



Fakulteti i gjuhëve, kulturave dhe komunikimit

Faculty of languages, cultures and communications

POSTGRADUATE STUDIES- SECOND CYCLE

Thesis:

**Translation of English grammatical items during English
language teaching**

CANDIDATE

Rezarta Ramadani

MENTOR

Assoc. Prof. Arta Toci

Thesis:

**``Translation of English grammatical items during English language
teaching``**

Teza:

**``Përkthimi i pjesëve gramatikore gjatë mësimdhënies së gjuhës
angleze``**

Тема:

**`` Преводот на грамтичките појмови во тек на предавњето на
англискиот јазик``**

Acknowledgement

First of all, I would like to express my gratitude to professor Sejdi Sejdiu, who encouraged me to finish this Master thesis and taught me the most important and valuable information about research methodology. This work would not have the spirit it has without professor Sejdiu. It has been an honor to be his bachelor student and I will always appreciate the wonderful example of hard work that he provided for me.

I am also very grateful to professor Arta Toci for accepting my Master proposal and admitting me as her Master student. The opportunity she gave to by becoming my mentor is essential for my current and future academic carrier. Also, I would like to acknowledge professor Toci`s helpful suggestions every time I faced difficulties and vagueness during the process of writing this thesis.

Profound gratitude goes to students, teachers, and principles who helped this project in different ways, including coordination and data collection. As such, I would like to thank individually all English teachers and all the students from 5th to 9th grade of `` Gjon Serreci``, ``Jeronim de Rada``, and `` Tefik Canga`` primary schools.

Last but not least, I would like to acknowledge with gratitude, the support and love of my family- my parents, siblings, and my fiancé Trim. They all kept me going and I am aware that this would not have been possible without their support.

Abstract

The current research examined if translation is used during teaching of English grammatical items, if Grammar Translation Method is implemented in primary schools of Ferizaj, and if so how this will affect in the fluency and accuracy of students. Schools that were picked to be part of this research are ``Gjon Serreci``, ``Tefik Canga``, and ``Jeronim de Rada``. Participants of the current research are students of the above mentioned primary schools from 5th to 9th grade and their English teachers. The used methods were a combination of qualitative and quantitative methods, including observations, questionnaires, and interviews. What was revealed from the used instruments was that in primary schools ``Gjon Serreci``, ``Tefik Canga``, and ``Jeronim de Rada`` grammatical items are translated to a high extent. Also was revealed that translation of grammar items and implementation of the majority of principles of Grammar Translation affect the academic proficiency of students, which was measured by grades in English language subject. Also, at a separate chapter are discussed limitations and recommendations of the research.

Key words: *second language, first language, translation, Grammar- Translation, grammatical items.*

Parathenie

Ky hulumtim shqyrtoi nëse përkthehen pjesët gramatikore gjatë mësimdhënies së gjuhës angleze, nëse aplikohet Grammar-Translation në shkollat e mesme të ulëta të Ferizajt, dhe nëse po si ndikon kjo në arritjen e të folurit të rrjedhshëm të gjuhës angleze. Shkollat e zgjedhura për këtë hulumtim janë shkollat e mesme të ulëta ``Gjon Serreci``, ``Tefik Canga`` dhe ``Jeronim de Rada``. Pjesëmarrësit e këtij hulumtimi janë nxënësit e shkollave të lart përmendura nga klasa e pestë deri në të nëntën dhe mesimdhënësit e këtyre nxënësve. Metodatat e përdorura janë kombinim i hulumtimit kualitativ dhe kuantitativ, duke përfshirë vëzhgimet, pyetësorët dhe intervistat. Çka është zbuluar nga instrumentet e përdorura është që në shkollat e mesme të ulëta ``Gjon Serreci``, ``Tefik Canga`` dhe ``Jeronim de Rada`` pjesët gramatikore përkthehen shumë. Gjithashtu u zbulua që përkthimi i pjesëve gramatikore dhe implementimi i shumicës së principeve të Grammar Translation ndikojnë në arritjet akademike të nxënësve dhe e gjitha kjo e matur me notat e lëndës së gjuhës angleze. Po ashtu si pjesë e ndarë janë diskutuar limitimet dhe rekomandimet e këtij hulumtimi.

Fjalet kyce: *gjuha e dytë, gjuha e parë, përkthimi, Grammar-Translation, pjesët gramatikore.*

List of abbreviations

L1	First Language
L2	Second Language
SL	Second Language
EFL	English as a Foreign Language
ESL	English as a Second Language
MT	Mother Tongue
GT	Grammar Translation Method

List of Tables and Figures

Figure 1 Newmark's V Diagram of Translation Methods

Table 1 How language items are learned

Table 2 Descriptive statistics of all variables

Table 3 Correlation Matrix between all variables

Table of Contents

Acknowledgement	I
Abstract	II
Parathënie	III
List of abbreviations	IV
List of tables and figures	V
Table of contents	VI
Chapter I: Introduction	1
Chapter II: Literature Review	3
2.1 Mother tongue in English classes.....	3
2.2 A historical view of the issue.....	4
2.3 Grammar Translation Method.....	6
2.4 Language teaching innovations of the nineteenth century.....	7
2.5 Direct Method.....	8
2.6 Audio Lingual Method.....	10
2.7 Communicative Language Teaching.....	11
2.8 Benefits of using L1.....	12
2.9 Disadvantages of using L1 in classroom.....	17
2.10 The balance between L1 and L2.....	19
2.11 Ways of making students use target language	21
2.12 Translation	22
2.13 Teaching grammar.....	25
Chapter III: Methodology	29
3.1 Research aims and objective.....	30
3.2 Participants.....	30

3.3 Research questions.....	31
3.4 Hypothesis.....	31
3.5 Research methodology and procedure.....	31
3.6 Instruments.....	32
Chapter IV: Data Analysis.....	33
5.1 Findings from the observations.....	33
5.1.1 First observation class.....	33
5.1.2 Second observation class.....	34
5.1.3 Third observation class.....	35
5.1.4 Fourth observation class.....	36
5.1.5 Fifth observation class.....	37
5.1.6 Sixth observation class.....	37
5.1.7 Seventh observation class.....	38
5.1.8 Eighth observation class.....	39
5.1.9 Ninth observation class.....	40
5.1.10 Tenth observation class.....	42
5.1.11 Eleventh observation class.....	42
5.1.12 Twelfth observation class.....	43
5.1.13 Thirteenth observation class.....	43
5.1.14 Fourteenth observation class.....	44
5.2 Findings from the questionnaires	45
5.3 Findings from the interviews.....	46
5.3.1 First interview case.....	47
5.3.2 Second interview case.....	47
5.3.3 Third interview case.....	48

5.3.4 Fourth interview case.....	48
5.3.5 Fifth interview case.....	49
5.3.6 Sixth interview case.....	49
5.3.7 Seventh interview case.....	50
5.3.8 Eighth interview case.....	50
5.3.9 Ninth interview case.....	50
5.3.10 Tenth interview case.....	51
Chapter V: Discussion of Results	52
Chapter VI: Conclusion	55
Chapter VII: Limitations and Recommendations	56
6.1 Limitations.....	56
6.2 Recommendations.....	56
References	58
Appendixes	62

Chapter I

Introduction

The use of L1 during English language teaching remains an issue which needs further elaboration. Historically the use of mother tongue in classrooms was considered as negative impact on students, however, the recent studies show that L1 has its benefits if used in normal proportions. The use of first language during English classes is a phenomenon that exists all over the world. English classes may not be the appropriate place for Albanian language to be used, however, it is a place that L1 can be observed and reveal the results.

``The use of the L2 should be maximized whenever possible. The L2's primary role is to provide scaffolding to lower affective filters by making the L2 and the classroom environment comprehensible. The L2 plays a secondary role by helping students to anchor L2 concepts to the L1 through use of loan words, translation activities, and code switching within story telling activities`` (Meyer 2008; 157).

Due to misunderstandings between individuals or groups who advocate, or not, the use of mother tongue during grammar teaching, but mostly in general, different approaches arose; monolingual approach and bilingual approach. Monolinguals are against the use of mother tongue in classrooms since they do not see any benefit from it. Bilinguals advocate the use of mother tongue in classrooms and have provided many theories of benefits that mother tongue can bring.

The issue this paper is going to examine in more details is whether or not the use of students L1 during grammar teaching, by either students, teachers or both, hinders or facilitates the fluency and accuracy of students second language. This project in essence deals with the use of first language and the impact it has on student's achievements in English language. Also, this project deals with the applicability, or not, of Grammar Translation method in three schools of Ferizaj, ``Gjon Serreqi``, ``Tefik Canga``, and ``Jeronim de Rada`` primary schools. Relying on the literature, it has been hypothesized that in the above mentioned schools of Ferizaj, translation and L1 in general are used when dealing with language and especially grammatical items leading to a lack of fluency and accuracy from students. Also, it has been hypothesized that Grammar Translation method is implemented in the schools of Ferizaj.

English in 21st century is considered to be a global language and its importance is rising day by day, in each of the countries fits in the range of subject schools and due to this a lot of dilemmas arise on which is the best way to teach it. Another dilemma is the inclusion

or not of L1 while teaching a foreign language, English in our case. From personal experience and by collecting the opinions of a lot of colleagues, the use of L1 in classroom is always followed by a question mark. Teachers use L1 by fearing of the damages that can cause in student`s fluency and accuracy. Since grammar is just a way of showing students how language can function, it also fits in the group of unsolved dilemmas of whether to use or not L1 while dealing with it. In the context of EFL, teaching grammar has traditionally been dominated by a grammar-translation method where the use of mother tongue is clearly important to elicit the meaning of target language by translating the target language into native languages. For example, according to Larsen-Freeman (2000) and Richards and Rodgers (2002), in such a method learners are required to learn about grammar rules and vocabulary of the target language. In the case of grammar, it is deductively taught; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples.

For these reasons and many more, the following parts of this study will shed light on these dilemmas and will give teachers answers that are looking for. Also, this research as the first one conducted in primary schools of Ferizaj about the issue of translating grammatical parts or not, will help other researchers as a referring point.

Chapter II

Literature Review

2.1 Mother tongue in English classes

English now a days is considered to be one of the most powerful tools of communication worldwide. As an important part of globalization, of course all of its areas have been investigated, including EFL teaching and learning process. One area of EFL that got the attention of researchers is the implementation of L1 in L2 classes. Researchers continue to come up with versions that either oppose or support the idea of L1 in EFL classes. The usage of L1 in EFL calluses is a very fragile issue and very commented as well, is commented to that extent that approaches have appeared for this purpose; Monolingual approach and Bilingual approach.

Monolinguals are researchers that object the use of L1 in L2 classes. They believe that L1 will deprive students from learning L2 and being able to communicate in it. L2 is the only way to learn a foreign or second language, by plentiful exposure to the language. ``In fact, the general assumption that has prevailed for some time is that English ought to be learnt through English, and not by the use of L1, which has to be prohibited in the classroom. Many ELT professionals even wonder how students can truly appreciate target language exchanges if they are continually relying on their L1`` (Jadallah, M & Hasan, F 2011; p.1).

`` In fact, the proponents of this approach suggest more than one reason for their attitude. First, using L1 may become a habit resorted to whenever any difficulties arise. Other than that, this use might be misleading sometimes owing to differences existing between the L1 and the FL. They add that when L1 is used, errors might emerge owing to negative L1 transfer. As an example, difficulties for Arab learners may be related sometimes to the different syntactic structures of sentences in Arabic and English. While Arabic has a V-S-O sentence structure, English generally follows the S-V-O pattern`` (Jadallah, M. et.al, 2011, p.3).

