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POST GRADUATE STUDIES – SECOND CYCLE

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"Changes in methodological development in English learners' skills performance in the primary schools "Liria", "Migjeni", and "Naim Frashëri" in the city of Tetovo"

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Abstract

This Master's Thesis aimed to address the teaching and learning process, acquisition, communication, problems and difficulties that face students, as well as the practical application of foreign language. This research is done with students observed from the fifth grade of learning English as a foreign language. With the learners of the fifth grade has been observed and analyzed the vocabulary as well as grammar instruction. In this study is provided an in-depth analysis of the acquisition of a foreign language, advantages and disadvantages reflected in the mother tongue.

The issues that are addressed in this study contain conceptions of research questions both from a theoretical and practical part. This Thesis aimed to elaborate problems that have students in changes that occur in English language. The research was conducted in three primary schools in the city of Tetovo. In this research we interviewed 70 pupils in 5th grade in three different schools such as "Liria", "Migjeni", and "Naim Frashëri", in Tetovo. The research was conducted in 3 classes of elementary students of above mentioned level and through the questionnaires, observation and testing.

The whole research period lasted about three months and the results obtained are extensively analyzed in the results and conclusion of the thesis. The general hypothesis is that it has been proven how the level of language acquisition changes when the methods of communication and acquisition are used, the role of textbooks, and the use of authentic materials and how they help the students to use different techniques of communication and writing skills.

Abstrakti

Kjo tezë e Masterit kishte për qëllim adresimin e procesit mësimor dhe përvetësimin, komunikimin, problemet dhe vështirësitë me të cilat përballen studentët, si dhe zbatimin praktik të gjuhës së huaj. Ky hulumtim ësht bërë për nxënësit e klasës së pestë për mësimin e gjuhës angleze si gjuhë e huaj. Me nxënësit e nivelit të klasës së pestë, është vëzhguar dhe analizuar edhe fjalori dhe mësimi gramatikor. Në këtë studim është dhënë një analizë e thelluar e përvetësimit të një gjuhe të huaj, avantazhet dhe disavantazhet e pasqyruara në gjuhën amtare.

Çështjet që trajtohen në këtë studim përmbajnë konceptime të pyetjeve të kërkimit si nga një pjesë teorike ashtu edhe praktike. Gjithashtu ky punim synon të shtjellonte problemet që kanë studentët në ndryshimet që ndodhin në gjuhën angleze. Hulumtimi është realizuar në tre shkolla fillore në qytetin e Tetovës. Në këtë hulumtim kemi intervistuar 70 nxënës të klasës s e 5-të në tre shkolla të ndryshme si në shkollën "Liria", "Migjeni" dhe "Naim Frashëri", në Tetovë. Hulumtimi zhvillohet në 3 klasa të nxënësve fillorist në nivelin e lartpërmendur dhe nëpërmjet pyetësorëve, vëzhgimit dhe testimit.

E gjithë periudha e kërkimit zgjati rreth tre muaj dhe rezultatet e marra janë analizuar gjerësisht mbi rezultatet dhe përfundimin e tezës. Hipoteza e përgjithshme është se është vërtetuar se si ndryshon niveli i përvetësimit të gjuhës kur përdoren metodat e komunikimit dhe përvetësimit, roli i teksteve shkollore dhe përdorimi i materialeve autentike dhe si ato i ndihmojnë studentët të përdorin teknika të ndryshme të aftësive të komunikimit dhe shkrimit.

Абстракт

Целта на овој магистерски труд беше да се адресира наставниот процес, стекнувањето, комуникацијата,проблемите и тешкотите со кои се соочуваат учениците, и практичката примена на странски јазик. Ова истражување е направено за учениците од петто одделение што учат англиски јазик како странски јазик. Кај учениците од петто одделение беа забележани и анализирани лекции за вокабулар и граматика.

Во ова истражување е давена детална анализа на стекнувањето на странскиот јазик, предностите и недостатоците што се рефлектираат на мајчиниот јазик. Прашањата опфатени во оваа студија содржат концептуализација на истражувачки прашања од теоретски и од практичен дел. Истражувањето беше спроведено во три основни училишта во градот Тетово. Во ова истражување интервјуиравме 70 ученици од 5 одделение во три различни основни училишта, во"Лирија", "Миѓени" и "Наим Фрашери" во Тетово.

Истражувањето се спроведува во 3 паралелки ученици од основно ниво, преку прашалници, набудување и тестирање. Целиот период на истражување траеше околу три месеци и добиените резултати се детално анализирани од резултатите и заклучокот на тезата. Општата хипотеза е дека е докажано како се менува нивото на стекнувањето на јазикот се менува кога се користат методите на комуникацијата и стекнувањето, улогата на учебниците и употребата на автентични материјали и како тие им помагаат на учениците да користат различни техники на вештини за комуникацијата и пишувањето.

List of Abbreviations

ELT-English Language Teaching

CLIL- Content and language integrate learning

ICT-information and communication technology

Contents

CHAPTER 1: INTRODUCTION

"The more languages you know, the more you are human"
(Tomáš Garrigue Masaryk)

The purpose of achieving a good communication outside borders is the main reason of learning foreign language. Acquiring a foreign language is achieved when we have a good understanding of communication habits, their use for certain purposes and the right time. In this case we can say that the research of the work that has to do with the changes in the performance of the students' skills in the English language, is related how the students learn their native language and foreign language at the same time, but have difficulties in expressing writing confront of the older generations who had difficulties in expressing verbally whereas in writing.

The need for the acquisition of foreign language for communication purposes is increasing. Our students need the acquisition of a foreign language to be able to work and survive in a multicultural and multilingual environment. For years in a row it is necessary to teach and acquire foreign language for communication purposes from the primary school, not taking into account that children learn the English language before entering in the primary school.

The acquisition of linguistic skills and the treatment of practical problems that arise during this process are the subject of this work. Language acquisition is not simply a process that depends on the teacher and his methods; it is a very complicated process, where the main role has the learner with his features, learning strategies, learning environment and culture, his attitude towards the school in general and foreign language in particular. Teacher is an assistant who through his methods, techniques and attitudes facilitates and enables the process of acquiring the foreign language. There is no doubt that foreign language learners and teachers are aware that teaching a foreign language includes the above mentioned factors and a number of other factors that are not addressed but can create problems in the quality of language acquisition.

The research work was oriented towards elementary school students. Regarding this, we have analyzed primary school students because in primary school are achieved basements of foreign language.

This Master's Thesis aimed to address the teaching and learning process, acquisition, communication, problems and difficulties that face students, as well as the practical application of foreign language. In this study is provided an in-depth analysis of the acquisition of a foreign language, advantages and disadvantages reflected in the mother tongue. The issues that are addressed in this study contain conceptions of research questions both from a theoretical and practical part.

It was noticed that how the level of foreign language acquisition changes when the methods of acquisition and communication are used. As well as the role of authentic texts and materials, how they help them to use different techniques of teaching communicative skills and communication skills. In this study, the theoretical and practical aspects of foreign language acquisition, communication and problems emerged during the process of teaching and learning. It has been studied and analyzed how students can benefit from the use of language learning for communication purposes to achieve skills acquisition and use of facilitating techniques.

Have been studied difficulties faced by the students for the acquisition of English language and analyzing learning strategies that help in acquiring foreign language. The study has dealt with two interrelated aspects: the role of teaching for the acquisition of language for communication purposes and the role of students in this process. The study consists of a practical and theoretical part and addresses various issues related to the implementation of methods in elementary schools. The literature study begins with a general look at the teaching of English language by means of the foreign language learning method for communication purposes. Moreover, it has been made a review of the existing literature on communication skills, have been identified problems and the theoretical point of view and the practical presentation of problems of language acquisition in general, communication and communicative habits based on surveys and analysis of questionnaires prepared for this study.

1.1. Learning Foreign Language

Learning a new foreign language at any age is a profitable experience in many ways. While language learning is a good experience for all ages, but children are the ones who benefit the most from learning a foreign language. While the early start offers a wide range of benefits and many possible opportunities. The speed with which children learn their first language is amazing; especially when they see their parents how fast they learn new words. With the growth of children, all the parents can prove how much fun have their children when they hear new words from them, when they try to sing songs what they hear from the radio and television, even when they discover new words. If we make a comparison between nowadays students and earlier generations, we can see that nowadays students have the easiest learning and acquisition of languages. But students who were from the earlier generations had more difficult conditions. We can make a difference starting from the conditions that they had, for example, they have learned the English language from their professor of course from the books, work books, notes in classroom, and what they have learned have written, described and translated at the same time to remember better, have worked in groups, listening to the songs and dialogues through the radio, etc, while the current students can learn the English language from cellular phones, cartoons, songs, various games transmitted on television, it should be noted that a percentage of some parents understand and speaks the English language. It's important to be mentioned that the earliest generations during the learning of English language respectively during the spelling haven't make many mistakes in spelling, because at that moment they have learned a new word at the same time they have learned its meaning and spelling, but they had difficulties in pronunciation, whereas now children who have more knowledge about foreign language teaching, they know the meaning of the word they pronounce easier, but they have difficulties in spelling. Particular importance should be paid also to the grammatical part of the language, because it plays a very important role in teaching the language. So we can say that learning foreign language should start at a young ages. Foreign language learning methods in children differ from adult methods. Children can use intuitive and imitative skills. In the methods of teaching foreign languages in children are important audio and visual materials. Language learning helps in the development of child communication skills and in the depositing of

knowledge. Knowledge acquired at an early age is more durable and can be remembered for a long time. Children who learn foreign language from an early age are the luckier than others but can forget it if they do not repeat it. Therefore, it is necessary to practice a foreign language with the family members, friends, relatives, by reading appropriate books for the age of the child and accompanying foreign students. At the same time, children who learn a language can easily learn a second foreign language. Most of the time we use the native language without focusing on grammatical rules. This is a natural fit, but the experience of learning a new language brings better understanding and perhaps the best grammar for our first language. Knowing the way that how the other language works encourages us to examine the use of our own language in positive way. Being able to compare both, we learn more than we would have learned as a monolingual. The more children learn about foreign language, they more understand about their language. Children use what they have learned in one language to reinforce the concepts and expressions they have learned in the other language. They can empower what they have gained in their native language by matching them with new adventures in the other language.

