opinion on its usage; they stated that it is very useful and even makes their teaching simpler and easier since they know the path they have to follow and they have a target that they need to reach. More than that, teachers said that all of them consider CEFR as very helpful since all the textbooks, tests, recordings and everything is based and developed according to CEFR requirements and these simplify their teaching process.

Based on our investigation, done with different instruments, we can freely say that this research question has been answered positively, teachers in Kosovo's private schools are well informed about CEFR, they know what is it and implement it to their best ability. They even have good perceptions of it and find it very helpful and useful in their everyday teaching.

6.1.2. Research Question # 2

Research question 2: How could the CEFR rating scales be applied to the assessment of Kosovo's students in English writing in Kosovo's private schools of languages? Regarding this research questions, we used two instruments in order to answer it. Teachers' interview and principal's interview helped us to get the answer to this questions since they contained a lot of questions related to that such as, if test they give to students are prepared in accordance to CEFR requirements, if they evaluate students' knowledge before moving them from one level to another one and the way they assess students' progress of English language in the levels they belong.

All the answers that we got were that teachers, in order to test students' progress of English language in different levels, they use the tests that are in the teacher's guide, which is part of the set of textbooks they use in Britannica LC centers. According to the principal of the school, who is a successful English teacher too, the textbooks that they use in their school centers are all textbooks that provide a great implementation of CEFR not only in teaching but in assessing students too. Moreover, we were explained that by the end of each level, students despite the written tests and essays, they undergo an oral exam which is totally based on the criteria of CEFR which are even stuck on the walls of each classroom in Britannica LC.

Based on teachers' answers and the principal's answers in the interviews, we could confidently say that the CEFR rating scales are applied to the assessment of Kosovo's students in English writing in Kosovo's private schools of languages; we have even proven that by asking students to write essays and check their written production and written interaction skills, which resulted to be in accordance to CEFR requirements according to each level that students belonged.

6.1.3. Research Question # 3

Research question 3: Do students in Kosovo make the required progress in writing according to CEFR scales? Considering this question, we needed only one instrument in order to answer it, and it was the essay writing and analysis that we did in our study. We not only wanted to know if students make the required progress in writing according to CEFR, but we also wanted to go deeper and analyze separately students' progress according to CEFR in written interaction and production, divided from one another.

Participant students of our study had two different topics given at different times of their time they were attending the English course, one was focused on the students' skills in written interaction and the other one in students' skills in written production. Later we checked those essays and compared whether they have reached the required criteria of each level i.e. B1 to C1 because A1 and A2 level students were excluded in this part of our research since there was no records in the CEFR scale in order to check them and compare to the criteria.

When analyzing the essays, in each level we could figure out that the majority of essays, with only one exception, met the criteria set by the EU Council. This allowed us to know that the method Britannica LC applies the CEFR, is functioning very well, and students are progressing in accordance to the required criteria and there was being done an effective teaching of English language. Teaching process, assessment and use of CEFR was being applied properly. This is an indicator that students have been taught properly and effective classes of English have been held in all the centers of Britannica LC.

6.2. Discussion of Research hypotheses

This study also despite many different parts had its research hypotheses set at the beginning of the study. We had some hypotheses that wanted to support or oppose by the end of our study. There were four of them that were related directly to our case study. Below we will expand our explanation on them and approve or oppose them in accordance to the conducted results of our study.

6.2.1. Research hypothesis # 1

Research hypothesis 1: CEFR requirements for each scale in writing are satisfyingly fulfilled by students in Kosovo's private schools for languages. Regarding this hypothesis, our study was totally appropriate to approve it. The essay analysis we did with the participant students of our study made it clear, when analyzing their papers, and comparing them to the requirements set in the CEFR scales, we can confidently approve this hypothesis. All the criteria was totally fulfilled by students of Britannica LC in all four centers we did our investigation.

We could also approve this hypothesis by teachers' interview and principal's interview answers which show a clear implementation of CEFR criteria in assessing students' writings according to each level. CEFR provides us with a clear, understandable and helpful explanation of what each student should be able to do in each level A1-C1. According to those clarifications, and the essay analysis done in our study, we can confidently approve this hypothesis.

6.2.2. Research hypothesis # 2

Research hypothesis 2: Comprehending of CEFR impacts learners' reaching the targets put at the beginning of each level. As the second hypothesis of our study, this was a little difficult to be analyzed based on the study we made and the instruments we used. There was not a direct answer that could enable us in analyzing the ides of the correlation of knowing about CEFR is equal to better results on reaching the targets putting at the beginning.

According to the students' questionnaire we had, it is clear that not many students knew what does CEFR stand for but still the targets put at the beginning doesn't mean those targets are not what CEFR requires. This was about students' perspective but when analyzing the case from another point of view, and focus our attention in teachers' interview, we can say that we can approve this hypothesis. Teachers explained that it is much easier if students know the target they have to reach since it makes them more motivated to achieve that target.

As a general opinion, in accordance to our conducted study, we consider this hypothesis approved. There's a correlation between knowing the target and reaching it easier when being informed about it but still that doesn't mean that it is necessary for students to know that the target is what CEFR requires. This doesn't imply the idea of not making students aware and clear enough about the CEFR its criteria.

6.2.3. Research hypothesis # 3

Research hypothesis 3: Students' expanded vocabulary affects their writing skills in English. Based on this research question, we could directly surf on teachers' interviews. There were teachers who mentioned that, they even said that the creativity students have in their mother tongue affects their writing in English language.

Moreover, another instrument of this study was students' essay. The topics that participant students were required to write were pretty appropriate to analyze even their vocabulary. This was clear and easy to be done since students who were attending higher levels of English had better essays because of their expanded vocabulary. On the other hand there were students that had very well structured essays but resulted to be not very impressive as a lack of selected vocabulary usage.