Monolingual researchers oppose the idea of using L1 in classroom since there is not a role, at least not beneficial a one, that L1 can play in EFL classes, and that L1 will only deprive students from becoming fluent and accurate speakers of English. In the opposite there are also a lot of researchers that consider L1 in L2 classes very beneficial and vital. Comparing researches on monolingual and bilingual orthodoxy, monolingual`s arguments are

not as convincing and sufficient on why L1 should be avoided or even banned (Jadallah & Hasan 2011).

The bilingual approach in the other hand, advocates the use of mother tongue in language teaching, and according to many researchers and specialists of this field it is nonsense to exclude mother tongue from foreign language teaching. Macaro (2001) argues that it is not only impractical to exclude the L1 from the classroom, but that it is also likely to deprive learners of an important tool for language learning. Similarly, Aurbuch, 1998 (cited in Sharma, 2006: 81) not only acknowledges the positive role of the mother tongue in the classroom, but also identifies the following uses of it: language analysis, class management, presenting grammar rules, giving instructions or prompts, explaining errors and checking for comprehension. Within the same context, Harbord (1992) points out that many ELT teachers have tried to create English-only classrooms, but have found that they have failed to get the meaning across, leading to student incomprehension and resentment. According to Mukattash (2003: 224), using L1 in EFL teaching has been found to facilitate both teaching and learning, systematize comprehension of EFL structures and items and hence leads to meaningful learning" (Jadallah & Hasan 2011; 4-5).

2.2 A historical view of the issue

Considering the historical background of the teaching process of EFL, we can see that the prevalence of Grammar Translation method and its lack of results in fluency and accuracy led to the bad reputation of L1 in L2 classes. Changes in language teaching through history came as a result of student's needs for oral proficiency rather than reading and writing; they also reflected in the core of language and language learning. Questions that are now a days unresolved or have different perspectives are those that in the past were not even thought. Learning language now a days, as well as throughout history, is and has always been a major concern that started from teaching Latin and continued with other languages.

Whereas today English is the top one language worldwide studied, 500 years ago was Latin, it was the language of education and all other important areas. However, as a result of change of political climate in Europe in sixteenth century, French, Italian, and English gained importance. As a result, the power and use of Latin started to vanish and passed from a living language to just a subject in school, and the study of Latin took a different function. The study of classic Latin, in which different famous books were written, and an analysis of its grammar and rhetoric changed the stream of language teaching and turned into a trend of

language teaching from the seventeenth to nineteenth century. Grammar school of England of the sixteenth, seventeenth and eighteenth century was a rough patch for entered students. ``They were given a rigorous introduction of Latin grammar, which was taught through rote learning of grammar rules, study of declensions and conjugations, translation, and practice in writing sample sentences, sometimes with the use of parallel bilingual texts and dialogue`` (Kelly 1969; Howatt 1984, quoted in Richards & Rogers 2001; 3-4).

There were time to time attempts to make curriculum reforms, but was a dead end road, the only time when reforms were made, even though not immediately, was after the drop of Latin from the pedestal of languages and modern languages showed on the scene of curriculum European schools. At the beginning the stream of ``grammar teaching`` continued even with other languages (Richards & Rogers 2001; 4):

.... they were taught using the same basic procedures that were used for teaching Latin. Textbooks consisted of statements of abstract grammar rules, lists of vocabulary, and statements for translation. Speaking the foreign language was not the goal, and oral practice was limited to students reading aloud sentences they had translated. These sentences were constructed to illustrate the grammatical system of the language and consequently bore no relation to the language of real communication.

Even in the nineteenth century this was the standard way of teaching language, even text books compilers goals were to codify the foreign language into a pile of grammar rules for students to memorize. There was little, if any, time scheduled for oral exercises while written exercises prevailed. This was known as Grammar Translation Method.

2.3 Grammar Translation Method

The Grammar Translation method was an offspring of German scholarship and was known as Prussian Method, Classical Method and other different names. Dependent on W.H.D Rouse Grammar Translation method is ``... to know everything about something, rather than the thing itself`` (quoted on Kelly 1969:53). The goal and a fundamental purpose of this discipline is to be able to read literature in target language and was thought that this way students will grow intellectually. Also was thought that through the study of target language grammar, students will start to appreciate more the grammar of their native language, and eventually will benefit from this in two sides (Diane Larsen- Freeman 2000). Translation is another important part of this method, if one could translate from one language to another was considered to be a successful language learner.

Grammar Translation method is about learning a detailed analysis of target language grammar, followed by application of this knowledge in translating sentences from native language to target language and vice versa. So reading and writing are given the majority of attention as language skills, and little attention to speaking and listening; pronunciation receives very little, if any, attention. Communicating in target language is not the goal of the teachers. The main areas of language to be emphasized are vocabulary and grammar, vocabulary is based on reading texts, translating words and memorizing words from bilingual lists. Literary language is considered superior to spoken language. In a typical Grammar Translation text, grammar rules are presented in details, there is a list of words and their equivalents, and a lot of translation exercises. Accuracy in translation is one of the required features of Grammar Translation method (Diane Larsen- Freeman 2000).

The role of the teacher and the student is very strict and formal. The teacher is the authority in class, while students do what s/he claims in order to get what he knows. The feelings of students are not dealt with in this method. The teacher decides whether the answer is correct or not, if the answer is incorrect then other students, selected by the teacher, provide the right answer or the teacher himself/herself does. There is an immediate correction from teacher's side. Grammar is taught deductively, that is giving students the rule of generalization and ask them to memorize and after that to be able to apply it in other exercises. Exercises, in most of the cases, included translation of sentences and words. This is also how students have been evaluated, by translating form native langue to target language and vice versa, also answering questions that included culture of the target language and grammar rules (Diane Larsen- Freeman 2000).

``Grammar Translation dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form it continues to be widely used in some part of the world today`` (Richards & Rogers 2001; 6). Grammar Translation for students meant a tedious experience of memorizing rules and at the end of the day has little, if any, advocates.

2.4 Language teaching innovations of the nineteenth century

At the mid 1970s the need for communication was increased in Europe for the purpose of communication between modern languages. This was the reason that Grammar Translation started to lose its glory. To support communication several linguistic specialists started to think of ways to change the educational system of that time. Even public education started to fail and specialists like C. Marsel, T. Prendergast, and F. Gouin came up with

several reforms. Besides the fact that these reforms did not have a lasting impact, they had historical ideas that created a downturn in the language teaching process all over the world.

C. Marsel (1793-1896) proposed to look closely to the way children learn language and refer to it while teaching language. He proposed reading to be the main skills to be taught since for him meaning is the primary thing in language learning. T. Prendergast (1806-1886), to my knowledge, the first specialist that recorded the observation `` that children use contextual and situational cues to interpret utterances and that they use memorized phrases and ``routines`` in speaking`` (Richard & Rodgers 2001; 7). He advocated that learners should be presented to (with) only the basic structural patterns, was also the first to present structural syllabus. F. Gouin also by observing children use of language believed that by facilitating language teaching by using gestures and actions to convey meaning of utterances is the best way to teach language (as quoted in Richard & Rodgers 2001).

However, these scholars were not at the right time and place when they presented their ideas, since they wrote at the time where mediums of affirmation like professional association, journals and/or conferences. Their ideas failed to receive widespread attention or support. If not so long lasting for the writers themselves, it was a step in changing the educational system. By the end of nineteenth century teachers and writers began to write about new approaches in language learning and teaching. Several informing forms like pamphlets, books, speech, and articles made possible to spread the pedagogical reforms and this is known as Reform Movement.

2.5 Direct Method

At the end of the nineteenth century, many researchers started to advocate naturalistic principles of language. Maybe this was an inspiration from Gouin, one of the first reformers of the nineteenth century, who attempted to build a methodology around observation of child language. Moreover, these reformers attempted to make the process of learning a second language based on the process of learning mother tongue. L. Sauver (1826-1907) opened a school in Boston in the late 1860s, and there he implemented the Natural Method only. This was a start of a new method after a long time of waitings and attempts for change in language.

Sauver and other naturalists pointed out that language should be learned without translation, but through direct demonstrations and actions. Other learners in Europe, as German F. Franke were fans and strong advocates of natural approaches of teaching and

wrote about the psychological impact of directly conveying meaning in L2. These principles of Natural Method created what came to be known as Direct Method.

(Rodgers & Richards 2001; Larsen-Freeman. D. 2000)

Principles of Direct Method:

- Direct method teacher's goal are students to be able to communicate in target language.
 - Teacher's role in class is partner in the teaching-learning process
 - The initiation of interaction in class is done both ways, from teacher to students and vice versa, but often latter is teacher directed
 - Student's feelings are not dealt with
 - The use of translation is prohibited
 - The meaning should be conveyed through the use of realia, pictures, pantomime etc
 - Language is first spoken and then written
 - Vocabulary is emphasized over grammar
 - All skills are highlighted from the start, but oral communication is in pedestal
 - Pronunciation receives attention
 - Evaluation is all about being able to use language in real setting, with a combination of oral and written tasks
 - Evaluation feedback is done in a way teachers try to get students self-correct
- (Larsen-Freeman. D. 2000; 28-30)

2.6 Audio Lingual Method

After the Direct method revolution in the nineteenth century, specialists all around the world started to think of methods and approaches to improve the quality of teaching, and also to please the needs of students and teachers. Audio lingual method rose at that time, according to Larsen-Freeman (2000; 36) ``Audio-Lingual Method, like Direct Method, is an oral based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual method drills students in the use of grammatical patterns. It also, unlike the Direct Method, has a strong theoretical base in linguistics and psychology``.

Principles of Audio-Lingual Method:

- Teachers want their students to be able to use language fluently, and for this they believe students need to overlearn language by drills and overcoming habits of L1
- Teacher role is of a director, a controller, and responsible for providing an excellent imitation model
- Students role is to follow the teacher and when needed answer as soon and accurate as possible
- Patterns and vocabulary are presented through dialogues, which are learned through imitation and repetition
- Grammar is taught inductively
- Interaction is from teacher to students, vice versa, and from student to student in cases of dialogues, but teacher directed
- Feelings of students are not dealt with
- Everyday language and simple patterns are emphasized
- Sound system and grammatical patterns are emphasized, vocabulary is kept to a minimum
- Skills are highlighted from listening to speaking, reading and writing
- Errors of students are not tolerated and should be avoided from teacher's awareness

(Rodgers & Richards 2001; Larsen-Freeman. D. 2000; 45-47)

2.7 Communicative Language Teaching

There are also different methods applied before Communicative Language Teaching method has originated, Silent Way, Desuggestopedia, Community Language teaching, Total Physical response, however, Communicative language teaching was considered as a need for the time, and created a burst in the history of teaching methodology. It is an initiative that was created in the 1970s for the purpose of communication only after field specialists considered that previous methods, even though proclaimed for the communicative purpose, have not met the goals the right way. According to Hymes (1971) to master communication except for linguistic competence it is required communicative competence as well (quoted in Larsen-Freeman 2000).

Principles of Communicative Language Teaching:

- Teacher's goal for students is to be able to communicate by mastering linguistic forms, meaning, and functions
- Teacher facilitates communication, sometimes takes the role of advisor and co-communicator
- Students are in the center of communication and are free to give whatever direction they want the topic they are discussing; are also in constant interaction with other students and teacher
- Everything is done for communication purpose
- Except the form and meaning it is also required the function as communicative competence, and sometimes language functions can be emphasized over forms
- Learned language is of suprasentential and discourse level, students learnt about cohesion and coherence.
- Native language is not banned and can be used when necessary
- Errors are tolerated during fluency, and later on teacher returns to them during the accuracy part (Larsen-Freeman 2000; 128-130)

2.8 Benefits of using L1

The implication of L1 during a second language class it is a continuous debate that has a long history behind. The exclusion of L1 from L2 classes is considered from bilinguals to be a punishment for students since different researchers give examples on how good can L1 affect students and teaching-learning process in general. Students learn a foreign language exactly in the same way they learn their mother tongue and usage of L1 in the teaching-learning process increases the comprehensibility and motivation to learn an L2 (Cook, 2001; Tang, 2002; Wells, 1999). According to Morgan Merahan (2010) using L1 in class spares teachers from explaining things over and over again and losing time. Tang (2002) also argues that teachers can use L1 to give instructions, explain meanings of the words, explain ideas, explain grammar points, etc.