1.2. Achievements in teaching through three phases

All the people who live in a cultural society try to learn in their own way to communicate in a foreign language. They use different methods and techniques to achieve this goal. The reason why different students choose different methods for acquiring a foreign language is clear because students want to acquire foreign language in the most efficient way. In any way it is good and they can take out from the experience of the students and teachers.

The method used in recent years is the method of language teaching without communication purposes. Language learning for communication purposes is called by many language researchers more an achievement than a method. This method emphasizes the interaction which is the purpose of the language learning tool. Otherwise this method is called "Communicative Achievement" (Wilkins. D. (1976) National Syllabus, Oxford University Press).

1.2.1. Phase 1: Traditional Approaches (up to the late 1960s)

Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling". (Richards, J.C (2006). Communicative language teaching today. Cambridge University Press. p6).

Most of the students have that point of view that the grammar of native language and foreign language is taught through rules and guidelines. So during teaching class to the students is given the chance that that rules should be applied during the lessons by using sentences with grammatical rules. While through the four skills of language learning they can find it easier to formulate sentences with grammatical rules, communicate with their colleagues, etc.

1.2.2 Phase 2: Classic Communicative Language Teaching (1970s to 1990s)

"In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such a making requests, giving advice, making suggestions, describing wishes and needs, and so on". (Richards, J.C. 2006:p9). According to the author, we can understand that from the old methods above mentioned such as audiolingualism, special attention has been paid to the use of grammar and other aspects of language in a correct way.

According to (Richards, J.C (2006) one of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her

communicative competence. Fluency can be developed by doing activities in the classroom, communication with each other, etc. But Richards, J.C has list some activities through which the fluency practice of language can be contrasted with accuracy practice, as follows:

Activities focusing on fluency

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language
- Require the use of communication strategies
- Produce language that may not be predictable
- Seek to link language use to context

Activities focusing on accuracy

- Reflect classroom use of language
- Focus on the formation of correct examples of language
- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication
- Control choice of language (Richards, J.C (2006). Communicative language teaching today. Cambridge University Press. p14).

If the students are paying attention to the activities in fluency and accuracy they will have an achievement during the second language fluency.

1.2.3 Phase 3: Current CLT (1990s – now)

Since the 1990s, the communicative approach has been widely implemented. Current communicative language teaching theory and practice thus draws on a number of different educational paradigms and traditions. Communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, and their learning goals, and so on. https://www.scribd.com/word/removal/24906420, accessed on May.2017.

As indicated by the Common European Framework of Reference for Languages, B. North, The CEFR in practice – English Profile Studies4, Cambridge, Cambridge University Press, 2014; the five basic language skills represent, at any level, someone's capacity to express one's own linguistic competence, according to the mastery that one is able to perform in different communicative situations, (*A. Green, Language functions revisited. Theoretical and empirical bases for language construct definition across at the ability range, 2012, United Kingdom, University Press, Cambridge*).

CHAPTER 2: LITERATURE REVIEW

2.1. The four foundational skills of language learning

The key factor of the four basic language skills is that they complement each other. As a science nerd, I know that Newton's third law states that *every action has an equal and opposite reaction*. So, if you want to be a well-rounded language learner, you need to ensure that you're giving each skill the attention that it needs.https://www.fluentin3months.com/reading-writing-speaking-and-listening/

2.1.1 Listening

Listening is the language skills that, at least initially, pupils find most difficult. This often occurs because pupils think or are led to believe they have to understand every single word they hear, which in fact does not happen even in the first language. In this case, the preparatory work on the listening tasks, designed by the teacher, is very important. Therefore, it is appropriate for the teacher to determine the degree of difficulty of the listening text, to the extent that it must contain words and linguistic structures already known by pupils. Then it is useful to illustrate briefly the context to which the listening task is referred, that in any case has to be close to situations experienced by the child and/or with which(s) he feels familiar. In authentic situations quite often listening is supported by variety of situational stimuli that can be, not only heard, but also, visual, related to familiar places, prior learning, body language, etc. (R. Ellis, Task-based language teaching: sorting out the misunderstandings, in <<International Journal of Applied Linguistics>>19(3), 2009, pp 221-246). Children must feel at ease, so it is good to repeat the listening activity at least two or three times. During the first listening, pupils were invited not to take notes, or be distracted by images, drawings or anything else, but just to focus on listening in order to understand at least the context and general meaning. The following listening can be used to strengthen the understanding of information already heard, and in this case it may be useful to graphically set out some concepts or words. (C.Goh, Y. Taib, Metacognitive instruction in listening for young learners, in <<ELT journal>>, 60(3), 2006, pp, 222-232).

2.1.2 Speaking

As shown by many studies, the oral production competence goes hand in hand with pupil's listening and comprehension abilities, these are usually held at a higher level than pupil's ability to communicate orally. So although the teacher is required to speak orally in a natural way, using also verbal forms and words that the child does not yet know, to enhance speaking in is crucial for the teacher to keep in mind what the level of competence is that the pupil has in this area and consequently proposes speaking activities which may also be conducted staring with a very limited vocabulary. In the first years of Primary School, in many case (s) he can also make in use of supplementary materials such as images, drawings, flash cards, etc. With pupils in the final years of the Primary School (fourth and fifth grade) the teacher can invite children to express themselves in a more personal way, by using independently and spontaneously the linguistic structures they know. In this case, it is important that the correction of ant errors in pronunciation, sentence construction, vocabulary, etc. In instructional activities for speaking development songs, chants, poems, rhymes, preferably fun and rhythmical activities to accompany with body movements, clapping, stamping feet and so on, can be used. (*I. Tsiplakides, A Keramida, Helping students overcome foreign language speaking anxiety in the English classroom: Theorotical issues and practical recommendations, in <<International Education Studies>>2(4), 2009, p. 39-55*).

So, the teacher can also work in small groups or in pairs, also can give first a model to reproduce and mime, and then leaving more space to spontaneous communicative forms where students can choose between different alternatives that the teacher is able to monitor. Also speaking activities should be as authentic and they should be brought in the real-life situations in which the child may really need to communicate with other people, asking questions and giving answers.

2.1.3 Reading

In promoting a communicative approach to foreign language learning, the introduction of reading requires serious attention. Indeed, it seems better to avoid this aspect especially in the

early years of primary school when the child is beginning to learn reading techniques in the native language. Quite frequently it happens that children themselves notice some differences in the way of reading between the mother-tongue and English, therefore in the first grades is important to emphasize to much these differences and simply associate the word sound to its written form (H. Yopp, Supporting Phonemic Awareness Development in the Classroom, in <<The Reading Teacher>>, 54(2), 2000, pp. 130-143). To encourage pupils to read it is very important to propose texts that are engaging, funny, able to stimulate their curiosity so that they are urged to read by themselves again. So in choosing a text, even before considering the language difficulties, the choice must be based on the pleasure and interest for the reading that the child can find in the passage proposed by the teacher. (P. Harris, Reading in the primary school years, Cengage Learning Australia, 2005)

2.1.4 Writing

What we have said about the prerequisites for reading is also valid, in many ways, for writing. The child will proceed gradually from copying single words and sentences to writing short texts, descriptions of peoples and pets, simple stories and dialogues about familiar situations (family home, school, friends, hobbies, food, pets, etc. (O.L. Pysarchyk, N.V. Yamshynska, The importance of integrating reading and writing for EFL teaching, in <<Advanced education>>, 3, 2015, pp. 77-83).

In primary school many pupils are still not able to build a text autonomously, expect in the final primary school grades. It is important that the necessary time is devoted to this activity, even starting with a pre-structured model prepared by the teacher that, once decomposed, the children will reconstruct. At the second stage, once children have acquired the model, they will proceed to write a similar text autonomously. Initially it may be useful to start with drafting collective texts, asking children questions about the characters, what fact to put into text, why to develop the story in one way rather than another, how to choose the ending, etc. Alternatively, the input for writing a simple story could start from reading an image, a photograph, a drawing to articulate into phrases, sentences, short paragraphs, and so on. (M.A. Nippold, J.M. Ward-Longergan, J.I. Fanning, Persuasive writing in children, adolescents, and adults: a study of

syntactic, semantic and pragmatic development, in <<Language, Speech and Hearing Services in Schools>>, vol. 36, 2005, 125-137).