To conclude with this hypothesis, we can say that based on our study, we can say that this hypothesis was approved as a result of the correlation between expanded vocabulary and improved writing skills. In this part are many factors that affect the better writing skills, but expanded vocabulary is one of them.

6.2.4. Research hypothesis # 4

Research question 4: Teachers are familiar and use the CEFR scales in writing. Regarding this research hypothesis, we can say that it can partly rely in our study because it seems to have two parts which not certainly have to have the same answer. The first part of this hypothesis was discussed with teachers in the interviews we had and as a conclusion we found out that all

the teachers were familiar with CEFR, its application and its criteria. It doesn't mean that being familiar necessarily it is implemented in their teaching classes but in our case, according to their responses, it is.

On the other hand, for the usage of CEFR scales in writing, there was no teacher that mentioned that precisely like explaining the number of writings they do throughout a level and explaining that they do refer to CEFR criteria of writing. Teachers only explained that they tend to implement CEFR and its requirements to their best of abilities. This includes not only writing but the four skills; listening, speaking, reading and writing.

According to the last instrument of our study, where we asked students to write essays and after that checked them with the CEFR criteria, we could realize a clear realization of those criteria. This is an indicator that teachers at Britannica LC, follow the instructions and fulfill the requirements of CEFR in the writing part, where our main study focus was. To conclude, according to our conducted study, we can say that even this hypothesis was approved because of the correlation and fulfillment students showed with their writings that were totally in accordance to the CEFR requirements and also based on teachers' interview where they declared that they are familiar to CEFR requirements and try to apply them to the best of their abilities.

6.3. Conclusion

In this chapter, we discussed some important points set at the very beginning of our study such as; research aims, research questions and research hypotheses. All of them, very important in making an appropriate, good and successful study. This builds on the idea of what the study should look for, its focus and the way it should be conducted.

Our study had three main aims that were all related to teachers and students report toward CEFR criteria and its implementation. Investigating teachers and students' information of CEFR was one of the major aims. It was considered as very important report between knowing and implementing it. Than we aimed to find out if the sic levels of CEFR are applied in

the right way or only as a major division of students into groups. But we also were curious to analyze the progress students do in writing throughout levels.

Furthermore, this study was characterized with research questions which by the end of this study, were all answered. There were three research questions that were used to emphasize some important points of this study. The investigation we did resulted to be effective and useful in answering all three questions.

On the other hand, at the beginning of our study, four hypotheses were set which were supposed to be approved or opposed. According to our results, all the hypotheses were approved based on the instruments we used to conduct our study. Even though it happened that one of the instruments didn't fit to any questions, another instrument was appropriate, that's why we used different instruments in order to gather more reliable results.

Generally, all the above information seemed to be important and effective in further studies. We were mainly focused on finding our information on CEFR, especially its implementation and applicability in the teaching process of writing and assessing it. According to our results, Britannica LC, encourages teachers and students to stick to the requirements and criteria put by this framework.

Chapter seven

Conclusion

7.0. Introduction

This study was focused on analyzing the implementation of CEFR in Kosovo's private schools for languages, mainly focusing on writing skills. There many key points were we referred our study such as;

- Information teachers and students have about CEFR.

- Applicability of CEFR in Kosovo's private schools for languages.

- Improvement of writing skills in accordance to CEFR requirements.

- Materials and syllabus design according to CEFR.

- Analyzing students' skills on writing essays on written interaction and written production and check their fulfillment of CEFR scales criteria.

This chapter discusses the implications of the findings and acknowledges the limitations of the study. Finally, it concludes with valuable recommendations for future research and practice for EFL teaching professionals.

7.1. Summary of Findings

The study we conducted was aimed to investigate a very important part of English language teaching and learning in Kosovo's private schools for languages. With the globalization of every aspect of life, the globalization of English language was inevitable, and it has been used for many years as the main language for communication around Europe and beyond. The reasons people have been learning English language are different but the main ones are in order to study abroad and also to attend conferences or even work abroad. This has made English language a very important tool of communication but also with that came the need of utilizing the amount of knowledge people have about English language and about all other

languages. The idea of this was to have a set scale that has specific requirements in order to have the same standards around Europe and beyond.

With all the above mentioned reasons, the EU council came with the idea of CEFR. It was set as a specific scale that provides concrete information related to achievements all learners who aim to learn a SL should fulfill. The scale is divided into different sections such as; reading, listening, speaking and writing and all their specifications according to levels A1 to C2. It is well explained what students are supposed to be able to do by the end of each level and the idea was that to launch a standardized way of teaching, learning and assessing languages. It resulted to be very useful and successful since around Europe and beyond, the CEFR scale is the most used evaluation scale for languages.

In our study, we were focused only on a tiny part of CEFR, which is the implementation of CEFR scale in writing and different instruments were used in order to gather reliable results. One of the instruments was focused towards students' approach and knowledge on CEFR, information that they were supposed to be given by their teachers. The results of the questionnaire we conducted with students were helpful enough to complete some puzzles of our study.

What we concluded was that a reasonable percentage of students knew what CEFR is but what we could realize was that students who belonged to lower levels mostly didn't know what CEFR is. For the other statement weather students have been explained from their teacher what CEFR is about levels A1 to B1 mostly claimed that they weren't explained but others B2 to C2 gave a great percentage in agreeing on being explained what CEFR is, they also knew the importance of being divided into different levels according to their competences of English language. Students stated that they consider important to put students in the levels they belong and they claimed that in Britannica LC, before they were put to the levels they were attending, they have undergone a written test in order to consider their knowledge of English language before deciding to what level they belong. Still, the majority of students agreed that they belonged to the level they were attending which is considered to be very helpful and successful way of teaching English. When going slightly into the part we were interested more, we could find out that students were asked to write parts of different event in

their lives in accordance to their level of understanding. With high percentages students claimed that they are able to fill in forms, to write personal letters, notes and messages, they also mentioned that whenever they have to write something, they have specific number of words they are supposed to have in their writings.