L1 gives students the opportunity to express what they do not know in L2. ``By working in pairs and using L1 intermittently with L2, students may be cognitively processing at a higher level with regard to linguistic tasks than if they were limited only to communicating in the language they are trying to learn`` (Meghan Morahan 2010; p.2). L1 can be used by students in different cases and for different purposes. Can be used in a social

talk, a group or pair work, with the purpose of communicating, and can be used in a private talk i.e. thinking out loud.

Before students start to learn a new language they already have a background on what language is, and this is made possible by their native language. Language always gave people the opportunity to express themselves and meanwhile educating and building more what they already know. Wolfgang Butzkamm (2007) supporting the use of L1 in classrooms distinguishes between five steps on how native language will serve a foreign language, even if these steps are very basic:

1. Students from mother tongue know what language is and what it serves, in a word they grasped the symbolic function of language
2. They know how to communicate
3. They know that they need their voice to communicate
4. They know how to distinguish grammar, even if intuitively, and know about many language points
5. They know how to read and write

Based on this mother tongue might be considered as the greatest asset that students can bring in a foreign language class.

Also, Meghan Morahan (2010) has a list of how students can use L1 while talking:

- ask each other clarifying questions
- express frustrations concerning their lack of understanding
- clarify meaning of words in L2
- find new words in L2 which correspond to already known words in L1
- use language to process complex concepts
- build shared meaning while evaluating written tasks through shared discussion (p.3).

Cook (2001) and Tang (2002) agree that L1 is a facilitator for teachers and students and except for other benefits mentioned one of them is translation. They claim that L1 improves translation accuracy and finding cognates and similarities has a huge impact on students. It builds an interlinked knowledge between L1 and L2, a sort of connection in student's mind.

Krashen's fourth hypothesis (1982), in a way, also supports the bilingual orthodoxy since in order to acquire knowledge one need to understand it first. Comprehensible input is the main factor of acquiring and learning things, and unfamiliar material will confuse students. Krashen (1982; 20-21) presents it as ``i+1`` where ``i`` is the information that is already known for students and ``1`` as the challenging material, the one that is unfamiliar.

The use of L1 in classroom is a huge factor when it comes to cultural identity. Students whose teacher is from the same nationality and speak the same language are more concentrated to learn a new language (Schweers 1999). They relate to the teacher emotionally when seeing that he knows and appreciates the culture of student's country and mother tongue as part of it. A teacher also in these cases presents a good model for students, a model that they successfully learned English; a vivid piece of motivation.

A great deal of L1 can also fit during classroom management. Students are aware of what it is required from them and also L1 in some cases imparts a more powerful meaning. For instance saying "Pushoni" is more powerful than saying "be quiet". Another usage of L1 is during comprehension check students feel very useful and in a way prepares them for the tasks.

When it comes to learning a second language, age is another very important factor that will affect the progress of that language. Young students are more flexible in getting things and also more risk taker when it comes to using language in real communication. However, young adults or older students in most of the cases are not willing to take that risk. The fear of failure, the anxiety that they are not going to be able to master that language will lead them to an enclosure of knowledge. Nation (2003) cited in Meyer (2008;151) claims : "...using the L2 can be a source of embarrassment particularly for shy learners and those who feel they are not very proficient in the L2" (p.6). Meyer (2008) also suggests that permitting students to ask for clarification questions will increase the amount to L2 in class and lower the anxiety and discouragement.

Another important factor is also the way students acquire and learn language. Students around the world have different learning styles and according to them they create their own learning strategies, ways on how they easily will capture and learn things. Lightbrown and Spanda (1999) state that the involvement of L1 during learning and teaching experience creates a kind of believe to students. In the future these students, depending on the way they have learned things, will think that that is the best way to present information. Here L1 is included because according to Atkinson (1987:244) translation is one of the most preferable strategies to learn an L2:

.... effective teaching will involve some aspects which are unfamiliar and/or initially unacceptable to some students (pair work and group work for instance). It is clearly in the interest of all concerned that the teacher be aware of the students' reaction to what takes place in the classroom, and learners have a right to express their views on this as clearly

as possible. For this reason discussions of methodology at early levels are best conducted either in a mixture of both languages or exclusively in the students' mother tongue (as cited in Harry Meyer 2008; 150).

This opinion is also approved by Harbord (1992) claiming that:

...if students are unfamiliar with a new approach the teacher who cannot or will not give an explanation in the L1 may cause considerable student de-motivation (p. 352)(as cited in Meyer, H. 2008;150)

Language anxiety is highly common in L2 classes all over the world. Students feel in trap and are not able to express what they know in L2. According to Meyer (2008) there are three components that anxiety can be broken down. The first component is related to the learner's disability to express ideas and thoughts adequately, second component about the social impact and the fear of failure and humiliation, and the third and final component about evaluation, the fear of failure during evaluation. ``Allowing the use of the first language in the classroom will mitigate all three components`` (p.5). The use of L2 gives students opportunity to overcome all these problems and enables them to communicate their thoughts and be socially acceptable. Also, Meyer (2008) mentions that L1 is a comforting tool for students who are facing this language for the first time and that will help students feel comfortable and welcomed. L1 can be a very intimidating place for student, they may feel at trap when coming to express themselves and their knowledge and L1 serves as a rescuer and anxiety reliever in these cases.

A research study conducted by Laura Naka (2014), in the University of Gjakova, preschool program, on the benefits of mother tongue in English classes, showed that Albanian students are very comfortable in using L1 during English language teaching and learning. ``Based on my experience as teacher, often when new unfamiliar words appear, if synonyms are not helping the students to find out the meaning of that word, then they eventually lose their patience and they require a translation in L1 from their teacher. This also happens during grammar teaching when usually we need to compare first language grammar with FL grammar or when they need extra explanation on a given assignment. Students, even when they are aware that they are following L2 class and are required to use L1 as less as they can, they still feel the need to communicate in L1, even with a single word. This shows that the use of mother tongue technique, called Code-Switching, is an unavoidable method used in the EFL lectures.`` (Laura Naka 2014; 3).

Laura Naka(2014) also claims that regardless of the level of student's proficiency in the target language, L1 provides them a positive and comfortable atmosphere that motivates them for further learning, and that teachers should serve to student's needs.

There are a lot of answers and perspectives to the question what is the role of mother tongue in a second language classroom. According to Harry Meyer (2008) dependent on what the scope of the teaching is and the intention of the learners ``the amount of L1 use and how it is employed should vary with classroom environment. The L1 provides scaffolding that should be gradually dismantled as the students progress. Not enough and affective filters may be raised, too much and progress is slowed. The L2 should be used as much as possible. Maximizing L2 use should be the goal in every classroom`` (p.1).

2.9 Disadvantages of using L1 in classroom

Among the advantages of using L1, there are also disadvantages of using it. Researchers have given their opinions on what and how L1 affects negatively the process of learning a second language. ``Students do not benefit when teachers over-rely on using their students' MT, particularly when EFL teacher is the sole linguistic model and main source of FL input`` (Ebrahimi Kavari 2014; 2, paraphrasing Turnbull 2001). Rolin-Ianziti & Vrshey (2008) continue that when students do not use L2 extensively, their confidence on using it starts to decrease and they remain passive in this area

Among these researchers, Atkinson (1987, p. 246) stressed that the following problems of overusing L1:

1. ``The teacher and / or the students begin to feel that they have not fully understood any item of language until it has been translated.
2. The teacher and /or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of course, even when they quite capable of expressing what they mean.
4. Students fail to realize that during many activities in the classroom it is essential that they use only English`` (cited in Ebrahimi Kavari, K. 2014; 4).

Moreover, Mayer (2008) in his article about the pedagogical implications of L1 use in a second language classroom also claims that when dealing with differences and similarities

between languages except for the positive part, also has its negative part. ``The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw`` (Brown, 2000: 224 as cited in Meyer, 2008; 153).

Furthermore, Mayer (2008) continues that similarities between languages can be extremely advantageous, especially if they share concepts and cognates, but except from that students should be very careful of false cognates. Different languages have different cognates and concepts. Some of them are cognates related and some of them are conceptually related. Teachers need to be aware of the fact that students may confuse things, especially when it comes to those languages which are close to their target language.

2.10 The balance between L1 and L2

The use of L1 in classroom environment during L2 classes remains an issue, a tough one, and many approaches advocate or oppose it. However, looking at students' needs, teachers need to create an environment for students to feel comfortable and that they belong there. To do this, both, monolingual and bilingual teachers should compromise for student's sake and balance the use of L1 in the classroom. Since all the students come in foreign language classes with a background of language, mother tongue, they will translate in class whether teacher want or not (Jeremy Harmer 2010). In the other hand, in an L2 class, L2 should be used. Teachers need to keep in mind to use L2, English in our case, as much as possible to fulfill the needs of students and achieve the goal of learning a second language that is being able to communicate it.

``Where students and teacher share the same L1 it would be foolish to deny its existence and potential value. Once we have given instructions for an activity, for example, we can ask students to repeat instructions back to us in L1- and this will tell us whether they have understood what they have to do. When we have complicated instructions to explain, we may want to do this in the L1, and where students need individual help of encouragement, the use of L1 may have very beneficial effect`` (Jeremy Harmer 2010; 39).

In previous chapters the use L1 in L2 classes was made clear and based on a lot of researchers in many cases the use of L1 in class might result beneficial. However, to tell about the amount, appropriate amount, of L1 that can be used in L2 classes we need to

consider a variety of factors. Since not all the students are the same, not all the classes and teacher all the same. There is no rule that can suit to all the students or teachers and for this very purpose by looking at the circumstances teacher will have to measure the amount of L1 that can be used during classes.

The factors that every teacher need to take into consideration when using L1 in class are:

- Background of students

Previous experiences of students with L1 in L2 classes might be an issue that present teachers have to solve. Students that used L1 all the time in their previous classes came with that idea in classroom, and changing the whole process might cause damage to students. For this reason L2 should be accustomed to learner's needs, and methods of teaching should change gradually. According to Atkinson (1993) the level of English should increase gradually (quoted in Jancova 2010).

- Phases of course

Students need some time to adjust to the methods and approaches of the new teacher. For this reason they get back to their comfort zone, mother tongue. It requires some time for students to accept new methodology and feel comfortable in it (Atkinson, 1993). This factor is closely related to the previous one (quoted in Jancova 2010).

- Phases of the lesson

According to Atkinson (1993) when using of L1 during L2 classes another important factor that is stages of lesson must be considered. Dependent on the lesson teacher can measure the need for L1. ``Cole (1998), for example, recommends L1 for giving instructions or correcting mistakes, for doing communicative exercises of games but when doing listening activities or pronunciation drills L1 should be avoided`` (cited in Jancova 2010; 22).

- Level of students

Level of students can determine the amount of first language used during teaching process. When dealing with beginners, it is almost impossible to use L2 all the time since learners don't have knowledge of vocabulary. The opposite goes for adult students, or much higher levels. With intermediate students, for example, L1 should be reduced to only classroom management and giving instructions here and there. `` If students have little or no knowledge of the target language, L1 can be used to use the major differences between L1 and L2, and the main grammatical characteristics of L2 that they should be aware of. This

gives this gives them a head start and saves a lot of guessing'' (Atkinson, 1993; cited in Jancova 2010; 22).