2.2. Innovative techniques and trends in English language teaching

If we consult the dictionary[1] we will see that upon the word trend we mean 'a general direction in which something tends to move'. A trend is the general tendency or direction towards change. We must be aware that learning a second language is a very complex process. It also follows that teaching a second language is a very difficult task. Every call to action to prepare our students for the 21st Century includes offering them the opportunity to learn English so as to increase their knowledge of other cultures. English education not only guarantees success academic and professional fronts, it also provides international exposure to the students. Knowledge of English language facilitates students with an invigorating perspective of the whole world.

2.2.1. General Trend

English language teaching has undergone tremendous changes over the years, especially the last ten years. Technological innovations are part of education and English language teaching, but not all have staying power. For example Mobile learning online resources are more accessible with a mobile app or a mobile-friendly version that turns vocabulary-learning into a fun, competitive game you could play with your friends. Students are burdened with studying, learning and grasping the materials, and of course, lectures with the collection of relevant information from prescribed texts. Many career alternatives once regarded insignificant are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, ICT literacy etc. The need for chiseled graduates to merge successfully in the tough competition of survival in the global market is in great demand nowadays. (Parab. Jun. 2015. pp 40-44). We mention above that English language has changed especially in the last ten

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[1]https://www.vocabulary.com/dictionary/trend

years but that doesn't mean that the last century English curriculum has no change but we must be aware that as the trend change the teaching learning process of English language has to undergo a transition for the betterment.

2.2.2. Cell Phones and iPhone

Internet connections and mobile devices are one of the most popular and useful way in language education. The most popular one is mobile phones, with mobile phones learners can surf on the web and they can at least learn vocabulary from the dictionary that cell phone include. The study of Cooney and Keogh (2007) five-week pilot project took place in a school in County Meath, a rural area close to Ireland's capital city, Dublin by an m-learning system was deployed in this environment with the aim to facilitate school-based oral assessment and students' self-assessment, increase students' communicative competence and motivate students to learn Irish with fun and familiar props of a mobile phone and web-chat. The m-learning system proved useful and popular with teachers and students alike.

2.2.3. Modern Trends of Teaching English

According to Deena Boraie[2] there are eight trends in teaching of English as discussed further. "Change is the Goal of Teaching English" says Boraie ".

Trend 1: Change in the Goal of Teaching English

In my opinion, there are two key changes in the purpose of teaching English. Firstly, as Penny Ur (2009) noted the goal is "to produce fully competent English-knowing bilinguals rather than imitation native speakers." As I mentioned in a previous blog, the purpose is not to aspire to become native speakers of English, because we are already native speakers of our own L1, but to focus on English as a means of communication. Secondly, English is not viewed as an end in itself but as a means to learn content such as science and mathematics. Content and language

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[2]Deena Boraie is the dean of the School of Continuing Education at the American University in Cairo, Egypt, and president of TESOL International Association. She is a language testing expert and teaches research methods in the MA/PhD Applied Linguistics Program at Cairo University.

integrate learning (CLIL) is an approach where the English teacher uses cross-curricular content and so the students learn both the content and English.

Trend 2: Early Start in Teaching English

Many countries have started teaching English in earlier grades at school. For example, since 2011, Saudi Arabia and Vietnam have been introducing English from Grade 4. Also in 2011, Japan introduced English in the primary stage, and, in 2012, Dubai introduced English in the KG stage instead of Grade 1.

Trend 3: Change in the Approach to Teaching Culture

Both the local or native and international culture dominates in English language classes. There is less focus on teaching the culture of native speakers of English unless there is a specific purpose for doing so.

Trend 4: Changing View of an English Teacher

It is increasingly being recognized that the quality or effectiveness of teachers is determined by their linguistic, teaching, and intercultural competence rather than their being a native speaker of English.

Trend 5: Change in Teaching Content and Test Design

Teachers use a range of local texts or English translations of literature in the classroom. The use of L1 as appropriate as well as the use of a variety of accents in listening activities or tests is encouraged in English language classrooms.

Trend 6: E-Learning

Because of the proliferation of tablets and smart phones, I believe that textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically.

Trend 7: Strategic Teaching and Learning

Teaching in English language classes focuses on fostering student thinking as well as language content, outcomes, and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. The gamification of learning is emerging as a way to make language learning more engaging and relevant to the younger generation.

Trend 8: Teachers as Life-Long Learners

In a knowledge-based society and to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater responsibility for their own professional learning, continually developing their knowledge and skills.

2.3. Teachers as lifelong learners

A good teacher must be able to put himself in the place of those who find learning hard.

Eliphas Levi

A teacher is a person who tries to share with his pupils, what is learnt by him in pursuit of learning. The true teachers are the teachers who are able to continuously acquire new and better forms of knowledge that they can apply to their teaching and to their lives are. A teacher is leader of the future who develops capabilities of a person to act or respond. "What factors influence the teachers in being lifelong learners?" Lifelong learning which is described as all the activities that individuals take part in their whole lives to improve their knowledge with a social, cultural and economical approach is defined as the responsibility to be given to the individual himself/herself (Akbaş & Özdemir). We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn." Peter Drucker. The Commission of the European Communities (2001) defined lifelong learning as "(a)ll learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective" (p. 9). Coolahan (2002) valued the role teachers have in improving education and training young people to have the capacity and motivation to be lifelong learners. The rationale for this assertion is that "this will not happen unless the corps of teachers is themselves challenging, innovative and lifelong learners."(p. 13).Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). This definition is based on Delors' (1996) four 'pillars' of education for the future. L

- Learning to know – mastering learning tools rather than acquisition of structured knowledge.
- Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments.
- Learning to live together and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.
- Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality

Learning needs to be examined across the lifespan because previous notions of a divided lifetime—education followed by work—are no longer tenable [Gardner, 1991]. Lifelong learning needs to promote effective educational opportunities in the many learning settings through which people pass, including home, school, work, and the larger political community.

Figure 1. Conceptual model of lifelong learning skills and attributes
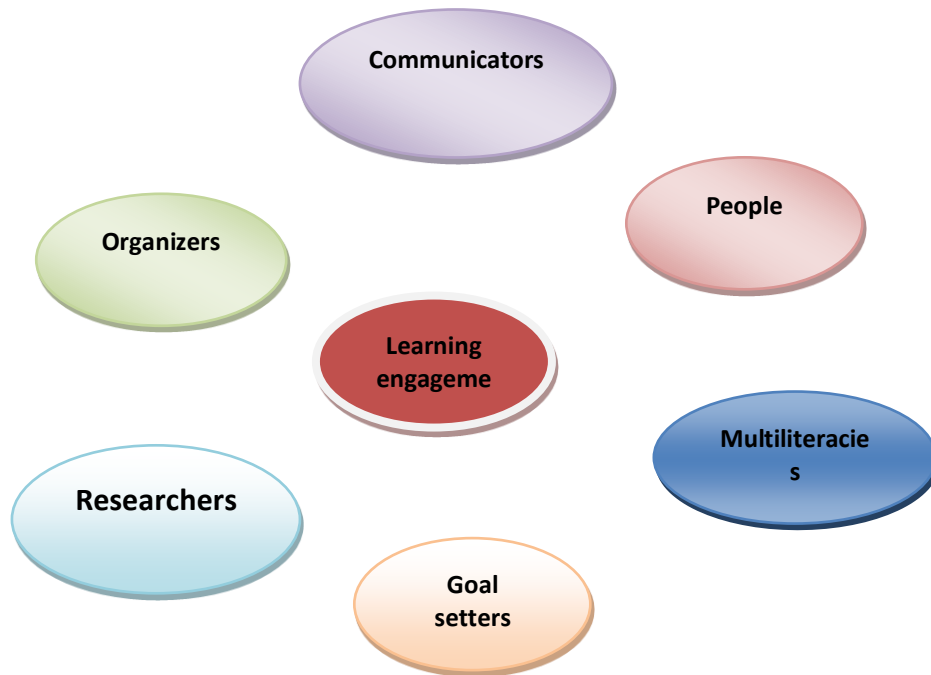
Source: Don Adams. Lifelong learning skills and attributes: The perceptions of Australian secondary school teachers. Issues in Educational Research, Vol. 17, 2007 University of Newcastle

CHAPTER 3. RESEARCH METHODOLOGY

Research methodology contains specific procedures or techniques used to identify, select, analyze, and process information about a topic. The methodology section answers two main questions:

➢ How was the data collected or generated?

➢ How was it analyzed?