We could analyze and we generally received positive results that we can conclude that students are led to learning English according to CEFR requirements. Despite this, we wanted to have teachers' perspective on implementation of CEFR in Britannica LC's centers around Kosovo, so we chose five teachers in each centre and we could see if the results from students' questionnaire were in accordance to the teachers' opinions. Based on teachers' responses in the interview, all of them knew what CEFR is and they mainly got to know things about it through Britannica LC presentation and information for its application. They also said that they are informed that CEFR cover the four skills and they test students before putting them into specific levels of groups in Britannica LC. Teachers also assured us that they try to implement the CEFR criteria in their teaching and assessing process but they admit that it is easier for them since all the textbooks, materials and everything is in accordance to CEFR and this makes their teaching of English language easier. Participant teacher claimed that most of them have read the CEFR and they agree that it should have e place in teaching English in our case. But despite all the information they have and the opportunities to implement the CEFR, most of the teachers think that they need an in-service training about CEFR so they can learn even more about it. Based on their responses, we could come to the conclusion that most of their students have the approximate same writing ability of English and they do meet the requirements according to their level. As student mentioned in their questionnaire, do test students all the time and their test are all under CEFR criteria and the reason for this great intention on implementing the CEFR is that the school principal and the teachers agree that it is a very useful and applicable way of standardizing the language and they mostly find it useful outside the classroom.

All important points of CEFR were discussed with the English language teachers working at one of the centers of Britannica LC around Kosovo. It is obvious that they try to implement it to the fullest since they consider it as very useful. But despite the interview with the teachers

we also had an interview with the principal of Britannica LC. She gave us very important information on the implementation of CEFR in all centers that she leads. The principal claims that the textbooks, syllabuses, test and all the proceeding materials base their usage in CEFR implementation. This matching simplifies the process of teaching while fulfilling the requirements of CEFR, teachers and students know the target they have to reach and they only have to follow the path which is led by the textbooks.

On the other hand, we had essay writing with students from groups B1 to C2, the essays were focused in two sections of writing skills set by the European Council. Written production and written interaction. The topics were different but resulted to be very productive when analyzing the papers in accordance to CEFR requirements. All the writings met the criteria which one more time confirmed that students and teachers' responses were reliable.

For the sake of fairness, in order to conduct a real study and a reliable one, we did our best in using different instruments and many participants. Our aim was to come with a meaningful and helpful conclusion that will help private English language schools, English language teachers, students and to make their teaching and learning process easier. The above mentioned instruments resulted successful as far as provided us with meaningful information on the topic. We can confidently say in Britannica LC centers in Kosovo, the CEFR; set by the EU council is applied to the best of the ability of everyone engaged in the process of teaching and learning. Everyone considered the framework helpful and we can recommend all schools, not only private, to use it and to design the syllabuses according to its criteria.

7.2. Limitations of the study

It is true that the current study revealed a number of issues that haven't been discussed before; this implies the idea that there is a lot of investigation to do considering this topic but always based on the limitations we had while conducting it. It is a wide topic and there is much to do about it therefore we will outline some limitations where future researchers or if we want to expand our study, may focus more.

- A greater number of EFL teaching professionals could be included to further explore their impact on the study and not only from the major cities but villages too.

- Including public schools' teachers, could have given us we totally different results by the end of the study. While doing the research we encounter public school teachers that asked us questions and when telling them about CEFR, they didn't have any idea of it.

- The research could be done in other forms, not only essays, such as filling in forms, writing invitations etc.

- If required to write in Albanian, students' essays compared with those written in English would have shown another point of view, would have realized if the creativity and vocabulary of mother tongue affects writing in another language was one of our limitations since we didn't think about it at the beginning.

- A better organization of essay writing procedure could have been done maybe by writing ourselves the students' nicknames because from the first essay the forgot their nicknames in the second essay even though they were explained that they should remember them.

These were some major limitations that we realized by the end of our study, and we think might help better in a future research done related to this topic.

7.3. Recommendations for Further Research

The following recommendations derived from the current study, despite the limitations, and based in the literature we have gone through, there are some important points to focus we would provide for further research.

- Further research on CEFR especially in assessing writing progress through CEFR, can be done with students of public schools in Kosovo.

- Expand your study not only in students writing progress through levels but also combine it with speaking skills.

- When making the questions for interview, try to avoid questions that lead to short answers.

- No limitation of words in the essay, especially in the lower levels, even though we wanted them to have the same requirement with other levels but it seemed to be confusing for students.

7.4. Conclusion

English language, without any doubts has been an International language for many years. It is well spread in most countries and continents. It has always been used as a tool of communication for different purposes such as studying abroad, working and living. People from different parts of the world, going to specific places and using English language as a tool of communication, expanded its usage and increased its importance. Still, people, universities and schools encounter problems with the assessment of the language skills people from different countries had. There had been done a major division into levels such as six levels and people attended courses with resulted with the given diploma without knowing the necessary progress they should have achieved. This resulted with people coming from different parts of the world, in a well known university in Europe, sharing the same levels of English language but still not the same knowledge. This was becoming a huge problem for universities, recruiters, and people who had to deal with those cases.

European Council came with the idea of utilizing the language proficiency according to each level. This was a great idea since people from different countries, would have the same level of knowledge according to the level or diploma they provide. The idea was to come with a framework, where each teacher will refer when teaching specific levels and each student will refer when attending specific levels. They would have a path to follow and a target to reach. CEFR is very specific, for each level specifies what the learner should be able to do and to know, it has even divided the four skills; listening, reading, speaking and writing and has given specification for each of them. This, if applied properly resulted to be very effective. In order to make it effective many factors should be put together and collaborate for better results

meaning that textbooks, syllabuses, activities, tests and assessments should all be very bond together in order to make CEFR application functional and successful.