However, Morahan (2010) also states that L1 should be used only to a normal extent and for clarification purposes even after teacher made several attempts and for clarification purposes, and shouldn't be the primary mode of communication, but when a balance is achieved L1 may be a great help for L2.

2.11 Ways of making students use target language

There are cases, except of the performance of teacher, that students use L1 all the time in class. They do not feel comfortable enough to use L2, and according to Jeremy Harmer (2010; 179) there are some ways to make students use L2:

Talk to them about the issue

Trying to make students understand the importance of L2 usage is the core intention of a teacher. By talking to students and explaining to them that the usage of L1 will affect their communication in L2 will be a step on students to understand its importance. ``Teacher should try to get their students' agreement that overuse of their own language means that they have less chance to learn English; that using their own language during speaking activities denies them chances for rehearsal and feedback``

Encourage students to use L2 appropriately

``Teacher should make it clear that there is not a total ban on the students' own language- it depends on what's happening. In other words, a little bit of students' native language when they're working on a reading text is not much of a problem, but a speaking exercise will lose its purpose if not done in English`` (p.179)

Respond only to English interaction

``Teachers can make it clear by their behavior that their want to hear English. They can ignore what students say in their own language`` (p.179)

Create an English Environment

``Teacher themselves should speak in English for the majority of the time so that, together with the use of listening material and video, the students are constantly exposed on how English sounds and what it feels like. Some teachers anglicize their students' names too`` (p.179)

Keep reminding them

``Teachers should be prepared to go round the class during a speaking exercise encouraging, cajoling, and even pleading with the students to use English- and offering help if necessary. This technique, often repeated, will guarantee change most students' behavior over a period of time`` (p.179)

Nation (2003) continues with several steps that will help teachers increase the amount of L2 ``encouraging L2 use in classes where learners all share the same first language or national language, teachers need to use a range of options to encourage learners to use the L2 as much as possible (Nation 1997). The following range of options is based on the idea that there are several reasons why learners use the L1 when they should be using the L2. These reasons include low proficiency in the L2, the naturalness of using the L2 to do certain jobs, shyness in using the L2, or simply a lack of interest in learning the L2. Here are some of the ways of dealing with these obstacles to L2 use`` (p.6).

- ``1. Choose manageable tasks that are within the learners' proficiency.
2. Prepare learners for tasks by preteaching the language items and skills needed.
3. Use staged and graded tasks that bring learners up to the level required.
4. Get learners to pretend to be English speakers.
5. Make the L2 an unavoidable part of the task. Retelling activities, strip stories, completion activities, and role plays all require the use of the L2.
6. Repeat tasks to make them easier.
7. Inform learners of the learning goals of each task so that they can see how using the L2 will help them achieve a clear short term learning goal.
8. Discuss with the learners the value of using the L2 in class.
9. Get learners to discuss the reasons why they avoid using the L2 and get them to suggest solutions to encourage L2 use.

10. Set up a monitoring system to remind learners to use the L2. In group work speaking tasks this can involve giving one learner in each group the role of reminding others to use the L2.

11. Use non-threatening tasks. Learners can choose their own groups, the teacher can stay out of the groups, allow learners to prepare well for the tasks, don't use tasks that put learners in embarrassing situations, and choose interesting, non-threatening topics. If encouraging L2 use is a problem, several of these different solutions may need to be used. These solutions cover a range of affective, cognitive, and resource approaches and thus can be seen as complementary rather than as alternatives. In some countries, English and the L1 are in competition with each other and the use of English increases at the expense of the L1. Teachers need to show respect for the learners' L1 and need to avoid doing things that make the L1 seem inferior to English. At the same time, it is the English teacher's job to help learners develop their proficiency in English. Thus, a balanced approach is needed which sees a role for the L1 but also recognises the importance of maximising L2 use in the classroom'' (Nation 2003; 6-7).

2.12 Translation

There are different views and opinions about translation and its implementation in language teaching. There are also different definitions of translation, one that is considered as logical and very useful is of Cook (2010)

''A popular view of translation is that it involves a transfer of meaning from one language to another, and this is reflected in its Latin root *translatum*, a form of the verb *transferre* which means 'to carry across', and is also the origin of the English word 'transfer' '' (p. 55).

Translation can be divided in parts, or translation methods. One of the most famous writers of translation Newmark (1988) presented in the form of Ven Diagrame these methods. Newmark (1988, p.45):

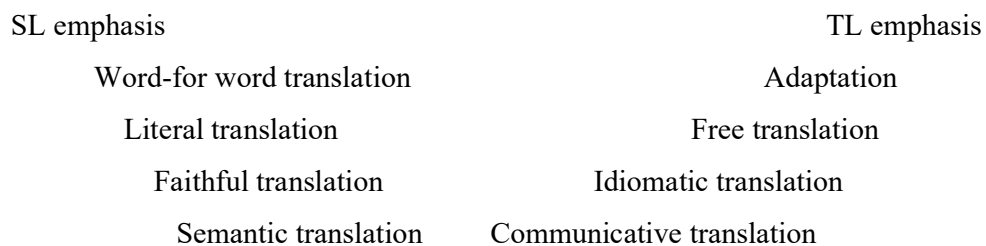


Figure 1. Newmark's V Diagrame of Translation Methods

Newmark continued explaining each of these methods are important for different reasons and occasions:

- Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.
- Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- Semantic translation: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.
- Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- Free translation: it produces the TL text without the style, form, or content of the original.
- Idiomatic translation: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (Newmark 1988; 45-47).

``Translation in language teaching has been treated as a pariah in almost all the fashionable high profile language teaching theories of 20th century—so much that towards the end of that century, other than university level, it was no longer discussed in the academic literature as a serious candidate for aiding the learning of a new language. The reasons for this ostracism need some interpretation, for they are seldom made explicit. Translation was often simply assumed to be bad, and if mentioned at all, was held up to ridicule. Some of the reasons for this seem to be pedagogic- a belief that translation was dull and demotivating; others seem to have been cognitive- an idea that is hindered successful language acquisition and processing; others still were practical- that it was not an activity which students might need in real world. Strangely, however there was very little research or serious argument to back up these beliefs`` (Guy Cook, 2010; XVI).

Translation was banned from the language teaching area, except the university level, not only from pedagogic or linguistic reasons, but also for political and commercial reasons, and now at the 21st century it is restrained because there are also political reasons to do so. The world needs peace and understanding that is why translation it is not considered as pariah and it is not banned as in the past. In contrast, of monolingualism which dominated 20th century, in 21st century the interaction and support for students L1 has increased ``yet has not always entailed an advocacy of translation as part of that bilingualization`` (Guy Cook, 2010; 37).

One aspect of English language use is globalization. There are many perceptions and debates on how globalization can be defined, but a useful one that suits the needs of this research is: ``the observable ongoing process of the increasing and ever-more intensive interconnectedness of communications, events, activities and relationships taking place at the local, national or international level`` (Block, 2006; 3 as cited in Cook, G. 2010; 43).

Considered from bilinguals, a benefit of L1 in classes is the opportunity to make comparisons between L1 and L2. L1 plays the role of cautionary tool about the challenges they might face during learning L2. Atkinson (1987) believes that translation exercises are the best way that students can grab the conceptual, sociolinguistic, and structural similarities and differences between mother tongue and target language (quoted in Meyer 2008).

2.12 Teaching grammar

Teaching grammar might be the most challenging step that teachers deal throughout their professional experience. Scrivener (2005) in his book about teaching learning claims that ``before teaching a grammatical item, it is essential that you understand it well``(p.206), from this it is understood that teachers need to understand the core of grammar or a grammatical item that they particularly deal with, before they present it to students. Furthermore, Scrivener, J. (2005) in his book continues to explain that even after many years of practice and experience as teachers one can find himself checking grammar books, dictionaries and taking a few notes. Therefore, teaching grammar is an endless journey that seeks continuous effort.

In the past teaching grammar included giving plentiful rules to remember and learn by heart, however, only knowing the rule of generalization of a grammatical item does not mean that you know how to use that item in real setting, or even something about that item. Scrivener (2005) further states that grammar might for someone be synonymous to a book

full of explanations and rules which tell about verbs, adverbs and other grammatical items. That is one part of the grammar, but not the core of what teaching grammar means.

Grammar books in general give explanations on exercises and activities, on how a grammar item works and its function, but not necessarily teachers should. Throughout the years teachers have struggled and experimented to find the best way to teaching grammar. There are different theories based on what people think that is the best way to teach grammar. This may come from the fact that teachers sometimes base and compare their teaching ability with their learning ability, but not necessarily what worked for them as learners have to work for everybody. In my opinion teachers should take into consideration that not all the students are the same, they have different learning styles and as teachers we have to suit methods that will correspond to all learning styles and all the students in general. According to Scrivener (2005) grammar

`` instead of being a dry record of facts and rules, the information in your hand is a living resource that allows you to communicate and be understood. For this reason, learning rules in grammar books by heart is probably not ``learning grammar``. Similarly reciting grammar rules by heart may not be ``understanding grammar``. Even doing tests and exercises may not necessarily be `` learning grammar`` `` (p. 253).

Scott Thornbury (2005), in his book, *Uncovering Grammar*, suggests that we could gain other perspectives of grammar if we start thinking of it except as a noun, as a verb as well. Based on this teaching grammar it is not just about providing information, but also about the active skill of using language. Also Scrivener, J. (2005 :153) advocate Thornbury saying that `` it's probably this of ``verby`` kind of grammar that we most need to help our learners work with in class``.

There are a lot of questions related to grammar that different researchers give different perspectives and explanations. How can students use grammar better? How can people use language competently, fluently and accurately? Are practice activities helpful? Is memorizing the rules of generalization the best way to learn grammar? Should L1 be included when dealing with grammar, and a lot of other dilemmas?

Researchers all over the world reflected on this kind of issues. Scrivener, J. (2005) in his book ``*Learning Teaching*`` justified his opinion of which is the best way to teach grammar. Based on Scrivener students need to have enough exposure to language; they need to be able to notice and understand different grammatical items; they need to use the knowledge about grammatical items on real setting and also need to remember things that they have learned.

To learn a language item learners need to:	It follows that, in class, you probably need to:
<ul style="list-style-type: none"> • be exposed to a lot of language while reading/listening 	<ul style="list-style-type: none"> • include lots of reading and listening activities. These should include realistic texts a little above the apparent current language level of learners so that learners are exposed to a lot of comprehensible new language.
<ul style="list-style-type: none"> • notice specific items when they are being used, in texts (e.g. in stories, in conversations, etc.) 	<ul style="list-style-type: none"> • provide texts, exercises and techniques that help learners notice specific items. Texts specifically written for learners (e.g. containing multiple examples of a target item).
<ul style="list-style-type: none"> • understand the form, meaning and use of an item. Form refers to how the pieces fit together, the endings, etc. Use refers to the typical situations, conversations, contexts in which it might be used. 	<ul style="list-style-type: none"> • be informed about form, meaning and use of language. • focus learners' attention on form, meaning and use by means of exercises, explanations, drills, games, questions, etc.
<ul style="list-style-type: none"> • try things out in a safe environment with limited other linguistic demands. • have opportunities to practise new language, to 'get their mouths around' new items. 	<ul style="list-style-type: none"> • give many opportunities to practise things in activities that call only for restricted language when they speak and write, with encouragement and feedback.
<ul style="list-style-type: none"> • use the new language when speaking and writing to communicate in different contexts. 	<ul style="list-style-type: none"> • offer speaking and writing tasks that allow learners to make use of all the language they know.
<ul style="list-style-type: none"> • remember items. 	<ul style="list-style-type: none"> • pay attention to how learners record items; • return to items again and again with revision tasks.