Methodology is the systematic, theoretical analysis of the methods applied to a field of study and it allows the reader to critically evaluate a study's overall validity and reliability. The term Research is related to seek out the information and knowledge on a particular topic or subject. According to Rajasekar et. al. (2006), research is a logical and systematic search for new and useful information on a particular topic. It is an investigation of finding solutions to scientific and social problems through objective and systematic analysis. It is a search for knowledge, that is, a discovery of hidden truths.

According to Rajasekar et. al. the prime objectives of research are:

(1) To discover new facts;

(2) To verify and test import ant facts;

(3) To analyze an event or process or phenomenon to identify the cause and effect relationship;

(4) To develop new scientific tools, concepts and theories to solve and understand scientific and nonscientific problems;

(5) To find solutions to scientific, nonscientific and social problems and

(6) To overcome or solve the problems occurring in our everyday life.

Research process consists of series of actions or steps necessary to effectively carry out research. These actions or steps are: (Resham Bahadur Bist, 2014)

❖ Formulating the research problem

❖ Extensive literature survey

❖ Developing hypothesis

❖ Preparing the research design

- ❖ Determining sample design

- ❖ Collecting the data

- ❖ Execution of the data

- ❖ Analysis of data

- ❖ Hypothesis testing

- ❖ Generalizations and interpretation

- ❖ Presentation of results

Formulation of Research Problem: At the very outset, the researcher must decide the general area of interest or aspect of a subject matter that he would like to inquire into. Formulation of Research Problem enables as to make a purpose of the study clear to ourselves and target readers.

This Master's Thesis aimed to address the teaching and learning process, acquisition, communication, problems and difficulties that face students, as well as the practical application of foreign language. This research is done for young observed from the fifth grade of learning English as a foreign language. With the learners of the fifth grade has been observed and analyzed the vocabulary as well as grammar instruction. In this study is provided an in-depth analysis of the acquisition of a foreign language, advantages and disadvantages reflected in the mother tongue.

Extensive literature survey: For this master thesis, we have reviewed a lot of books, literature and journals in order to elaborate the thesis in that way that will become apprehensible and valuable as possible. The literature reviewed is shown in the bibliography part.

Development of Working Hypothesis: After extensive literature survey, researcher should state in clear terms the working hypothesis or hypotheses. Working hypothesis is tentative assumption made in order to draw out and test its logical or empirical consequences.

The hypotheses formulated for testing are as follows:

1. *Some of my learning and teaching methodologies will help the majority of students to improve the writing skills as well as understand and acquire pronunciations*.

2. *Students involved in classroom communication activities by using authentic materials master the language and are able to use it to solve practical life tasks faster compared to those students who are taught only by traditional methods, as current methods as homework and reading.*

3. *Through this study students will be able to learn in easier ways thus to improve their communication skills.*

These hypotheses have been formulated in order to give answers to the following issues. Issues that are addressed in this thesis contain concepts of research questions, both theoretically and practically. It is proven how the level of language acquisition changes when the methods of communication and acquisition are used, the role of textbooks, and the use of authentic materials and how they help the students to use different techniques of communication and writing skills.

Preparing the Research Design: After framing hypothesis, we have to prepare a research design i.e., we have to state the conceptual structure within which research would be conducted. The preparation of such a design facilitates research to be as efficient as possible yielding maximal information. As design includes an outline of what the researcher will do from wring the hypothesis and its operational implications to the final analysis of the data. The issues that are addressed in this study contain conceptions of research questions both from a theoretical and practical part. This Thesis aimed to elaborate problems that have students in changes that occur in English language. The research was conducted in three primary schools in the city of Tetovo. In this research we interviewed 70 pupils in 5[th]grade in three different schools such as "Liria", "Migjeni", and "Naim Frashëri", in Tetovo. The research was conducted in 3 classes of elementary students of above mentioned level and through the questionnaires, observation and testing.

The whole research period lasted about three months and the results obtained are extensively analyzed in the results and conclusion of the thesis. The general hypothesis is that it has been proven how the level of language acquisition changes when the methods of communication and acquisition are used, the role of textbooks, and the use of authentic materials and how they help the students to use different techniques of communication and writing skills.

Determining Sample Design: A sample design is the framework, or road map, that serves as the basis for the selection of a survey sample and affects many other important aspects of a survey as well. In a broad context, survey researchers are interested in obtaining some type of information through a survey for some population, or universe, of interest.(Encyclopedia of Survey Research Methods). In the compilation of the Master Thesis were implemented the basic methods and techniques of the scientific research:

Historical method - regional analysis based on already existing secondary data and primary data. We have used this method in cases when we have represented studies made from other authors before our study for the same issue.

The method of induction and deduction was used for recommendations related to this issue, starting from the examination of the details and specificities related to this issue, as well as the identification of some unknown details based on facts that are generally known or based on something that is assumed.

These learning methods were used to process data that were obtained from a study of observations in the primary schools "Liria", "Migjeni", and "Naim Frashëri" in the city of Tetovo". I went through the elementary schools in the city of Tetovo, where the research was foreseen, I submitted the questionnaires to the pupils who were involved in the survey, and they filled out the questionnaire.

The comparative method was used in order to determine the similarities and differences between other studies made in the same field but in other countries.

Methodological analysis and synthesis - this method was used for logical representation of the subject of the research in the extraction of general conclusions, and thus of vital importance to provide the correct recommendations.

For achieving the objective of this study and to conduct the investigation, has been collected primary data sources.

Collecting the Data: There are several ways of collecting the appropriate data which differ considerably in context of cost, time and other resources at the disposal of the researcher. In this master thesis we collected the data with questionnaire. Creswell (1994) noted that, data collection methods for primary data include: structured and semi-structure questionnaires, mailed questionnaires, structured and semi-structured interviews (personal and telephone interviews), observation and focus group discussions. Questionnaires are the most commonly used methods when respondents can be reached and are willing to co-operate. These methods can reach a large number of subjects who are able to read and write independently. In this research we interviewed 70 pupils in 5th grade in three different schools such as "Liria", "Migjeni", and "Naim Frashëri", in Tetovo. The information for each item on the questionnaire has been processed and reported through a descriptive narrative. The results have been presented in charts, graphs and tables. Quantitative and Qualitative analysis techniques have been applied. Tabular presentation of the data has been made.

The study used primary data, which was captured through prearranged questionnaires. The questionnaire was divided in to six parts including the two first questions that include overall information about the gender and the grade of the pupils.

The A (first) part of the questionnaire is presented as a table and presents the part where is used the Likert scale where the pupils had questions about English language, more preciously how is the relations with this language, including reading, writing, enjoying learning English language etc.

In the part B of the questionnaire we put 8 pictures and asked from the pupils to look at the picture and write the correct form of the verb's, is, ing.

In the part C of the questionnaire is asked from pupils to read and fill in the proper words!

In the part D of the questionnaire is asked from pupils to look at the added picture and carefully write 5 sentences about it.

In the part F of the questionnaire is asked from pupils to read and translate the following added words.

In the final part (E) of the questionnaire is asked from pupils to listen to the words and write them down.

Analysis of Data: Data analysis is the process of evaluating data using analytical and statistical tools to discover useful information and aid in business decision making. This form of analysis is just one of the many steps that must be completed when conducting a research experiment. The analysis of data requires a number of closely related operations such as establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inference. Our analysis work is generally based on the computation of various percentages and is shown in the part 4 of the study.

Hypothesis Testing

After analyzing the data, the researcher is in a position to test the hypothesis, if any, he had formulated earlier. In our thesis we had three hypotheses as mentioned above. Each of the hypotheses we have analyzed according to the results obtained from the questionnaires.

❖ The first hypothesis: *Some of my learning and teaching methodologies will help the majority of students to improve the writing skills as well as understand and acquire pronunciations,* can **be accepted**. From the questionnaire which was divided into six parts we learned that students need to practice more in the field of writing because they were better in translating and speaking. We conclude that teachers must collaborate with students through questionnaires, exercises, and strategies in order to enhance student's abilities and contributing to students learning and understanding. During my study I noticed that students love new methods and strategies of learning in order to improve the writing skill because they are better in speaking of the simple fact that they are so associated with their smart phones when playing games or listening in you tube.

❖ From the second hypothesis which states that: *Students involved in classroom communication activities by using authentic materials master the language and are able to use it to solve practical life tasks faster compared to those students who are taught only by traditional methods, as current methods as homework and reading,* we can conclude that **we accept** the hypothesis because of the fact that nowadays pupils are different from students who have learned foreign languages by traditional methods. Such as they are freer to speak than previous pupils, they speak the English language fluently, but they have difficulties in writing and spelling.

❖ The third hypothesis: *Through this study students will be able to learn in easier ways thus to improve their communication skills, can* **be accepted***. S*peaking us regarded as the practical way of learning language, they can improve their skills through speaking activities, presentations, debates, role plays, also through writing activities, they can write, paragraphs, essays, descriptive essays, etc. Also, teachers must find time be patient, tolerant towards student's effort and to prepare them by taking through activities in order to enhance teaching, reading and comprehension, by the preparation of Teaching-learning materials.

CHAPTER 4. DATA ANALYSIS

Data analysis is the process of evaluating data using analytical and statistical tools to discover useful information and aid in business decision making. This form of analysis is just one of the many steps that must be completed when conducting a research experiment.