As mentioned above, CEFR is much specified and precisely shows what everyone is supposed to know according to their level. The main focus of our study on CEFR was oriented in the writing part, i.e. investigating the practice of CEFR in English language teaching in Kosovo, in assessing students' writings. Therefore, we used four different instruments in order to get in touch better with this challenge. We started the study with main stakeholders of the process of learning English, with the students. They were given a questionnaire with Liker scale and had to choose the options according to their opinion. From this instrument we could come to conclusion that depending of the level students belong, they had information about CEFR, i.e. Lower levels, barely knew anything about it compared to higher levels who knew about CEFR, what it stands for, its purpose, its implementation, and it was a solid number of them that admitted that they have been told about CEFR by their teachers. According to the questionnaire we could confidently say that students claimed that they belong to the level they are attend, and they think that they are the same level as their friends. Almost half of participant students argued that they weren't explained about the importance of CEFR since they were neutral to this statement. But with the information they have, they agree that the proper separation into levels is highly important. What is very likely to do and Britannica LC practices that method is that they test students before deciding to what level they belong, this is what students witnessed. More over students also confirmed that they had writing assignments at school and they have even agreed on the statement that they have been required by their teacher to write about a specific topic and depending on the level, higher levels also claimed that they have been required to write about specific events and topics because of their better understanding of English Language. According to the results, compared to higher levels, we can say that lower levels, those of basic levels, weren't able even to fill in forms or write emails but generally they agreed that they have been explained what a well structured essay looks like.

Furthermore, to have another perspective of CEFR application especially in the assessment of writings, we made an interview with the teachers of Britannica LC, in four different cities; in each city we interviewed five teachers. Our focus in this interview was to find

out how much teachers know about CEFR and how much they apply it? Therefore we asked them directly and all the teachers claimed that they know what CEFR is, they know its importance and they considered it very reasonable in putting it to use. They know the skills that it covers, and they take into consideration the issues stated in the reference. They said that all the textbooks and other teaching materials they use are in accordance to CEFR requirements and are created according to CEFR criteria. Because they consider it as very good guidance, and very wide to be implemented completely without making mistakes, they consider that they do need other in-service trainings focused on CEFR. Furthermore, they say that they do test students before putting them into levels and also, according to their level, they require them to write different things. They also agree that students they teach are in the right levels and their writing abilities are approximately the same and this because they try to base their teaching of writing and assessing it according to CEFR criteria. Teachers also agreed that CEFR should be covered in teaching system because as they say, it's not that it is useful only inside the classroom but because its purpose is to be useful even outside the classroom and they totally agree with this.

Beyond above mentioned instruments, to our research we also added a semi-structured interview, with the principal of Britannica LC centers. We wanted to have another point on the application of CEFR in these centers; the principal revealed that they apply the CEFR, especially since they applied in Kosovo Accreditation Agency; they had specifications on applying it to its fullest. The Agency, asked them to use textbooks, materials, assessment and everything in accordance to CEFR criteria. Teachers, as the principal explains, they had a short in-service training with intention of applying the CEFR properly. Because of its application in the teaching system, they start from evaluation tests before starting the levels, in order to put them in the level they belong. Furthermore, the principal says that they tend to improve students' four skills but by the end of each level, despite the written tests, that cover essays within, students undergo an oral exam just to check if they have achieved the required criteria. In order to make it easier for teachers and students to stick to the rules of CEFR, the principal claims that they have stick the CEFR criteria on the walls of classrooms. Generally, according to the interview we conducted we could find out that the school in all its centers around Kosovo, offers all the

necessary tools and equipments and opportunities in order to have successful teaching and assessing process of languages based in CEFR requirements.

Despite all the other instruments, we wanted to test the applicability of CEFR requirements in assessing students' essays ourselves. Because of this, in cooperation with the teachers and the principal of the school, we asked students to write two essays with the intention of assessing them in accordance to CEFR criteria. Our assessment was divided in two parts of writing as it is divided in the CEFR criteria; written production and written interaction. When analysing those essays, we could realize that there was a fully implementation of CEFR requirements and as a result all the criteria met. The application of CEFR in empowering and improving the writing skills at Britannica LC's students was deemed very successful.

Generally, we can say that conducting our study resulted successful, the used instruments resulted successful, and they provided us with reliable results which were tested by the students' essays which met all the criteria of CEFR according to students' level. Moreover, with the same instruments we were able to approve the hypotheses of our study and to answer the research questions. We could prove that the application of CEFR requirements is successfully done in all centers of Britannica LC in Kosovo. Still we recommend the Ministry of Education to consider applying the same framework in the public schools of Kosovo and train the teachers for its usage because it has resulted to be very successful in private courses and in all of Europe but there is a lack of its application in public institutions in Kosovo.

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Appendix A

Students' questionnaire

Level:/ Niveli _____

Your nick name_____

Pytesori qe do plotesoni do te jete plotesisht anonim dhe do perdoret per qellime te hulumtimit per

tezen time te doktorates. Ju lutem rrethoni njerin nga opsionet qe keni me poshte per secilen pyetje te

pytesorit. Faleminderit qe ndate kohen tuaj.

1. I know what CEFR (Common European Framework of Reference) is.

1. Une e di qka eshte CEFR (Korniza e perbashket referuese Europiane per gjuhe).

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

2. I have been explained by my teacher how CEFR levels work.

2. Mesimdhenesi/ja im me ka shpjeguar se si funksionojne nivelet e CEFR.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

3. I have been informed for the importance of being divided into groups according to our knowledge of

the language.