Table 1 How language items are learned; Scrivener, J. (2005, p.254)

Scrivener, J. (2005) also argues that practice of ``activities are arguably the most important part of any grammar lesson. Although teachers often spend a lot of time on `input` stages-for example, in giving explanations- the real learning experience is when learners try to use the language themselves`` (p.255).

Chapter III

Methodology

The presented research is focused mainly in the use of L1 during the presentation of grammatical items in three primary schools of Ferizaj. ``Gjon Serreqi``, ``Tefik Canga`` and `` Jeronim de Rada`` are the selected schools to conduct this research, since these are the largest schools in Ferizaj in terms of the number of students and also the average of grades. The project was conceptualized as a cross-sequential study with data collected from February 18th to April 20th.

This part will include detailed information on how this research was conducted, the methodology that was used, and every other step that was taken to draw the real situation in these three primary schools of Ferizaj. It also describes the research methodology, main aims and objectives of the research, and states research questions and hypotheses. It describes the participants and instruments that were used and also the procedures that went through.

In general this research consists of two parts. The first part describes the level of L1 used during the presentation of grammatical items and the effect on student`s fluency and accuracy. The second one is about the use and reinforcement of Grammar Translation Method from the teachers, the possibilities of applying, and the effect it has on students. Another area that has been analyzed is the method of translation that is used by the teachers and the students, which methods of translation are used and their implementation of real setting.

This research is a result of a combination of both qualitative and quantitative research. The outcomes of a two-month observation as a full observer to detect the level of translation used during classes, face-to-face interviews with teachers, focus groups with teachers and questionnaires for students were collected and analyzed to come to a trustworthy result.

3.1. Research aims and objectives

The primary objective of the research was to investigate several schools in order to see the level of Albanian language that is used while presenting grammatical items. Another important part was also the application, if so, of Grammar translation Method and its approval and preference from teacher`s side.

3.2. Participants

Participants of the present study were recruited from three primary schools of Ferizaj, schools like ``Gjon Serreqi``, ``Jeronim de Rada`` and ``Tefik Canga``. The principals of these three schools granted permission for conducting the study and data collection during regular teaching days. Principals were informed in advance about the aim of this research, its importance and effect that can have of finding the level of English and Albanian used in classrooms. The information contained a short explanation of the overall project, the specific study goals, policies and practices followed to protect each participant`s data, the procedure of data collection and description of the process, student and teacher`s responsibilities in the project.

In total, 305 students and 10 teachers participated. At first measurement point, from 305 students, 164 or in percentage 53.77% were girls and 136 or 44.59% were boys. 5 students resulted as missing data since they forgot to write their name in the provided questionnaires. These student`s age varied from 10 years old to 15 years old, or from 5th grade to 9th grade.

3.3 Research questions:

- To what extent is translation used during explanation and introduction of grammatical items?
- What methods are used to translate and incorporate grammatical items in teaching process?
- Is the utilization of L1 during grammar teaching considered to be beneficial?
- Is the believe that teacher use grammar translation method considered to be tendentious.

3.4 Hypotheses

1. Translation in primary schools ``Gjon Serreçi``. ``Jeronim DeRada`` and ``Tefik Çanga`` is used in large amount, especially during presentation of grammatical items; it is used to that extent that is interfering with first language and that is why fluency is not achieved.
2. Grammar translation method is being implemented in primary schools ``Gjon Serreçi``. ``Jeronim DeRada`` and ``Tefik Çanga``

3. Teachers in three primary schools of Ferizaj, ``Gjon Serreci``, ``Jeronim DeRada`` and ``Tefik Çanga``, use word-for-word translation and literal translation during teaching of grammatical items.

3.5 Research Methodology and Procedure

The present study included three schools of Ferizaj with approximately a two-month period of data collection. It was a mixture of qualitative and quantitative method. As part of qualitative method observations took place during classes with the intention of measuring the usage of the Albanian language. Classes in schools were selected randomly dependent on the level of students. The intention was to include each level from 5th to 9th grade, and at least two classes per each level in each school. Observations were conducted in full silence, without interfering in the teaching-learning process, and only taking notes. Also, face-to-face interviews were part of this research. After finishing with observations, in the following weeks, teachers were asked to answer some questions. Interviews were structured, teachers were asked 26 questions from a survey, and open or non-structural interviews during class breaks.

Quantitative method included questionnaires, self compiled, with 16 questions. Questions were a combination of open questions and with alternatives. All participants were tested individually in their classes during a normal school day. Teacher was asked not to involve in this process for the reason of not affecting the student`s answers. During the test trials the scores were immediately recorded on the score sheet. In addition, students were given instructions on what they are going to do. Also, students were explained that this questionnaire is compiled only for English classes, and as should their answers, the intention of this was to avoid bias with other subjects. Students were guaranteed that their answers will remain confidential and I would be the only one dealing with data. In order to avoid misunderstandings, or even compromise the answers, all measures used in this study, including instructions, were presented in Albanian language.

3.6 Instruments

The instruments used for this research were observations during a two-month period, face to face interviews with teachers, and questionnaires at the end of the observation. To

measure the data collected from surveys SPSS model was used; a widely used program for statistical analysis in social science.

Chapter IV

Data Analysis

The conducted study had two goals: (1) to investigate the usage of Albanian language during presentation of English grammatical items and (2) the use and reinforcement of Grammar Translation method from teachers. This chapter includes a description of the findings or results from this research. It includes a detailed description of the following instruments:

- observations
- interviews
- questionnaires

5.1. Findings from observations

The observed classes included students of ``Gjon Serreqi``, ``Tefik Canga``, and ``Jeronim de Rada`` schools. The intention was to include all grades and levels of students, and for this purpose randomly were chosen several classes per school. These classes were 5th grades, 6th grades, 7th grades, 8th grades and 9th grades per school, but because the process in some of them was identical with the others, for the reason the same teacher performed the same things in two or more classes, only one observation was written. Also, the intention was to include every English teacher in each school.

What was noticed from the measurements was that the level of English in Ferizaj, is not dependent on the school, how the stereotypes function, but dependent on the approach and level of teachers. For this reason, below is provided a detailed report for each class separately, with coded names for each class.

5.1.1 First observation class:

Grade: 9th

Book: Headway 4th edition

Students: 20

Subject: Relative pronouns and comparison of adjectives

Classroom management is done in Albanian. Teacher introduced the topic to the students, and continued with the explanation of the first exercise. Topic was about relative

pronouns, but since they are 9th graders it was just a recapitulation of previous years. Students were instructed by the teacher, who read the questions and students answered. Only active students participated. If there was an unfamiliar word, teacher translated it immediately. Questions from students' side were addressed always in Albanian. In the second exercise the same thing continued, teacher explained the exercise in English, picked students and they completed the task.

They continued with another topic, adjectives, level of comparison, teacher explained it in Albanian. It was also a recapitulation of adjectives. During the completion of the task, teacher corrected students immediately, if there was any error. Reading and writing were the skills that were mostly used, also speaking in cases when students had to explain what they have read, or written. From the students who did not participate was shown a sign of boredom. Activities in general included fill-in- the blanks, they were presented by the teacher, and students only filled and read. At the end of the class students seem to have a logical explanation of relative pronouns, and knew how to distinguish between levels of adjective comparison. A weak pronunciation of words was noticed, they also could not use tenses appropriately. No interaction from students side, they only listened to the teachers' instructions.

5.1.2 Second observation class:

Grade: 7th

Book: Exploring English 3

Students: 19

Subject: Modal verbs should and shouldn't

`Should` and `Shouldn't` as modal verbs were introduced to the students by the teacher, who used the rule of generalization to explain how they are used and what is their function, followed up with exercises. The interaction from students was always in Albanian. When describing an activity which included more steps, teacher used Albanian language. Only active students were picked. Translation of single words was noticed, when students had difficulties.

Among the four skills, reading was paid the most of attention, communication was left behind. Teacher directed the class, students were followers. This was noticed from the beginning of the class. When students had difficulties with something, they always asked in

Albanian. There were several activities that took place during the class, the teacher explained the activities and read one part of dialogue, or question, or text, depending on the activity, and students only continued where she left, with teacher's permission.

An activity at chapter review of the book, with the topic modal verbs, included listening of a text and then discuss. However, the teacher adopted the written text to a translation text for students. Students did not have listening activities, even though they had CDs and tools to use them. Another activity which included reading a part of a text, students started to read one by one, and when one made a mistake in reading, the turn passed to the other student next to him, second student corrected first student's mistake and then continued to read until he made a mistake. Immediate correction was also noticed from the teacher.

5.1.3 Third observation class:

Grade: 9th

Book: Headway 3rd edition

Students: 21

Subject: Modal verbs can and could

The topic was modal verbs can and could to express politeness. Teacher introduced the topic and explained first activity. No interaction from the students in English. Activities, which as usual were fill-in-the blanks, were explained in English. The teacher did not offer time for students to finish activity. When teacher asked 'what is this, or that', students used L1 to respond to the question. The teacher gave students permission to check the correct answers at the end of the book. So, students did not struggle to think of the right answer. For each activity they relied on the key answers at the end of the book.

Students directed their questions and sometimes even answers in Albanian. Not enough time for activity. Only active students were picked. Explanation of more complex things was provided in Albanian. The teacher then activated all students to read one by one a dialogue. Harsh correction from the teacher, 'menu' - 'menju' because 'u' is always read as 'ju', 'USA-ju/as/ej', the exact words were written on the table. Students could make the difference where to use 'can' and where 'could' as polite requests. Teacher checked herself the end of the book for an activity about food of different communities and they had to match. Answers all checked at the end of the book by students, too. Interaction among students was done in Albanian all the time.

5.1.4 Fourth observation class

Grade: 9th

Book: Headway 3rd edition

Students: 23

Subject: Modal verbs can and could

The teacher started the class with an explanation of the topic, food, which included can/could as modal verbs for expressing politeness, asking politely. Students asked the teacher questions in Albanian starting from the topic. Students checked key answers all the time and did not bother to think and struggle for answers. The teacher activated only the active students. Immediate correction from teacher's side was noticed. Students still used the key of the book to read dialogues that they had to fill in previous pages of the book. The explanation of the topic was done in Albanian.

5.1.5 Fifth observation class

Grade: 9th

Book: Headway 3rd edition

Students: 22

Subject: Modal verbs can and could

Explanation of the topic which was connected to was done by the teacher. The teacher picked the students when it came to read the answers of activities. Students checked the back of the book for answers, teacher did not stop them. Students debated in Albanian over a question. Not enough time to finish the exercises was given by the teacher. The teacher asked students on how to ask politely, they responded with 'Can' after some hints and time, so she included students here. Students had problems to formulate questions with 'can' and 'could' because the teacher, even though tried to use the rule of generalization, did not present a clear picture where to use can and where could. The explanation of modal verbs was done in Albanian language.

5.1.6 Sixth observation class

Grade: 9th

Book: Headway 3rd edition

Students: 25

Subject: Modal verbs can and could

The teacher addressed to students in English, students did not understand so teacher translated. The teacher allowed students to find the answers and she said ``as usually``, so she has a tradition for that, and that is why other classes did that. Students checked all the time. They only had to read the served dialogues at the end and according to the teacher this would serve them the best. Students communicated with each other in Albanian. They did not need translation because every activity they took was all served so they basically only read. The teacher explained that `can` is for present and `could` is for past, this was the explanation of the teacher, and students had problems in using the appropriate forms because according to them this rule does not relate to all the examples in the book. Teacher also translated in Albanian the rule of generalization, but students still could not cope with it.