In this research we interviewed 70 pupils in 5th grade in three different schools such as "Liria", "Migjeni", and "Naim Frashëri", in Tetovo and the results gained from the questionnaire are showed in the tables and figures presented below.

The questionnaire we conducted is divided in to six parts including the two first questions that include overall information about the gender and the grade of the pupils.

The A (first) part of the questionnaire is presented as a table and presents the part where is used the Likert scale[3] where the pupils had questions about English language, more preciously how is the relations with this language, including reading, writing, enjoying learning English language etc. The details are presented in Table 1.

In the part B of the questionnaire we put 8 pictures and asked from the pupils to look at the picture and write the correct form of the verb:'s, is, ing.

In the part C of the questionnaire is asked from pupils to read and fill in the proper words!

In the part D of the questionnaire is asked from pupils to look at the added picture and carefully write 5 sentences about it.

In the part F of the questionnaire is asked from pupils to read and translate the following added words.

In the final part (E) of the questionnaire is asked from pupils to listen to the words and write them down.

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[3] Strongly agree, Agree, Neither agree nor disagree,   Disagree, Strongly disagree

4.1. Results

This section presents the results obtained from the analysis of the 70 pupils attending 5th grade. As mentioned above we interviewed 70 pupils in three different schools where our main purpose was to determine if the pupils have difficulties in spelling, transcription.

Figure 2. Gender and grade of the pupils
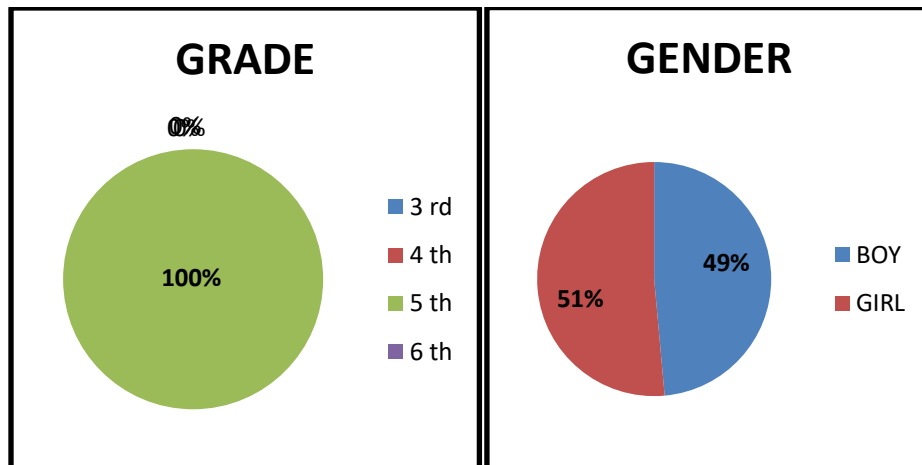
Source: Compiled by the author himself from the results gained from the questionnaire

As shown in the Figure 2 all the pupils are in 5th grade where 51 % of them are girls and 49% are boys. In the Table (1) one is presented the first part of the questionnaire which has seventeen questions addressed to pupils using the five Likert scale of evaluation. Pupils had to choose between the five rating scales such as: strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. When responding to a Likert item, respondents specify their level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements.

The statements asked in the table one are as follow: I like speaking and listening activities in the classroom, I enjoy learning new words and phrases, I like reading, there are good books to read in my classroom, I am good at writing, I know what skills are important in becoming a good writer, etc.

Table 1. First part of the questionnaire – Part A

| Statement	Strongly agree	Agree	Neither agree or nor disagree	Disagree	Strongly disagree
1. I like speaking and listening activities in the classroom	76%	17%	7%	0%	0%
2. I enjoy learning new words and phrases	61%	33%	6%	0%	0%
3. I believe I will learn to speak English very well	89%	10%	1%	0%	0%
4. I know what skills are important in becoming a good speaker	70%	24%	6%	0%	0%
5. I like reading	59%	27%	7%	4%	3%
6. There are good books to read in my classroom	31%	37%	16%	12%	4%
7. We sometimes read newspapers in school	5%	4%	7%	24%	60%
8. I am a good reader	66%	14%	11%	6%	3%
9. I know what skills are important in becoming a good reader	70%	21%	7%	2%	0%
10. I like writing stories in school or for homework	47%	42%	3%	6%	3%
11. Everyone can learn to speak a second language	77%	7%	13%	2%	1%
12. I am good at writing	59%	30%	9%	1%	1%
13. I know what skills are important in becoming a good writer	64%	24%	6%	4%	2%
14. I sometimes use the computer to write stories in school	24%	17%	12%	16%	31%
15. I find spellings easy to learn	61%	23%	6%	3%	7%
16. I know what skills are important to be good at spelling	59%	27%	7%	0%	7%
17. Does anyone in your family speak English?	60%	21%	3%	3%	13%

Source: Compiled by the author himself from the results gained from the questionnaire

From the Table 1 we can conclude the following results:

❖ 76% of pupils said they strongly agree that they like speaking and listening activities in the classroom, 17% said they agree, 7% said they neither agree or nor disagree and no one circle the option disagree or strongly disagree;

❖ 61% of pupils said they strongly agree that enjoy learning new words and phrases, 33% said they agree, 6 % neither agree and disagree and no one circle the option disagree or strongly disagree;

❖ 89% of pupils said they strongly agree that they believe will learn to speak English very well, 10% said they agree, 1% said they neither agree or nor disagree and no one circle the option disagree or strongly disagree;

❖ 70% of pupils said they strongly agree that they know what skills are important in becoming a good speaker, 24% said they agree, 6% said they neither agree or nor disagree and no one circle the option disagree or strongly disagree;

❖ 59% of pupils said they strongly agree that they like reading, 27% said they agree, 7% said they neither agree or nor disagree, 4% said they disagree and 3% circle the option strongly disagree;

❖ 31% of the pupils said they strongly agree that they are good in reading books in their classrooms, 37% said they agree, 16% said they neither agree or nor disagree, 12% said they disagree, and 4% circle the option strongly disagree;

❖ 5% of the pupils said they strongly agree that they read newspapers in school, 4% said they agree, 7% said they neither agree or nor disagree, 2% said they disagree and 60% circle the option strongly disagree;

❖ 66% of the pupils said they strongly agree that they are good readers, 14% said they agree, 11% said they neither agree or nor disagree, 6% said they disagree and 3% circle the option strongly disagree;

❖ 70% of the pupils said they strongly agree that what skills are important in becoming a good reader, 21% said they agree, 7% said they neither agree or nor disagree, 2% said they disagree and no one circle the option disagree or strongly disagree;

❖　　47% of the pupils said they strongly agree that they like writing stories in school or for homework, 42% said they agree, 3% said they neither agree or nor disagree, 6% said they disagree and 3% circle the option strongly disagree;

❖　　77% of the pupils said they strongly agree that everyone can learn to speak a second language, 7 % said they agree, 13% said they neither agree or nor disagree, 2% said they disagree and 1% circle the option strongly disagree;

❖　　59% of the pupils said they strongly agree that they are good at writing, 30% said they agree, 9% said they neither agree or nor disagree, 1% said they disagree and 1% circle the option strongly disagree;

❖　　64% of the pupils said they strongly agree that they know what skills are important in becoming a good writer, 24% said they agree, 6% said they neither agree or nor disagree, 4% said they disagree and 2% circle the option strongly disagree;

❖　　24% of the pupils said they strongly agree that they sometimes use the computer to write stories in school, 17% said they agree, 12% said they neither agree or nor disagree, 16% said they disagree and 31% circle the option strongly disagree;

❖　　61% of the pupils said they strongly agree that they find spellings easy to learn, 23% said they agree, 6% said they neither agree or nor disagree, 3% said they disagree and 7% circle the option strongly disagree;

❖　　59% of the pupils said they strongly agree that they know what skills are important to be good at spelling, 27% said they agree, 7% said they neither agree or nor disagree, no one circle the option disagree and 7% circle the option strongly disagree;

❖　　60% of the pupils said they strongly agree that anyone in their families speak English, 21%% said they agree, 3% said they neither agree or nor disagree, 3% said they disagree and 13% circle the option strongly disagree;