3. Une jam informuar per rendesine e ndarjes neper grupe ne baze e njohurive tona per gjuhen.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

4. The role of CEFR is highly important in putting students in the level they belong.

4. Roli i CEFR eshte shume i rendesishem gjate vendosjes se nxenesve neper nivelet ne te cilat ata u

takojne.

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Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

5. I have been tested about my level of English before starting the course.

5. Une jam testuar per nivelin tim te anglishtes para se te filloja kursin.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

6. I think I belong to the level I'm in.

6. Une mendoj se i takoj nivelit ne te cilin jam.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

7. Me and my classmates have approximately the same knowledge of English language.

7. Une dhe shoket e grupit tim kemi pothuajse te njejtat njohuri per gjuhen angleze.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

8. I've been asked by my teacher to express myself clearly relating to a specific topic.

8. Mesuesi/ja ime me ka kerkuar mua qe te shprehem qarte ne lidhje me nje teme te caktuar.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

9. I've been asked to write letters about different events or experiences.

9. Me eshte kerkuar te shkruaj leter per ngjarje dhe pervoja te ndryshme.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

10. I've been asked to write personal letters describing experiences and impressions.

10. Me eshte kerkuar te shkruaj letra personale duke perfshire pervoja dhe pershtypjet e mija.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

11. I've been asked to write short, simple notes and messages relating to different matters not only personal ones.

11. Me eshte kerkuar te shkruaj shenime te shkurta dhe te thjeshta, mesazhe ne lidhje me qeshtje te ndryshme jo vetem personale.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

12.I can write a very simple personal letter, for example thanking someone for something.

12. Une mund te shkruaj leter te thjeshte personale, per shembull te falenderoj dike ose diqka.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

13. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

13. Une mund te plotesoj forma me te dhenat personale, per shembull te shkruaj emrin tim, kombesine dhe adresen ne format per regjistrimin ne hotel.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

14. I can write e-mails to communicate with people in order to get information of my interest.

14. Une mund te shkruaj e-mail me njerez ne menyre qe te marr informata qe me interesojne.

Strongly agree   **Agree**   **Neutral**   **Disagree**   **Strongly disagree**

Pajtohem shume   **Pajtohem**   **Neutrale**   **Nuk pajtohem**   **Nuk pajtohem aspak**

15. I am asked to write essays after finishing each chapter.

15. Me eshte kerkuar te shkruaj ese pasi perfundimit te secilit kapitull.

Strongly agree   Agree   Neutral   Disagree   Strongly disagree

Pajtohem shume   Pajtohem   Neutrale   Nuk pajtohem   Nuk pajtohem aspak

16. I and my colleagues always have the specific number of words we should have in each essay we are

asked to write.

16. Une dhe shoket e mi gjithmone kemi nje numer te caktuar te fjaleve qe duhet te shkruajm ne ese.

Strongly agree   Agree   Neutral   Disagree   Strongly disagree

Pajtohem shume   Pajtohem   Neutrale   Nuk pajtohem   Nuk pajtohem aspak

17. I have been explained what a structured essay looks like.

17. Me eshte shpjeguar se si duket nje ese e strukturar mire.

Strongly agree   Agree   Neutral   Disagree   Strongly disagree

Pajtohem shume   Pajtohem   Neutrale   Nuk pajtohem   Nuk pajtohem aspak

Teacher's interview

TEACHERS' INTERVIEW	
NAME OF THE INSTITUTION _____	
1. As a language teacher what do you know about the CEFR?(Common European Framework of Reference).	
2. How did you find out about CEFR and what sources were you offered to learn about it?	
3. Do you test your students before deciding to which level you put them?	
4. What skills does the CEFR cover?	
5. Do you take the issues stated in this reference tool into consideration in teaching?	
6. What do you think about the applicability of the CEFR in the institution you teach?	
7. Have you read the Common European Framework of Reference? What do you think about it?	
8. Do you think that CEFR should have a place in teaching education?	
9. Do you need in-service training in CEFR?	
10. Do you think that your students meet writing skills requirements according to the level they are attending?	

11. Based on your teaching experience do all of your students have approximately the same writing ability? If not, are there big differences?
12. Do you base your teaching and improving writing skills in accordance with CEFR requirements?
13. Does the CEFR have impact on the tests used in your school?
14. How useful would the CEFR be in curriculum/syllabus development?
15. How useful do you think CEFR is outside the classroom?
16. As we know CEFR works out students' ability within a language, specifically reading, writing, listening and speaking skills, so to what extent do you think that CEFR helps teacher to improve the students' writing skills according to specific levels?

APPENDIX C

Principals' interview

Interviewer: "How do you divide groups of learners in your school?"

Interviewee: _____

Interviewer: "Do you test students before deciding to what group you divide them?"

Interviewee: _____

Interviewer: "What criteria do you use that precise to what level students belong?"

Interviewee: _____

Interviewer: "Do the textbooks you use take into consideration the implementation of CEFR?"

Interviewee: _____

Interviewer: "What students' skills do you test in order to move them to the other level when they finish the prior level?"

Interviewee: _____

Interviewer: "Does your school implement all the criteria of CEFR seriously in your everyday work with students?"

Interviewee: _____

Interviewer: "Do you train your teachers for CEFR?"

Interviewee: _____

Essay writing checklist

	Interaction	Production
	Written Interaction	**Written Production**
C2	Students can express themselves with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style.	Students can write clear, smoothly flowing text in an appropriate style. They can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. They can write summaries and reviews of professional or literary works.
C1		Students can express themselves in clear, well-structured text, expressing points of view at some length. They can write detailed expositions of complex subjects in an essay or a report, underlining what they consider to be the salient issues. They can write different kinds of texts in a style appropriate to the reader in mind.
B2	Students can write letters highlighting the personal significance of events and experiences.	They can write clear, detailed text on a wide range of subjects related to their interests. Students can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
B1	Students can write personal letters describing experiences and impressions.	Students can write straightforward connected text on topics, which are familiar, or of personal interest.