5.1.7 Seventh observation class

Grade: 9th

Book: Headway 4th edition

Students: 21

Subject: Comparison of adjectives

Introduction of topic was done in Albanian. Explanation of activities from the book, usually fill-in the blanks, was also done in Albanian. Students interacted in Albanian, asked questions about adjectives, teacher responded in Albanian. Students questions were always in Albanian. Explanation on what adjectives are, comparative and superlative forms, was done using the rules of generalization and also using the mother tongue. The teacher also checked for understanding using Albanian, and of course students answered in Albanian. The only exposure of students to English was when they read and wrote questions of exercises, fill-in-the blanks, read text, etc. The teacher read the written part of activity and students continued the unwritten part, often they had enough time to complete it. The teacher asked questions and students answered, always related to the books. The teacher was the only authority in class she lead the flow of the class. The only interaction was from her. The teacher always spoke in Albanian, except when reading from the book, questions and sentences. A short recapitulation from the teacher about adjectives was done in Albanian, the rule of generalization was used, students received little exposure to adjectives.

5.1.8 Eighth observation class

Grade: 6th

Book: Exploring English 2

Students: 20

Subject: Verb ``to be``

Introduction of the topic was done in English, a short recapitulation of the verb to be. Teacher then asked students about the present form of the verb to be. The questions were asked in English and immediately translated in Albanian, because this was the only way for students to understand. The teacher used the rule of generalization on how the verb to be is used, always translated in Albanian. The teacher asked students for the form of the verb ``to be`` in the past/ one student answered was-were. He also continued to ask students in Albanian about the irregular verbs in past simple and asked for the conjugation of the verbs. The forms of the verb always were translated and elaborated in Albanian. The teacher prepared students for the past tense, asked students about the verbs in the past and where they encountered them in the book, students did not remember. The teacher explained the verb *stay* and discussed about irregular verbs and how they are created, students knew that by using ed at the end they will have the past form of regular verbs, all this was discussed in Albanian. Teacher made a comparison about whether it would be harder for an American to learn the past tense of the verbs in Albanian or vice versa, and students answer that for us is easier because we only have to put ed at the end of the verbs. Teacher explained that in Albanian verbs differ at the end of the verb when conjugating ``une luajta, ti luajte, ata luajten--- mbaresata, te, en`` etc.

Then they move to the irregular verbs, used the rule of generalization, and teacher explained that they have to learn them by heart. Also comparison in Albanian ``une bie ne shtrat ne ora 7`` regular, ``dje rashe ne ora 6``, and he explained that English should be learned this way.

Teacher then, always in Albanian, explained to students that when dealing with past tense, they have to pay attention to the adverbs, one of them being yesterday. Students read sentences in past tense, 5 of them in the regular form of verbs. The teacher asked if they were regular or irregular and students could tell the difference, and teacher repeated that ed is an indicator of that. Teacher read a sentence and asked students whether they have detected that ed at the end of the verbs is not always read the same e.g. watched, started, listened, and the teacher wrote on the board that there are three pronunciations of ed. The teacher explained how to read them appropriately.

This procedure continued all the time, interaction was in Albanian, the teacher started to use only Albanian by the end of the class. They also listened to the CD and made oral drills.

5.1.9 Ninth observation class

Grade: 7th

Book: Exploring English 3

Students: 24

Subject: Phrasal verbs

The teacher introduced the observer in Albanian. Before starting with the new topic, the teacher did a summary of the last class, everything was checked in Albanian. The teacher in English asked about the future tense with ``with``. The teacher then in Albanian continued to ask which tense is the future tense, students responded ``e ardhmja`` then the teacher asked how do we use future tense, a student gave an example of a sentence with future tense with ``with``; all this was done in Albanian. The same thing happened with negative and interrogative form. The teacher then asked, does will change in personal pronouns or remains the same, and she explained that `will` does not change its form in any personal pronoun it remains the same, all this explained in Albanian. They started conjugation together.

They started with the new chapter in the book, it was a chapter about the conversations. The teacher asked if they wanted to read the conversations or she would read. However, students preferred to read. The teacher picked the students, they started to read one by one and the teacher corrected them all the time. Students then started to translate the conversations or dialogues: would you like to try them on?, and some other examples. The teacher translated and students repeated some examples and vice-versa. The teacher asked for words in particular e.g. pick, students translated them to show that they understood the word. The teacher presented the new activity in the book in bold words, these words were phrasal verbs e.g. ask out, pick up, take off. The teacher asked students what are these in grammar, always in Albanian. A student responded `prepositions`. Teacher then explained that if they are used separately, they express some meaning, but if they used together, then they donate a complete different meaning. The teacher asked students if they have ever heard of phrasal verbs, and asked students to translate what is the word `` they responded ``folje``, and they did not know the equivalent of the word `phrase`, teacher then translated ``grup foljor``. The

teacher explained that they in English they are also idioms. Also, she continued to explain that if they are used together, they have another meaning, e.g. give up ``me u dorezu`` separately ``give=jap`` ``up=lart``. They can be separable and inseparable. Teacher started with the rule of generalizations, and the same procedure continued with all other activities.

5.1.10 Tenth observation class

Grade: 9th

Book: Headway 4th edition

Students: 18

Subject: Assessment class

Assessment class; students read and translated a text. Teacher picked a student and started with short adjectives, student interrupted in Albanian. ``She is taller than you``, the teacher read, then asked the student about past simple tense and when we use it. The rule of generalization was used by the student and the teacher, the teacher asked in English. Teacher also asked the student to put a sentence from present to past. She took a 5.

They started with a chapter about Tokyo where students read one by one and translate, the teacher interrupted sometimes when students struggled to find the equivalent. The translation was suitable, teacher picked only the best students. Students wrote the unknown words in the table and teacher translated the words.

5.1.11 Eleventh observation class

Grade: 8th

Book: Exploring English 4

Students: 25

Subject: Assessment class

Evaluation of students; A student read and translated a text, the teacher claimed that translation is by choice. Students were very good at reading and translating. The teacher asked to find the verbs in the text, but student confused them with nouns, after teacher said ``foljet`` in Albanian, then students started to detect the verbs, but only some of them not in every sentence. The same continued with every student, picked by the order of names, read and translate detect verbs, nouns or other grammatical part that they have learned. In some

cases, the teacher evaluated without listening, while talking to the observer. Rule of generalization was used.

5.1.12 Twelfth observation class

Grade: 8th

Book: Exploring English 4

Students: 23

Subject: Evaluation class

Evaluation class, students were required to read and translate in order to get evaluated. The teacher corrected them in some cases. The teacher asked the student that was being evaluated some questions about the passage she read, in English. The student did not know, and teacher then asked a good student. The teacher asked the students to detect the nouns in the passage, poor identification of the nouns and verbs, same thing with everyone, but even the good students were not able to detect all the nouns and verbs. Albanian language was used to clarify what the teacher was asking for, since some students did not understand the instructions.

5.1.13 Thirteenth observation class

Grade: 5th

Book: Exploring English 1

Students: 24

Subject: Possessive adjectives

Recapitulation class, teacher invited students to talk about the verb *do* and its negative form. Some of the students knew the difference and how to use them properly. Translation of verbs was noticed during recapitulation. An immediate correction was noticed from teacher's side. The teacher continued with verb *to be*, asked for rules of generalization and invited students to conjugate verbs in all persons and translate in Albanian.

The teacher continued with the new topic for that class and presented it, possessive adjectives and gave students opportunities to struggle about the meaning and what they might be. The teacher gave hints, and students finally managed to translate in it Albanian. Then the teacher started to ask students what is *'my'* and they translated and she wrote on the board and same thing continued with each adjective pronoun.

Exercises in the book continue on the new topic, students finished fill-in-the blanks exercises and continued to read one by one. Active students participated only. After that, students had to think of a sentence that includes adjective pronouns, the results were not so satisfying, the majority of students could not use them appropriately.

5.1.14 Fourteenth observation class

Grade: 5th

Book: Exploring English 1

Students: 20

Subject: Possessive adjectives

Recapitulation class, teacher invited students to talk about the verb ``do`` and its negative form ``do not``. Some of the students knew the difference and how to use them properly. An immediate correction was noticed from teacher`s side. Teacher continued with verb ``to be``, asked for rules of generalization and invited students to conjugate verbs in all persons and translate in Albanian. All this was done in Albanian.

The teacher continued with the new topic for that class and presented it, possessive adjectives and gave students opportunities to struggle about the meaning and what they might be. The teacher gave hints, and students finally managed to translate in it Albanian. Then she started to ask students what is ``my`` and they translated and she wrote on the board and same thing continued with each adjective pronoun.

Exercises in the book continue on the new topic, students finished fill-in-the blanks exercises and continued to read one by one. Active students participated only. After this students had to think of a sentence that includes adjective pronouns, the results were not so satisfying, the majority of students could not use them appropriately.

5.2 Findings from questionnaires

Descriptive statistics including mean and standard deviation are provided in table 2.

Table 2

Descriptive statistics of all variables

Variablat	N	M	DS	Min	Max	% Missing
Evaluation	290	3.93	1.18	2.00	5.00	15.00
G. T applicability	290	1.45	.39	1.00	2.80	15.00
Translation of Grammar	290	1.45	.41	1.00	3.00	15 .00
Language exposure	290	1.85	.47	1.00	3.00	15 .00

Note. N=Total number of participants. M=Mean. SD=Standard Deviation

A Pearson correlation coefficient was calculated for the relationship between subjects' evaluation, Grammar Translation applicability, translation of grammar, and language exposure (Table 2). A weak correlation that was not significant was found between subjects Grammar Translation applicability and evaluation ($r = .11$, $p > .05$). Also, between the subjects translation of grammar and evaluation was found a correlation that was not significant ($r = .05$, $p > .05$). In the other hand, between subjects' language exposure and evaluation a moderate positive correlation was found ($r = .35$, $p < .001$).

Table 3

Correlation Matrix between all variables

Variables	(1)	(2)	(3)	(4)
(1) Evaluation	-			
(2) G.T applicability	.11	-		
(3) Translation of grammar	.05	-.04	-	
(4) Language exposure	.35**	.11	-.04	-

Note. ** $p < .01$. * $p < .05$

A simple linear regression was calculated predicting subjects grade based on their language exposure. A significant regression equation was found ($F = 40$, $p < .001$), with an R^2 of .12. So, 12 % of the grade in English language subject, according to SPSS model, is it affected by exposure of English language.

5.3 Findings from interviews

This part consists of the results measured from teacher's interviews. Each teacher participated by giving their opinions on several topics related to the wider topic that is translation of grammatical items. Each interview was transcribed and filtrated to get the main ideas and topics of teachers on the case. Below are presented, separately, findings from the interviews, of course coded for the sake of the teacher's authority and for ethical purposes.

5.3.1 Interview case number one:

The teacher claimed that L1 is used in class dependent on the level, they often have activities that include translation ``every time we deal with reading parts``. The teacher admitted that she translates grammatical items most of the time and she uses word-for-word translation. When dealing with grammatical items teacher explains everything on the board by using the rule of generalization. She also thinks that students can achieve fluency if L1 is

used appropriately. To the question ``What is your goal for students?``, teacher answered ``the implementation of curriculum``.

The teacher, according to her, uses different kinds of evaluation starting from testing, essay, dictation, oral assessment, etc. She thinks that the books are inadequate for students and leave place for translation. The use of CD in the class is impossible because they do not have the tools to play it.