Graph 1. The overall results from the Table 1
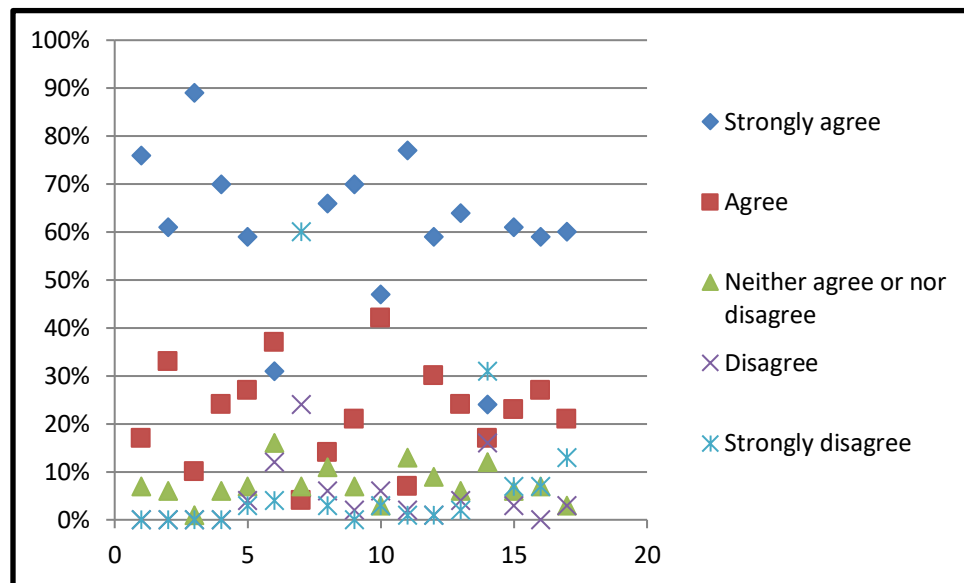
In the Graph 1 once more we compiled a figure-graph that represents the overall results of the part A of the questionnaire. We can conclude that the biggest percent of pupils strongly agree with the following sentences given in the table. They strongly agree that they like speaking and listening activities in the classroom, believe they will learn to speak English very well, they know what skills are important in becoming a good speaker, they like reading, and are good readers, they like writing stories in school or for homework, they strongly agree that everyone can learn to speak a second language they strongly agree that are good at writing, they sometimes use the computer to write stories in school, they find spellings easy to learn and they strongly agree that they know what skills are important to be good at spelling.

Table 2. Part B of the questionnaire

B. Look at the picture and write the correct form of the verb: 's, is, ing.	Correct	Wrong	No answer
1. Johnny is playing basketball.	66%	30%	4%
2. Joe is baker.	70%	23%	7%
3. Peter is driving a car.	62%	34%	4%
4. Chris is a worker.	53%	36%	11%
5. Steve speaks.	57%	30%	13%
6. Ben is singing a song.	66%	28%	6%
7. Jenna is reading a book.	66%	27%	7%
8. Tommy is painting.	53%	38%	9%

Source: Compiled by the author himself from the results gained from the questionnaire

The second part of the questionnaire was conducted with 8 (eight) pictures showing a person doing something, so the student have to put one of the verb's, is, ing., in order the sentence to be formed in the correct form. From the results of the Table 2 we can conclude:

❖ The first picture was about a child named as Johnny with a ball in his hand so the pupils had to write and use the correct form of the sentence which was: ***Johnny is playing basketball***. The following results from the pupils were: 66% write it in the correct form, 30% write it wrong and 4% had no answer;

❖ The second picture was about a man named Joe as a baker that bakes bread or cake so the pupils had to write and use the correct form of the sentence which was: ***Joe is baker.*** The following results from the pupils were: 70% write it in the correct form, 23% write it wrong and 7% had no answer;

❖ The third picture was about a man names as Peter who drives his car so the pupils had to write and use the correct form of the sentence which was: ***Peter is driving a car.*** The following results from the pupils were: 62% write it in the correct form, 34% write it wrong and 4% had no answer;

❖ The fourth picture was about a man named Chris who is as a worker so the pupils had to write and use the correct form of the sentence which was: ***Chris is a worker.*** The following results from the pupils were: 53% write it in the correct form, 36% write it wrong and 11% had no answer;

❖ The fifth picture was about a man named Steve who is speaking to someone so the pupils had to write and use the correct form of the sentence which was: ***Steve speaks.*** The following results from the pupils were: 57% write it in the correct form, 30% write it wrong and 13% had no answer;

❖ The sixth picture was about a young guy named Ben who is singer and sings a song so the pupils had to write and use the correct form of the sentence which was: ***Ben is singing a song.*** The following results from the pupils were: 66% write it in the correct form, 28% write it wrong and 6% had no answer;

❖ The seventh picture was about a girl names Jenna, she is reading a book so the pupils had to write and use the correct form of the sentence which was: ***Jenna is reading a book.*** The following results from the pupils were: 66% write it in the correct form, 27% write it wrong and 7% had no answer;

❖ The eighth was about a young guy named Tommy who is painting or drawing so the pupils had to write and use the correct form of the sentence which was: ***Tommy is painting.*** The following results from the pupils were: 53% write it in the correct form, 38% write it wrong and 9% had no answer;

In the Graph 2 once more we compiled a figure that represents the overall results of the part B of the questionnaire. The blue line represents the correct answers for each sentence, the red line represents the wrong ones and the green lines represent the pupils that had no answer. The overall results show that the biggest percent of the pupils write the correct form of the verb.

Graph 2. The overall results from the Table 2
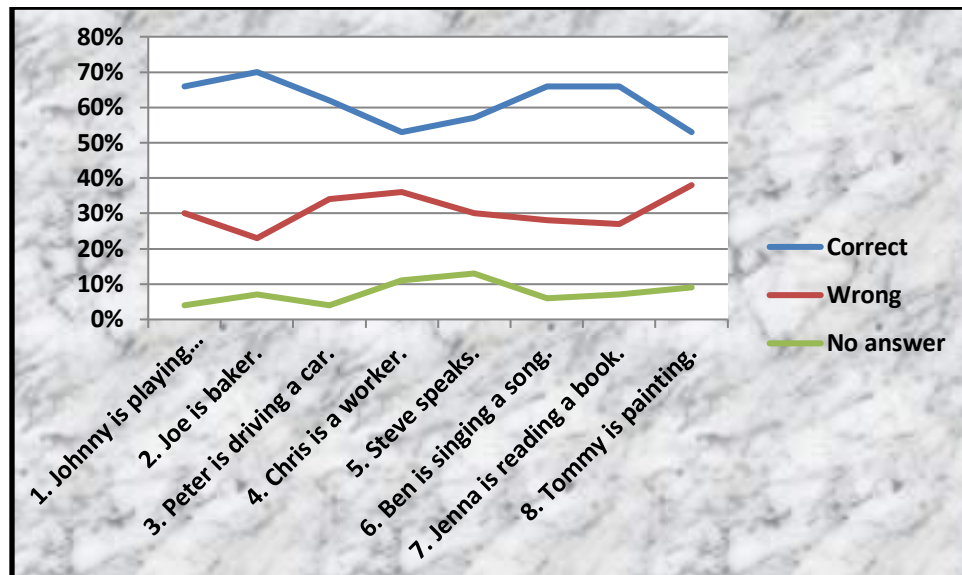
Source: Compiled by the author himself from the results gained from the questionnaire

Table 3. Read and fill in the proper words! *(Cook, listens, reads, thinks, sleeps) – Part C of the questionnaire*

C. Read and fill in the proper words! *(cook, listens, reads, thinks, sleeps)*	Correct	Wrong	No answer
1. Sally_____ to her favorite songs.	87%	10%	3%
2. Paul_____ "The Adventures of Tom Sawyer".	86%	13%	1%
3. Marry _____ on the couch.	79%	20%	1%
4. Jeason's best friend _____of a plan.	81%	16%	3%
5. Ken and his mother _____dinner.	80%	17%	3%

Source: Compiled by the author himself from the results gained from the questionnaire

In the Table 3 we asked form the pupils to read and fill the proper words such as: *cook, listens, reads, thinks, sleeps.* From the table above we can conclude the following results:

❖ In the first question we had 87% of pupils that had write the sentence in the correct form, 10% had write it wrong and 3 % had no answer;

❖ In the second question we had 86% of pupils that had write the sentence in the correct form, 13% had write it wrong and 1% had no answer;

❖ In the third question we had 79% of pupils that had write the sentence in the correct form, 20% had write it wrong and 1% had no answer;

❖ In the fourth question we had 81% of pupils that had write the sentence in the correct form, 16% had write it wrong and 3% had no answer;

❖ In the fifth question we had 80% of pupils that had write the sentence in the correct form, 17% had write it wrong and 3% had no answer;

Graph 3. Read and fill in the proper words! *(Cook, listens, reads, thinks, sleeps) – Part C of the questionnaire*
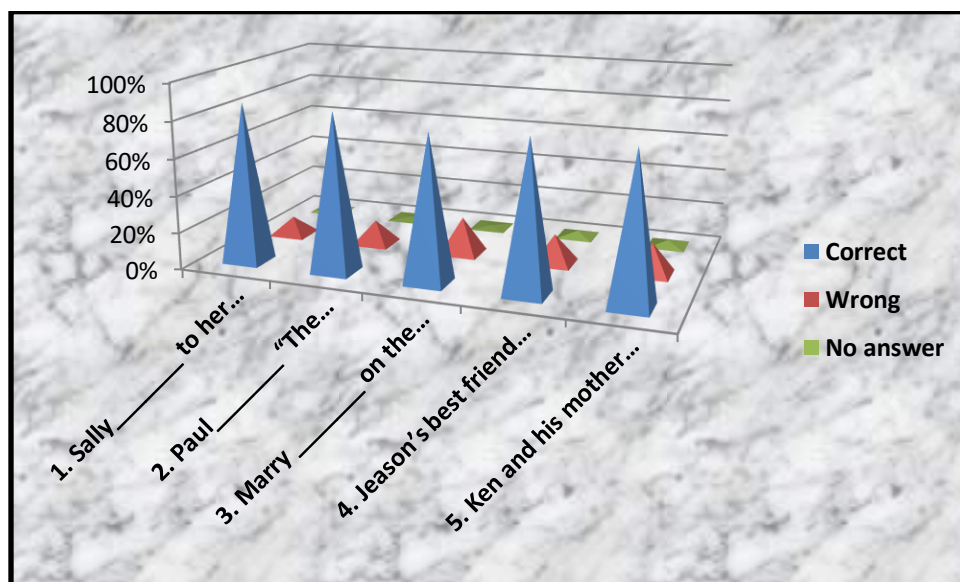
Source: Compiled by the author himself from the results gained from the questionnaire

In the Graph 3 once more we compiled a figure that represents the overall results of the part C of the questionnaire. The blue cones represent the correct answers for each sentence, the red cones represent the wrong ones and the green cones represent the pupils that had no answer.