B₁

Britannica LC

Level: Spark 3, B1   Nick name: Blue eyes

Write an essay on the topic "My daily routine". Try to write a well-constructed essay in accordance to your level of English. It is supposed to consist of 1000 words.

Sometimes I hate my daily routine but I can't spend the day without doing all the things in my daily to do list. So first I get up at seven thirty from dozens of alarms noises snooz about five times until I get up. Then I go to the bathroo and brush my teeth, wash my face, look myself in the mirror and put on a cream for pimples and dryskin. I go to my room get all dressed put on some perfume, take my bag and my jacket and leave them in the hall. Then I got the bathroom again and do my hair. My hair is curly so I have real problems while fixing it. Then I take a bottle of water, and go downstairs, say my mom goodbye while she screams at me beacouse I'm always late and then I take about two minutes to decide which shoes I'm going to wear and then I walk to school. My lesson starts at eight o'clock and I'm usually there by two or three minutes post eight. I usually hate most of my classes beacouse of my teachers. On the first class I'm always sleepy even the second one. Then on th. third class I get very hungry beacouse after that a the lunch break. After class is dismissed I go home rest a little bit, my mom asks me how my day was makes me a toast or somethin and then I make coffee for me and her. After that I go to music school and my course then I come back home around five, eat dinner and go do my homewor. After finishing my homework I stay at my phone and lay in my bed and rest. Before ten I take the book that I have to work with tomorrow and put them in my bag. I wear my pijamas, brush my teeth wash my face and go to bed. Then I wake up again at seven thirty and my daily routine starts again

B_1

Level __B1 Spark 3__   Nick name __Blue eyes__

Write an essay on the topic "Importance of learning English Language". Try to write a well structured essay in accordance to your level of English. It is supposed to consist of 1000 words.

Importance of learning English Language

As we all know english is the most importaint language now a days. We start learning english very early, in school. I've been learning english for a long time. The importance of learning english is that you can comunicate with anyone, you need to know english so you can get a job. So if you know english you increase your chances of getting a job. English also is not very hard, but as every language it has a lot of grammar in it. Eaven the english dictionacy has a lot of words. English is also used in everyday life or maybe when you meet foreighn people from around the world. ~~available~~ ~~scribble~~ ~~scribble~~ In my opinion everyone should know english because it's very importaint,

Britannica LC

Level: Spark 3   Nick name: Armja

Write an essay on the topic "My daily routine". Try to write a well-constructed essay in accordance to your level of English. It is supposed to consist of 1000 words.

I wake up very early, at 6 o'clock. I get up and go to the bathroom. I wash my face, brush my teeth and comb my hair. Than I go back ty my room and get dressed. I have breakfast at 6:30. Usually for breakfast I have creal. At 7 i leave home to go to school. The entry bell rings at 7:30! Lessons begin at 7:30 and end at 1 o'clock in the afternoon. Leaving the scho I walk home. As soon as I get home, I have lunch and immediately afterwards I do my homework. At 3 o'clock I leave home and go to the downtown, whose I meet my friends. We stop at a bar, have caffee or soda, talk for a while and than take a stroll through the downte At 5:30 I go back home and at 6 have dinner with my family. Than we stay in the living room talking about the events of the day or watching television for a =

B_1

Write an essay on the topic <u>"Importance of learning English Language"</u>. Try to write a well structured essay in accordance to your level of English. It is supposed to consist of 1000 words.

For english . course i think is very important to now english language because without english language you cant go in europe. English for me was so good, i was learning english about 4 years. In english i learn verbs, adjectives, comparative and superlative, present countinious, present simple, past simple . etc. I want to know english because is important for my life. I want to continue to know all english. English. is very good and difficult for my age. If i learn english from this age to ~~2011~~ 11 years old i know very good english how to spe to write etc. I know how to open job or to join in another job in A erica. The most important language is English. Bye, Aros!

Britannica LC

Level: Spark 4   Nick name: Lola 23122004

Write an essay on the topic "My daily routine". Try to write a well-constructed essay in accordance to your level of English. It is supposed to consist of 1000 words.

In a daily routine I like to do a lot of stuff even though I can't realize them. First of all when I wake up, I always go to the rest room. I wash my face, brush my teeth and then I go a organize my backpack, because I'm lazzy to do it at night. After that I get dressed and make my bed. Sometimes I forget to make my bed, because most of the time I'm late for school. After school I go to music lessons and then go home which is my favorite part of the day and I eat lunch, but sometimes I just grab a snack because I'm not that hungry after school. After that I go and play the piano, and then I get ready for music school. When I arrive there I always have to wait for my teacher to come, because she never comes when she needs to. But beside that I have a lol of fun because piano is my thing. When I finish my lessons I rush to english course which I have a lot of fun and I enjoy every minute of it. Plus I have the best teacher and I couldn't ask for a better one. She's one of a kind. After course I come back home with my friends, and when I arrive I rush into the shower and when I'm done with sho I do my homework and then study. Sometimes if I don't have to study I read something and then I grab my phone and check what ever are my friends doing. And of course you can't call it a day with spending time with your family. I sometimes watch TV with them and sometimes we just talk and then it's time for bed. I often sleep at 10:30pm, but when I'm not sleepy I watch youtube videos until my eyes feel heavy and then I sleep.