5.3.2 Interview case number two:

The teacher thinks that 3 hours per week are enough for English language exposure. The use of first language in class is a must and translation an important part of it, also claims that they often deal with translation parts. The teacher also thinks that translating grammatical concepts and things in general is the right thing to do, but she also thinks that if L1 is present in English classes students can never achieve fluency. The teacher also admits that students need L1 to communicate thoughts and opinions throughout the learning process. The goal of the teacher is her students to be able to read perfectly. As for grammatical items, the teacher claims that her method of introducing them is ``explained on the board``, and the way of translation is word-for-word translation. Giving students the rule of generalization is considered to be the best way of introducing grammar.

The teacher also thinks that she requires from students the same amount of language that she presents to students, in terms of teaching-learning process. Her way of assessment is through testing. As for communication, teacher claims that students communicate in English time to time. The teacher evaluates books as inadequate and inappropriate for students. She admits that they have CD, but they never use it.

5.3.3 Interview case number three:

The teacher claims that L1 used in general during classes and also during the explanation of grammatical items when necessary. The teacher also admits that students need L1 to communicate. Translation tasks are often used in class. His goal for students is to master all language skills. His way of translating grammatical items is word-for-word translation. Assessment is done through testing, and oral evaluation. Books are inadequate for students, contain CD-s but we do not use them.

5.3.4 Interview case number four:

The hours are enough because 5th grade have 2. Albanian language is used and translation is used every time they have reading texts. Students need the translated form in the table. Teacher claims that students need L1 to communicate, but they communicate in English time to time. Students have grammatical problems when get in fifth grade. The goal of the teacher is students to understand the lessons and pronunciation. The method used when dealing with grammar is used `` I get students at the board and name them as parts of patterns, one the noun the other the verb, the other as a pronoun and once they understand that I make students switch the places to present interrogative form``. Teacher claims that she translated grammar items and generalization rules will serve them for good. Methods used to translate grammatical part`` I put students to the board and give the grammar item in the Albanian and then in English, students then continue with other examples``.

Assessment is done through oral drills, through activities they take a plus and minuses, test, etc. According to the teacher students will not be able to achieve fluency if L1 is used in class. Books are not adequate, the book contains CD, but there is no tool to use it.

5.3.5 Interview case number five:

Teacher claims that L1 is necessary when dealing with primary school students, and students cannot communicate without it. Teacher uses L1 during all the activities, even when dealing with grammatical items. Using the use of generalization is the right form to teach grammar items ``is number one rule of mine``. Translation activities are rarely performed. According to teacher for goal for students is mastering grammar and communication. ``All methods are used`` is the answer to the question ``What methods or approaches you use when dealing with grammar``?. `` In context`` is the answer to the question ``What methods of translation you use when dealing with grammar``?

Assessment, according to teacher, consists of tests, essays, and projects. Books are not appropriate for students, ``they should be changed``. They do not have CDs.

5.3.6 Interview case number six:

Teacher explains that students need L1 during communication, but time to time in easier tasks they can communicate their knowledge in English. Teacher admits that she translates grammatical items and things in general. According to her word-for-word method to translate grammatical items. She thinks that by giving the rule of generalization is the most appropriate way to teach grammar. To the question "What method do you use to teach grammar?" she answered "I use know, want to know, and I learned method".

The goal of the teacher is students to able to communicate in English. Forms of assessment are testing, oral evaluation, essay. Books, according to the teacher, are not appropriate for students, they contain CD but they do not use it.

5.3.7 Interview case number seven:

Teacher claims that students need L2 exposure to be able to become fluent speakers, he rarely uses translation of grammatical items, and his biggest goal for students is communication, and dictation. His teaching method of grammar is "an activity to split the table in between, on one side to put SUBJECT and on the other side COMMENT, than for each subject to write a comment". He uses the rule of generalization, and admits that students need L1 to communicate at this stage. Assessment, according to the teacher is done "in a general way". Books are not adequate for students and should be changed.

5.3.8 Interview case number eight:

The teacher thinks that grammatical items should be translated and this is the only way to teach grammar, she also uses the rule of generalization to present grammar. The teacher admits that she uses L1 in class and students cannot communicate without it, but she also claims that students cannot achieve fluency if L1 is present in English classes. The teacher further claims that translation part takes an important part of her classes. Her/his goal for students is communication. Her/his method of translating grammatical parts is "in context". Assessment is done through reading and writing exercises. Books, according to the teacher, are inadequate for students, they contain CDs but they do not use them.

5.3.9 Interview case number nine:

According to the teacher L1 is an important part of English classes, students cannot communicate and express opinions without it. The teacher claims that grammar should be translated word for word and rules of generalization are a must. Teacher's goal for students is to master reading and writing. Her/his method of assessment is through testing. Books, according to her/him, are inappropriate for students and don't contain CDs.

5.3.10 Interview case number ten:

According to the teacher L1 is an important part of English classes, students cannot communicate and express opinions without it. The teacher claims that grammar should be translated word for word and rules of generalization are a must. Teacher's goal for students is to master reading and writing. Her/his method of assessment is through testing. Books, according to her/him, are inappropriate for students and do not contain CDs.

Chapter V

Discussion of Results

The purpose of the present study was to investigate the amount of translation, especially during the presentation of grammatical items, during English language classes, and also the implementation, if so, of Grammar Translation method. From the research question findings will be discussed and extra point of view will be added.

To what extent is translation used during the explanation and introduction of grammatical items?

The findings of the present study support the assumption that translation is used the majority of time when dealing with grammatical items. From observations, interviews and also questionnaires the participants indicated that L1 is always present when dealing with grammatical items. From observation classes, mostly evaluation classes, it was noticed that students are not very good at detecting grammatical items and not to mention using them in real setting. What affects translation of grammatical items is that teachers have less work if they rely on student's L1 and their previous knowledge. Students already are familiar with these grammatical items and teachers think it is easier for them if they compare to Albanian grammatical items. ``focusing attention on explicit differences between the languages facilitated the acquisition of difficult L2 structures. Moreover, they supported the theoretical claim that L2 learners often made a cognitive comparison between the L2 input they noticed and their L1 (Kupferberg 1999: 212), as well as the view that assisting learners in making an L1-L2 comparison could be beneficial to L2 learning and teaching`` (as cited in Yi Du 2016; 20-21).

What methods are used to translate and incorporate grammatical items in teaching process?

Choosing from Newmark's translation methods, from observations and interviews with teachers, it was noticed that teachers in the majority of cases, not to say all, use word-for-word translation. The reason they do that is because they explain grammatical items by using the rule of generalization and translating every word on the table one by one. Since grammatical items separate a sentence into pieces, words, teachers of the surveyed schools

translate these words one by one. The problem here is that if students get used to translate words one by one there are chances that in the future they will not be able to translate sentences appropriately and in context.

Is the utilization of L1 during grammar teaching considered to be beneficial?

“Explicit grammar teaching, discouraged during most of the twentieth century, has had some life breathed into it recently through the advocates of language awareness and of Focus on Form (FonF), who claim it may be used when it arises naturally out of classroom activities rather than being the starting point (Long, 1991). However, while the contributors to Doughty & Williams (1998) raise many questions about how to implement FonF, none of them asks which language should be used, presumably accepting the usual L2 default. Whether the L1 or the L2 is best for explaining grammar is a practical issue. Most studies of cognitive processing suggest that even advanced L2 users are less efficient at absorbing information from the L2 than from the L1 (Cook, 1997b). Hardly surprisingly teachers are not enthusiastic about carrying out grammar explanation in the L2 (Macaro, 1997)” (as cited in Cook. V. 2001; 414).

Teachers consider translation of grammatical items as a way without which grammar could not be transmitted. From interviews and observations, teachers showed that L1 is a must when coming to grammatical items. Even though there were cases when teachers tried to perform every part of the lesson in English, students were the revealing part of that game and they showed that they use L1 when it comes to grammatical items. There were cases when teachers explained all the time in English and students did not understand a thing and asked from teacher to explain “as always”. Teacher then started explanation in Albanian and from observations was seen that s/he felt very comfortable doing it.

Is the belief that teachers use Grammar-Translation method considered to be tendentious?

Chris Wharton (2007 ;2) citing (Johns 1991 ;3) claims that it is “psychologically implausible” and “practically impossible” teaching method, and that “some similarities can be observed between grammar-translation method and contemporary uses of student’s L1 in the language classroom, but other connections are tenuous and undeserved”. However, from

observations in classes was seen that the majority of principles of Grammar Translation method are implemented in three primary schools of Ferizaj. It was noticed that students read passages and translate all the time, teachers did not deny it. It was noticed that evaluation is performed by making students read and translate and ask for grammar. Teachers correct students immediately. Teacher present grammar deductively and all of them think this is the best way of doing it. This state is a result of untrained teachers who still continue to teach using traditional methods.

Chapter VI

Conclusion

“In most of the roles of the L1 that we have looked at, there is the common theme that the L1 provides a familiar and effective way of quickly getting to grips with the meaning and content of what needs to be used in the L2. It is foolish to arbitrarily exclude this proven and efficient means of communicating meaning. To do so would be directly parallel to saying that pictures or real objects should not be used in the L2 class (Nation 1978). All the arguments against L1 use similarly apply to the use of pictures, real objects, and demonstration. The L1 needs to be seen as a useful tool that like other tools should be used where needed but should not be over-used. Let us now conclude by looking at ways of avoiding over-use of the L1 and encouraging L2 use” (Nation 2003; 5).

Since the main purpose of this study was to measure the amount of L1 used in L2 classes and notice if it affects the performance of primary schools students in English language, there were taken several steps to come to a trustworthy result. The first part of research, theoretical part, deals with the problem seen through the perspective of different researchers, their point of view, results, and recommendations. From this part was revealed that L1 is not that useless after all, since can help students in various spheres of language. However, L1 should be used only when necessary and not overuse it in L2 classes.

The second part of the research, practical part, deals with the finding collected from observations, interviews, and questionnaires. What was revealed here is that grammatical items are translated in three primary schools of Ferizaj “Gjon Serreci”, “Tefik Canga”, and Jeronim de Rada”. Also teachers implement various principles of Grammar Translation Method, starting from the goal of the teachers which is reading and writing, immediate correction, translation of grammatical items and texts in general, deductive way of teaching grammar, the way of evaluation, etc.

“In fact, there is no rule that you should never use L1 in English learning, nor is there any excuse for using L1 most of the time. To conclude, the researchers have found these words of Butzkamm (2003:38) most appropriate: “ We should finally free ourselves of a fundamental misconception and re-establish the more than 200-year-old productive alliance between the mother tongue and the foreign language”” (Jadallah & Hasan 2011; 7).

The overall findings of this study can be considered as positive. The hypothesis resulted as well thought, and the used instruments and findings supported them. Also, as the first one conducted in the area of Ferizaj, about the translation of grammatical items, will

serve future studies as a referring point and provide a clear picture of the level of English used in primary schools of Ferizaj.

Chapter VII

Limitations and Recommendations

While conducting this research there were some rough parts that I encountered. The restrictions made me continue with another tempo and sometimes change the direction. Below are provided with some limitations and recommendations that, hopefully, will serve the best to the future researches related to or a similar topic.

6.1 Limitations

The first limitation is related to the time that was planned to conduct the observations, interviews and questionnaires. During the planning process two weeks was the time that was thought to finish with all research parts, however, considering that this research took place in three different schools working with two and three shifts it was impossible to finish all the classes in two weeks period. The time was extended to two months and not all classes, as planned, were able to participate since there were classes that were held at the same time.

Another limitation was the absence of previous studies since it was very difficult not to be able to rely on a general review of the chosen topic.