The overall results show that the biggest percent of the pupils read and filled in the correct form the proper words.

Table 4. Part D of the questionnaire

D. Look at the picture and write	Correct	Wrong	No answer
1. There are *seven* people at the *restaurant*.	74%	20%	6%
2. A waiter is *taking* orders from *them*.	67%	24%	9%
3. A cashier is *standing* at the *counter*.	64%	27%	9%
4. There is a *flower* on the *table*.	57%	30%	13%
5. There is a beautiful *picture* on the *wall*.	63%	24%	13%

Source: Compiled by the author himself from the results gained from the questionnaire

Table four (4) represents the part D of the questionnaire were the pupils had to look at the given pictures carefully and write five sentences about it. We put words in the boxes in order to make it easier. From the Table 4 we had the following results:

❖ The correct form of the first sentence was ***There are seven people at the restaurant,*** where 74% had the correct answer, 20% answered wrong and 6% had no answer.

❖ The correct form of the second sentence was **A waiter is *taking* orders from*them*,** where 67% had the correct answer, 24% answered wrong and 9% had no answer.

❖ The correct form of the third sentence was ***A cashier is standing at the counter,*** where 64% had the correct answer, 27% answered wrong and 9% had no answer.

❖ The correct form of the fourth sentence was ***There is a flower on the table,*** where 57% had the correct answer, 30% answered wrong and 13% had no answer.

❖ The correct form of the fifth sentence was ***There is a beautiful picture on the wall,*** where 63% had the correct answer, 24% answered wrong and 13% had no answer.

Graph 4. Part D of the questionnaire - **Look at the picture and write**
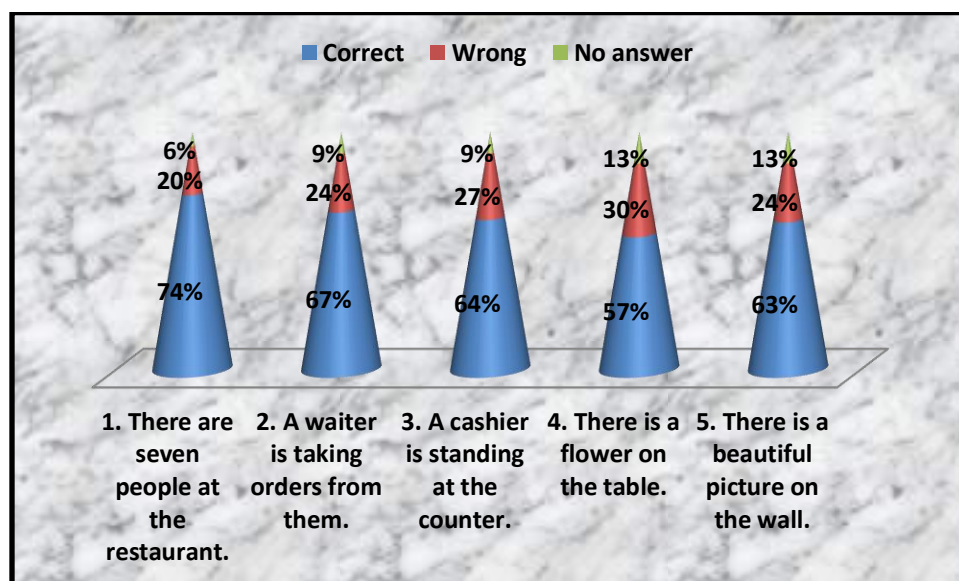
Source: Compiled by the author himself from the results gained from the questionnaire

From the Graph 4 we can conclude that we had more correct answers which are represented with blue cones, and then we had the red cones that represent the wrong answers and the green ones that represented the pupils that had no answer.

The Table 5 represents the part E of the questionnaire where the pupils had to *Read and translate the following words* that we can see in the table. From the table we can conclude the following results:

❖ The word **Beautiful** – was translated in the correct form from 88% of the pupils, then we had the same % that is 6% that had no answer or did it wrong;

❖ The word **School** - was translated in the correct form from 96% of the pupils, no one has translated wrong and 4% had no answer;

❖ The word **Parents –** was translated in the correct form from 83% of the pupils, 7% had translated wrong and 10% had no answer;

❖ The word **Health**- was translated in the correct form from 70% of the pupils, 20% had translated wrong and 10% had no answer;

Table 5. Part E of the questionnaire - **Read and translate the following words**

E. Read and translate the following words	Correct	Wrong	No answer
1. Beautiful	88%	6%	6%
2. School	96%	0%	4%
3. Parents	83%	7%	10%
4. Health	70%	20%	10%
5.Games	88%	3%	9%
6.Facebook	53%	4%	43%
7. Super Mario	50%	4%	46%
8. Minecraft	54%	6%	40%
9. Homework	83%	7%	10%
10. Teacher	89%	4%	7%
11. Friend	93%	1%	6%
12. Boy	94%	2%	4%
13. Girl	94%	2%	4%
14. Numbers	93%	4%	3%
15. Money	86%	6%	8%
16. Purple	88%	3%	9%
17. Picture	89%	7%	4%
18. Fruits	88%	3%	9%
19.Afternoon	79%	11%	10%
20. Famous	86%	4%	10%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ The word **Games** – was translated in the correct from form the 88% of the pupils, 3% had translated wrong and 9% had no answer

❖ The word **Facebook** – was translated in the correct form from 53% of the pupils, 4% had translated wrong and 43% had no answer;

❖ The word **Super Mario** - was translated in the correct form from 50% of the pupils, 4% had translated wrong and 46% had no answer;

❖ The word **Minecraft** - was translated in the correct form from 54% of the pupils, 6% had translated wrong and 40% had no answer;

❖ The word **Homework** - was translated in the correct form from 83% of the pupils, 7% had translated wrong and 10% had no answer;

❖ The word **Teacher** - was translated in the correct form from 89% of the pupils, 4% had translated wrong and 7% had no answer;

❖ The word **Friend** - was translated in the correct form from 93% of the pupils, 1% had translated wrong and 6% had no answer;

❖ The word **Boy** - was translated in the correct form from 94% of the pupils, 2% had translated wrong and 4% had no answer;

❖ The word **Girl** - was translated in the correct form from 94% of the pupils, 2% had translated wrong and 4% had no answer;

❖ The word **Numbers** - was translated in the correct form from 93% of the pupils, 4% had translated wrong and 3% had no answer;

❖ The word **Money** - was translated in the correct form from 86% of the pupils, 6% had translated wrong and 8% had no answer;

❖ The word **Purple** - was translated in the correct form from 88% of the pupils, 3% had translated wrong and 9% had no answer;

❖ The word **Picture** - was translated in the correct form from 89% of the pupils, 7% had translated wrong and 4% had no answer;

❖ The word **Fruits** - was translated in the correct form from 88% of the pupils, 3% had translated wrong and 9% had no answer;

❖ The word **Afternoon** - was translated in the correct form from 79% of the pupils, 11% had translated wrong and 10% had no answer;

❖ The word **Famous** - was translated in the correct form from 86% of the pupils, 4% had translated wrong and 10% had no answer;

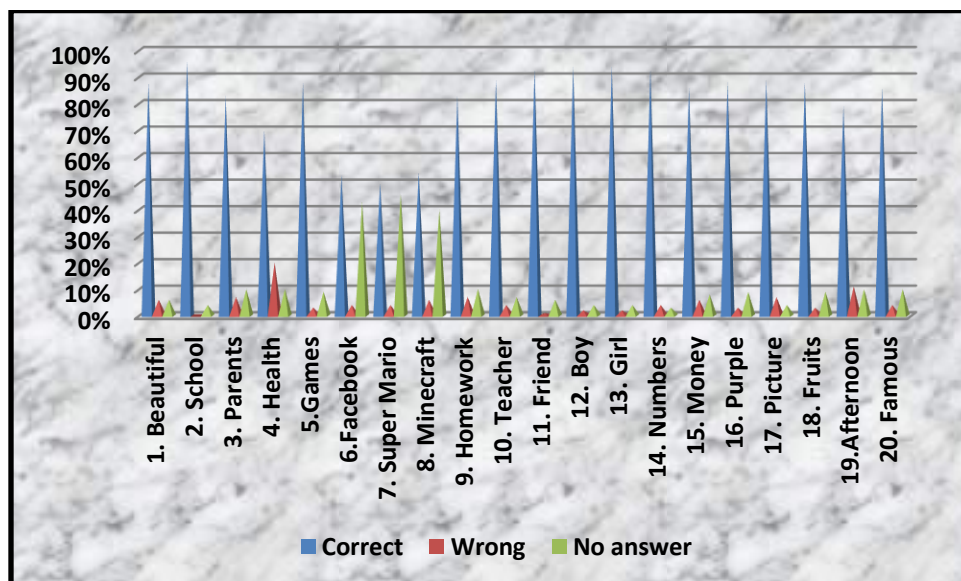**Graph 5.***Part E of the questionnaire -* Read and translate the following words