~~What weekend to~~ At weekends I like to have a day off. For exam~~ple~~ NO homework, no chores just have fun but that's not what usually happens. When I wake up ~~a~~ I have ~~breakbreakfast~~ ~~go~~ go to my room and make my bed and organize my closet, do some laundry and then I ~~gotto~~ have to help my mom with making ~~b~~breakfast for everyone and after we ea~~t~~ breafast I go outside and ride my rollers or play with my cousin. I enjoy saturday a lot but ~~on~~ sundays I have to be ready for school and do my homework that my teach~~er~~ gave me. That's a daily routine. It's not that special it's just ~~school~~ school $course home and home course school. But it's fun too even tho it's all about school ☺.

B_2

Write an essay on the topic "Importance of learning English Language". Try to write a well structured essay in accordance to your level of English. It is supposed to consist of 1000 words.

* Importance of learning English language *

- It's important to learn english because in life you can face with a lot of problems in job or something else else. It's the most spoken language, I think all should learn english because is most popular language. I started teaching english in third class i started teachin english at Britannica LC. Learning english will help me to study out of country I've learn english in Britannica LC for 5 years and I'm very happy with all services. English also is not very hard but as very language it has a lot of grammar in it. Learning english is fun. The english language is importan cause you need to know english for your life the most of the countries has to learn english like their country language because it's important.

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B_2

Write an essay on the topic "My daily routine". Try to write a well-constructed essay in accordance to your level of English. It is supposed to consist of 1000 words.

My daily routine   191 words

Every morning I get up at 6³⁰. I brush my teeth, I wash my face I dress and I go to my friends house to call her, we go to school together. When we go to school I meet my friends, we stay together and talk about school etc. Later when teacher arrived in class we go to our places. All the time we listen the teacher and we learn new things. my school ends at 12:³⁵. I meet my friends but they are not in my class they are i another class. We go together in our houses. When I go to home home I eat breakfast later do my homew When I finish my homework I call my friend to go for walking. When I came home I be rea for my math cours. I go there with my friend. We go there by walking and there I mee a lot of my friends. When my cours finishs m We talk a interesting things. Wh and my friends go together in our houses. I go home I eat dinner I learn and I went to sleep.

End.

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B_2

Write an essay on the topic "Importance of learning English Language". Try to write a well structured essay in accordance to your level of English. It is supposed to consist of 1000 words.

Importance of learning English Language

I think all should ~~b~~ learning English language because English language is most popular in the world. I've learn English for a long time and I realy like. Learning English will help me to study out of contry. I've learn English in Britannica LC for 5 years and I'm very happy with ell services. ~~Learn English~~

Knowing English increses your chances of getting a good job. English also is not very hard but as very language it has a lot of grammar in it. Even the English dictionary a lot of words. If you now English very well you can't last anywere. English is also use in every -think and every day in life or mabe when you meet people from ~~xxx~~ around the world you can use English language too convnicate with the person. So learn English language for a better life, for a better job and for a better friend.

English language uset and in teknology.

Britannica LC

Level: _Upper-Intermediate_   Nick name: _Princesha 2_

Write an essay on the topic "My daily routine". Try to write a well-constructed essay in accordance to your level of English. It is supposed to consist of 1000 words.

As a teenager, that goes to school, my whole day is mostly planned from ~~the time~~ it. However I really think it depens on a persons personality and on the way, they deal with different situations. For example a lot of people try to take things on their own hands, but in the other hand some people just let things flow, and they don't worry about them.

I am a lazy person most of the time, but when I start doing som-thing, I try to give my best at it. Waking up is a very hard process for me because I'm a heavy sleeper, so I usually set like 30 alarms. When I wake up I check my phone, my social medias, and then I go to the bathroom, do the usual things such as: Brushing my teeth, washing my face etc. After that I go downstair and eat breakfast. I don't wake up early because I do all my homework and learning when I come back from school, in the evenin so after eating breakfast I usually check my backpack and choose the outfit for the day. That means I get ready for school, get dr up and all that. I meet with my friends and we go to school togetter. School for me is the longest part of the day. And after school I usually have different activities mostly courses. When I finish all these obligations, I go home, enjoy dinner with my parents, and start doing my homework, learning etc.

All in all my daily routine is pretty simple as I said but It does take up all the time I have.

C1

Write an essay on the topic "Importance of learning English Language". Try to write a well structured essay in accordance to your level of English. It is supposed to consist of 1000 words.

English is a vital language to be learned because English is the International language in the world. People need to learn English for the following globalization era. As we know English is not only important for old people but it is for everyone. There are some reasons why we need to learn English. Some of them are : to communicate internationally, to learn science and technology and to get a job.

The first reason is English to communicate internationally. Certainly, everyone who wants to go abroad should know and master English. By learning it we can go anywhere easily because people abroad usually use English.

Another reason is to learn science and technology. As we know many sources of science books are written in English and it urges people to learn English indirectly. Not only science but also technology uses English. Technology in globalization era such all of the tools, applications, and guidebooks of the technology using English. It also urges the users of technology for learning English indirectly.

Next, English helps people to get a job. Many types of job should master English for support their qualities of the job. So applicants must have knowledge and master English to make finding a job easier.

As a conclusion, we should learn English because it helps in many different ways and is considered a skill for people who know it.

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G

Write an essay on the topic "Importance of learning English Language". Try to write a well structured essay in accordance to your level of English. It is supposed to consist of 1000 words.

Nowdays english is a very important language ~~and~~ ~~also very~~ ~~important because~~ and it's known as the International language in the whole world. Everywhere you go it's impossible to not meet or to not hear somebody talking english, so this tells the importance of learning English.

People say that as many langueages you know you are more intellegent so I think that the basic language that you should know is mother tongue and then English. ~~~~ Many people go to different courses to learn ~~english some other~~ some of them learn a little but English by watching different movies. Many countries include english as a second language in their school syllabas and children start learning english in a very early age as I said before they go to courses etc. It helps us to not look that you don't know anything but a least say something in in English.