6.2 Recommendations

A valuable tip for future researchers is to take more time into consideration when conducting a similar study. Since this research took place only in urban schools of Ferizaj, I recommend that future research studies include rural schools as well. Another recommendation for future researchers is related to the methodology of research, to include qualitative data except for quantitative to represent a real view of the situation in primary schools. Also, to pick schools by chance

Another recommendation goes for teachers of ``Gjon Serreci``, ``Tefik Canga``, and ``Jeronim de Rada`` primary schools, and every English teacher in general, in my opinion, they should extent the use of L2 in English classes. This recommendation is based on the finished observations that revealed a situation with little exposure to English language. Also, the books, according to all of the interviewed teachers, are not appropriate for students, since are chosen from non specialists of this field and do not cover the needs of students. A recommendation is to change the books and substitute with appropriate ones that are well designed and fulfill the needs of students. Pro this recommendation were a considered

number of students who in questionnaires circled the option of changing the books, and substituting them with other ones that will provide more exercises and language exposure.

A further recommendation is for EFL students, or researchers in general, to conduct other researches of this kind and to compare/contrast the results.

References

- Atkinson, D. (1987). The Mother Tongue in English Classroom; a neglected resource? *ELT Journal* 41/4: 241-247.
- Atkinson, D. (1993). *Teaching Monolingual Classes*. Harlow, England: Longman Group United Kingdom.
- Butzkamm, W. (2007). Native Language Skills as a Foundation for Foreign Language Learning. Retrieved on April 1st from: <http://www.fremdsprachendidaktik.rwth-aachen.de/Ww/Brennecke2.pdf>
- Cook, G. (2010). *Translation in Language Teaching*. Great Clarendon Street, Oxford OX2 6DP. . Oxford University Press.
- Cook, V. (2001). Using the First Language in the Classroom. Retrieved on March 19th from:
- Ebrahimi Kavari, K. (2014). To Use or not to Use Mother Tongue in ELT Classrooms, That is the Question. Retrieved on April 5th from: <http://prj.co.in/setup/socialscience/paper227.pdf>
- Harbord, J. (1992). The Use of Mother Tongue in Classroom. *ELT Journal* 46/4: 350-355.
- Harmer, J. (2010). *How to Teach English* (new edition). Harlow, England: Pearson Education Limited.
- http://www.esttranslationstudies.org/research/2012_DGT/documents/2001_cook.pdf
- Jadallah, M., & Hasan, F. (2011). A Review of Some New Trends in Using L1 in EFL Classroom. Retrieved on March 23rd from: <https://pdfs.semanticscholar.org/0c53/b4e4b805928868ca5199983b444d3e655fb2.pdf>
- Jancova, L. (2010). Translation and the Role of Mother Tongue in ELT. Retrieved on March April 19th from: <http://www.theses.cz/id/092a9m/56840-832271917.pdf>
- Kelly, Louis G. (1969). *Twenty-five Centuries of Language Teaching*. Rowley, Massachusetts. Newbury House Publishers. Retrieved on February 28th from:

<https://vivariumnovum.it/edizioni/libri/fuori-commercio/Kelly%20-%2025%20centuries%20of%20language%20teaching.pdf>

Krashen, S.D. (1982). Principles and Practice in Second Language Acquisition. Retrieved on April 3rd from: http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching; Teaching Techniques in English as a Second Language (2nd ed.). Great Clarendon Street, Oxford OX2 6DP, UK. Oxford University Press.

Lightbown, P.M., & Spanda, N. (1999). How Languages Are Learned (3rd ed.). Retrieved on April 23rd from: <http://fliphtml5.com/elbz/rpyc/basic/201-242>

Meyer, H. (2008). The Pedagogical Implication of L1 Use in L2 Classroom. Retrieved on April 9th from: <https://gair.media.gunma-u.ac.jp/dspace/bitstream/10087/7250/1/2008-meyer1.pdf>

Morahan, M. (2010). Use of Student's First Language (L1) in Second Language (L2) Classroom. Retrieved on March 18th from: http://www.labschool.pdx.edu/PD_Mini_Modules/images/8/81/MorahanL2inL1class.pdf

Naka, L. (2014). Advantages of Mother Tongue in English Language Classes. Retrieved on April 7th from: <http://konferenca.unishk.edu.al/icrae2014/cd/pdfdoc/137.pdf>

Nation, P. (2003). The Role of First Language in Foreign Language Learning. Retrieved on April 19th from: http://www.asian-efl-journal.com/june_2003_pn.pdf

Newmark, P. (1988). A Textbook of Translation. 66 Wood Lane End, Heme! Hempstead. Prentice HaH International vIOU Ltd. Retrieved on March 4th from: [http://ilts.ir/Content/ilts.ir/Page/142/ContentImage/A%20Textbook%20of%20Translati on%20by%20Peter%20Newmark%20\(1\).pdf](http://ilts.ir/Content/ilts.ir/Page/142/ContentImage/A%20Textbook%20of%20Translati on%20by%20Peter%20Newmark%20(1).pdf)

- Richards, J.C., & Rodgers, Th. S. (2001). *Approaches and Methods in Language Teaching*(2nd ed.). 40 West 20th Street, New York, NY 10011-4211, USA. Cambridge University Press.
- Rolin-Ianziti, J., & Varshney, R. (2008). Students View Regarding the Use of First Language: An Exploratory Study in the Tertiary Context Minimizing Target Language Use. Retrieved on April 5th from: <http://sci-hub.cc/10.3138/cmlr.65.2.249>
- Schweers, C.W. (1999). Using L1 in L2 Classroom. Retrieved on April 20th from: <http://dosfan.lib.uic.edu/usia/E-USIA/forum/acrobat/P6.pdf>
- Scrivener, J. (2005). *Learning Teaching; A guide for English language teachers*(2nd ed.). Between Towns Road, Oxford OX4 3PP, UK. Macmillan Education.
- Tang, J. (2002). Using L1 in English Classroom. *English teaching forum*, Vol.40. No.1, 36-43.
- Thornbury, S. (2005) *Uncovering Grammar* (new edition). Oxford OX4 3PP. Macmillan Education University Press.
- Wellnes, G. (1999). Using L1 to Master L2: A Response to Anton and DiCamillas ``Socio-Cognitive Functions of L1 Collaborative Interaction in L2 Classroom``. *The Modern Language Journal*. Vol. 83. No.2, 248-254.
- Wharton, Ch. (2007). Informed Use of Mother Tongue in English Language Classroom. Retrieved on March 30th from: <http://www.birmingham.ac.uk/documents/college-artslaw/cels/essays/secondlanguage/wharton-p-grammar.pdf>
- Wilkins, David Arthur. (1987). *Second-Language Learning and Teaching*. London: Hodder Arnold.
- Yi Du (2016). The Use of First and Second Language in Chinese University EFL Classroom; L1 in L2 learning and teaching. Retrieved on May 17th from:

[file:///C:/Documents%20and%20Settings/Administrator/My%20Documents/Downloads/9789811019104-c2%20\(1\).pdf](file:///C:/Documents%20and%20Settings/Administrator/My%20Documents/Downloads/9789811019104-c2%20(1).pdf)

Appendixes

Appendix 1. Students' questionnaire

Pyetesore per nxenesit

Emri dhe Mbiemri:

Klasa dhe paralelja:

1. A jane tre ore te gjuhes angleze ne jave te mjaftueshme per ju?
a) Po b) Jo
2. Ne cilat raste e perdore arsimtari/ja gjuhen shqipe ne klase?
a) Gjate spjegimit te pjeseve gramatikore
b) Ne pergjithesi
c) Gjate menaxhimit te klases
3. A e perdorni ju gjuhen shqipe ne klase?
a) Po b) Jo c) Nganjehere
4. Si i drejtoheni ju arsimtares me pyetje, ne gjuhen shqipe apo angleze?
a) Shqipe b) Angleze c) Ne te dyja gjuhet
5. A i perkthen arsimtari/ja pjeset gramatikore p.sh a i perkthen mbiemrat, emrat, foljet?
a) Po b) Jo c) Shpesh d) Rralle e) Nganjehere
6. Nese ka dicka qe nuk e kuptoni dhe e pyetni arsimtarin/en, a e pekthen ajo ate pjese?
a) Po b) Jo c) Nganjehere
7. A keni nevoje ju per gjuhen shqipe gjate mesimit te gjuhes angleze?
a) Po b) Jo c) Nganjehere
8. A keni problem me pjeset gramatikore si p.sh emrat, mbiemrat e shume te tjere?
a) Po b) Jo c) Nganjehere

9. A keni shpesh aktivitete ku perfshihet perkthimi ne gjuhen shqipe, p.sh perkthimi i emrave, ose teksteve te ndryshme?
- a) Po b) Jo
10. A ju lejohet te mbani fjalore ne klase?
- a) Po b) Jo c) me raste
11. A ju tregon arsimtari/ja me definicione se cka eshte emri, ose mbiemri, ose pjese te tjera gramatikore?
- a) Po b) Jo c) Nganjehere
12. A komunikoni ne gjuhen angleze ne klase?
- a) Po b) Jo c) Me raste
13. A mendoni se arsimtari/ja e juaj eshte korrekte kur ju noton?
- a) Po b) Jo c) Ne disa raste
14. A ju pelqejne librat e gjuhes angleze, apo do te deshironi t'i nderroni?
- a) Me pelqejne b) Deshiroj ti nderroj
15. A ka cdo kapitull ne liber pjese gramatikore?
- a) Po b) Jo c) disa
16. A ka libri CD dhe a e perdorni ate ne klase?
- a) Po b) jo c) shpesh d) rralle

Appendix 2. Interview questions for teachers

Interviste per mesimdhenesin

1. Emri dhe mbiemri?
2. Cilat nivele i mesoni?
3. Cili eshte edukimi juaj?
4. A mendoni se tre ore ne jave jane te mjaftueshme per gjuhen angleze?
5. A e perdorni gjuhen shqipe ne klase?
6. Sa shpesh perktheni ne klase?
7. Sa shpesh i pektheni pjeset gramatikore?
8. Nese nxenesit kane probleme me ndonje fjale, a e pektheni ate fjale?
9. A ka raste kur nxenesit nuk mund te komunikojne pa i perkthyer fjalet ne gjuhen shqipe, a kane nevojte ata per perkthim?
10. A kane nxenesit nevojte te shohin formen e perkthyer ne tabele, apo u mjafton vetem te degjojne?
11. A kane nxenesit probleme me pjeset gramatikore?
12. Sa shpesh keni aktiviteti kur perfshihet perkthimi p.sh perkthimi i teksteve?
13. A ju lejohet nxenesve te perdorin fjalor ne klase?
14. Cili eshte qellimi i juaj per nxenesit, cka kerkoni nga ta?
15. Cfare metode perdorni kur keni te beni me pjeset gramatikore?
16. Cfare metode te perkthimit perdorni kur keni te beni ne pjeset gramatikore?
17. A mendoni se perdorimi i rregullave gramaikore eshte menyra e dukur per te u`a mesuar nxenesve pjeset gramatikore?
18. Cfare roli merrni ju gjate mesimdhenies, ose ne pergjithesi gjate procesit qe zhvillohet ne klase?
19. A komunikojne nxenesit mes vete ne gjuhen angleze ne klase?
20. Cfare metode te vleresimit perdorni?

21. A është dhënia e gjuhës angleze ekuivalente me vlersimin në fund, a jepni cka kerkoni?
22. A mendoni se nxënësit mund të folni rrjedhshëm gjuhën angleze në të ardhmen nëse në klase përdoret gjuha shqipe?
23. A mendoni se librat janë adekuat për nxënësit dhe i përshpallen nevojave të nxënësve?
24. A përfshijnë të gjithë kapitujt pjesë gramatikore?
25. A mendoni se librat lënë vend për përkthim?
26. A kanë CD librat? Nëse po, sa shpesh i përdorni?