All in all English is a great language for me because it helf me in the future and it helps me everytime. It will help me get a job in America or somewhere that english is talked and it would be a big plus for me.

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G

Level: _Upper Intermediate_   Nick name _Princesina 1_

Write an essay on the topic "My daily routine". Try to write a well-constructed essay in accordance to your level of English. It is supposed to consist of 1000 words.

My daily routine is pretty simple. It's like a teenagers life, but is not the same for all of them. Somebody is more interested to know new things and adds them to the daily routine list and does them everyday. So, for me this explains what daily routine

Everybody has a daily routine so I have one too. I start my day by waking up very late and to be honest i'm not a morning person, but If I have something to do or I have an appointment for somewere I have to wake up earlier. After I wake up I check my phone and lay in my bed for some minutes and then I go streught to the bathroom. I wash my face, brush my teeth and then I go to the kitchen to eat breakfast. I watch some episodes of some serials that I missed, I enjoy watch them a lot. My daily routine changes when I go to school. I the same everyday. I wake up at 11 o'clock but If I have to learn or to read something I wake up earlier. I ea breakfast and then I get ready for school. When I come ba from school I eat dinner and watch a movie or I go walking. At 1 or 2 o'clock I go to bed and I know it's ve late but I just can not sleep earlier.

This concludes my daily routine, it's pretty simple like I said before but I add new things to it everyday, so it becomes funnier.

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Britannica LC

Level: **C1+**   Nick name ___060502___

Write an essay on the topic "My daily routine". Try to write a well-constructed essay in accordance to your level of English. It is supposed to consist of 1000 words.

My daily routine

- Being in this phase of life, being a teenager, looks to me as one of the hardest times in life, not to be dramatic, but this era makes it like that. Therefore, having a daily routine in this time and in this country makes it almost impossible.

- Let's start with something that is part of every student's life — school —. We wake up everyday at 7 am, starting school at 7:30, spend 5 hours there, sometimes some wasteless time, because we go and come back with nothing knew to our brains. This is the very majority of everyone's routine.

- Let's continue with the part where we go home, for me usually at 1pm. The first thing I do, except of course from eating breakfast – lunch, is falling asleep accidentally on the couch in the living room, because 6-7am is not the best time, proven scientifically, to work our hardest on our brains. So this it like 70% of my day, the rest of it sometimes contains going to extraprivate courses, but nothing more.

- You might wonder why would this be like this, part of the reason is our generation, because we don't have where to go except cafés, but the main reason is our government that doesn't work in the new generations, so we have nothing productive to do. All it's left to say is we hope a better future for us even though we might haven't got a strong structure behind us

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C_2

Level **Advanced – C1+ (C2)** Nick name _____060502_____

Write an essay on the topic "Importance of learning English Language". Try to write a well structured essay in accordance to your level of English. It is supposed to consist of 1000 words.

Importance of learning English language –

All these years we've been here in the same world, but with different ways of acting, speaking, in general different cultures. All this has proven itself, in the aspect of developing together, in the past we had never achieved anything because we weren't one.

- Nowadays everything has changed we have found one common tongue, as one nation, with English behind us. So you by now, you can guess the importance of learning English language.

- What are the advantages of knowing this language? Firstly if you find yourself sorrounded by people that don't understand your mother tounge, communicating in English will mostly help, since there isn't a person in the world who doesn't at least one word of this language. Also it is one of the fewest languages that has a connection on a kind of a similiarity with other languages so it is easy to learn.

- These were only two reasons of learning this language, there are a thousand more that explain the importance of English language, that are worth mentioning. But in general we all know what it means to know more and more these days. So knowing one extra language as English won't hurt at all, but help with everything.

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Britannica LC

Level: __C1+ Advanced__   Nick name __6.Vintage__

Write an essay on the topic "My daily routine". Try to write a well-constructed essay in accordance to your level of English. It is supposed to consist of 1000 words.

- Different people have different daily routines. Someone may have an attractive one and someone may also have the boring one, which for my opinion is the most usual one. Personally, my life is based on a daily boring routine, mainly for the reasons that it ~~doesn't to make several~~ ~~B~~ ~~the~~ contains the same actions every single day and the actions that I do are very boring.

- I consider my daily routine boring mainly for the reason that it is the same every day. So when I say "the same" I mean that my daily routine does not have anything special to distinguish from the other days. For example everything that I do from the start of the day till the end of it, ~~include is~~ is school, and fitness. These latter two are my main actions every day, and I would like to add something new ~~components~~ to break the boring sameness and the monotony that my daily routine offers me every day.

- My daily routine is also boring for the reason that my main actions are very boring. Personally, I would like something more fun and more attractive than school and fitness. I would like to have a routine like some people outside our country that seem to have fun ~~every moment~~ and enjoy every moment.

- My wish for an attractive daily routine is very big, and I hope this wish of mine will come true one day, because I'm really tired ~~so~~ from the boringness that I am offered. ~~However I should be~~

①

u C_2

Write an essay on the topic "Importance of learning English Language". Try to write a well structured essay in accordance to your level of English. It is supposed to consist of 1000 words.

Knowing more than one language is a beneficial part that is going to help you fbuild a better future. English nowdays is the most important language all over the world. First of all it offers you oppurtunities to get a job, and second English is the internatiol language of communication.

I personaly believe that English offers you more oppurtunities at work because without English you can't get a job good job in a multinational company. Clients of the company aren't always from your home country and you can't communicate with them if you don't know English, and then you loose clients and in that way the company loses too. That is the reore of the main reason why the company can't hire you because they can't afford to pay a person that doesn't know English.

Second, English is the international language of communication. English is the official language of 53 contries and if you want to travel, and you don't know English you probably should stay at home. know Englis yet have a lot of that the the

To sum it up, English is a language that is going to affect your life in a good way if you know English