Source: Compiled by the author himself from the results gained from the questionnaire

In the Graph 5 we represent the part E of the questionnaire where the pupils had to read and translate the following given words. From the overall data we can conclude that the correct answers are represented with blue cones and most of the pupils answered the questions correctly, then we had the red cones that represent the wrong answers and the green ones that represented the pupils that had no answer. We can see that the pupils had no answer about three words such as: Facebook, Super Mario, Minecraft because some of them did not think it necessary to write it down because these three words are international and understandable for everyone.

The final and most important part was the final part of the questionnaire where the pupils had to listen to the certain words and write them, down. Is the most important part because we wanted to know how many of the pupils who translated the word **beautiful** also knew how to write it properly. Firstly we will represent the results from the table and then we will analyze with the other tables.

Table 6. Part F of the questionnaire - Listen to the words and write them down

F. Listen to the words and write them down	Correct	Wrong	No answer
1. Beautiful	57%	37%	6%
2. School	70%	24%	6%
3. Parents	60%	34%	6%
4. Health	68%	26%	6%
5.Games	87%	7%	6%
6.Facebook	81%	13%	6%
7. Super Mario	89%	4%	7%
8. Minecraft	86%	7%	7%
9. Homework	84%	9%	7%
10. Teacher	74%	20%	6%
11. Friend	73%	21%	6%
12. Boy	87%	7%	6%
13. Girl	86%	8%	6%
14. Numbers	73%	21%	6%
15. Money	76%	18%	6%
16. Purple	71%	23%	6%
17. Picture	79%	14%	7%
18. Fruits	67%	24%	9%
19.Afternoon	73%	19%	8%
20. Famous	60%	33%	7%

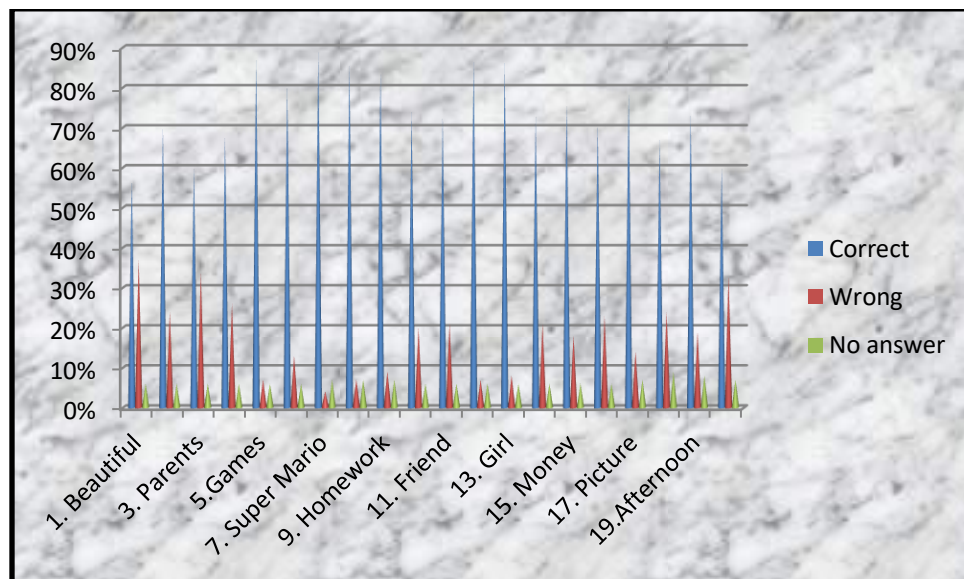**Source:** Compiled by the author himself from the results gained from the questionnaire

❖ 57% of pupils write the word *Beautiful* in the correct form, 37 % write it wrong and 6% had no answer;

❖ 70% of pupils write the word *School* in the correct form, 24 % write it wrong and 6% had no answer;

❖ 60% of pupils write the word *Parents* in the correct form, 34 % write it wrong and 6% had no answer;

❖ 68 % of pupils write the word ***Health*** in the correct form, 26% write it wrong and 6% had no answer;

❖ 87% of pupils write the word ***Games*** in the correct form, 7 % write it wrong and 6% had no answer;

❖ 81% of pupils write the word ***Facebook*** in the correct form, 13 % write it wrong and 6% had no answer;

❖ 89% of pupils write the word ***Super Mario*** in the correct form, 4% write it wrong and 7% had no answer;

❖ 86% of pupils write the word ***Minecraft*** in the correct form, 7 % write it wrong and 7% had no answer;

❖ 84% of pupils write the word ***Homework*** in the correct form, 9 % write it wrong and 7% had no answer;

❖ 74% of pupils write the word ***Teacher*** in the correct form, 20% write it wrong and 6% had no answer;

❖ 73% of pupils write the word ***Friend*** in the correct form, 21 % write it wrong and 6% had no answer;

❖ 87% of pupils write the word ***Boy*** in the correct form, 7 % write it wrong and 6% had no answer;

❖ 86% of pupils write the word ***Girl*** in the correct form, 8 % write it wrong and 6% had no answer;

❖ 73% of pupils write the word ***Numbers*** in the correct form, 21 % write it wrong and 6% had no answer;

❖ 76% of pupils write the word ***Money*** in the correct form, 18 % write it wrong and 6% had no answer;

❖ 71% of pupils write the word ***Purple*** in the correct form, 23% write it wrong and 6% had no answer;

❖ 79% of pupils write the word ***Picture*** in the correct form, 14% write it wrong and 7% had no answer;

❖ 67% of pupils write the word *Fruits* in the correct form, 24% write it wrong and 9% had no answer;

❖ 73% of pupils write the word *Afternoon* in the correct form, 19% write it wrong and 8% had no answer;

❖ 60% of pupils write the word *Famous* in the correct form, 33 % write it wrong and 7% had no answer;

Graph 6. Part F of the questionnaire

Source: Compiled by the author himself from the results gained from the questionnaire

The most important part of the study as we mentioned above is the final part of the questionnaire because represents the main purpose of the study. What we have done? We represent and analyze the two last parts of the questionnaire where we check how many of the pupils who translated the word **beautiful** also knew how to write it properly. More details we have shown in the following table.

Table 7. Comparative analysis of the part E and F of the questionnaire

E. Read and translate the following words	Correct	Wrong	No answer	F. Listen to the words and write them down	Correct	Wrong	No answer
1. Beautiful	88%	6%	6%	/	57%	37%	6%
2. School	96%	0%	4%	/	70%	24%	6%
3. Parents	83%	7%	10%	/	60%	34%	6%
4. Health	70%	20%	10%	/	68%	26%	6%
5.Games	88%	3%	9%	/	87%	7%	6%
6.Facebook	53%	4%	43%	/	81%	13%	6%
7. Super Mario	50%	4%	46%	/	89%	4%	7%
8. Minecraft	54%	6%	40%	/	86%	7%	7%
9. Homework	83%	7%	10%	/	84%	9%	7%
10. Teacher	89%	4%	7%	/	74%	20%	6%
11. Friend	93%	1%	6%	/	73%	21%	6%
12. Boy	94%	2%	4%	/	87%	7%	6%
13. Girl	94%	2%	4%	/	86%	8%	6%
14. Numbers	93%	4%	3%	/	73%	21%	6%
15. Money	86%	6%	8%	/	76%	18%	6%
16. Purple	88%	3%	9%	/	71%	23%	6%
17. Picture	89%	7%	4%	/	79%	14%	7%
18. Fruits	88%	3%	9%	/	67%	24%	9%
19.Afternoon	79%	11%	10%	/	73%	19%	8%
20. Famous	86%	4%	10%	/	60%	33%	7%

Source: Compiled by the author himself from the results gained from the questionnaire

From the table we can conclude the following results:

❖ Immediately we can see that we don't have the same results from the same pupils, because the number of the pupils that read and translate the following words is higher from the percent that write them down correctly when they listen to the word. For the first word **Beautiful** we can conclude that 88% or the majority who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 57%, which means that 31 % that read and translate the word *beautiful* correctly did not know to write it. If we return to the wrong answers we have 6% that read and translate wrong the word *beautiful* and 37% that listen to the words and write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we have the same percentage in the two questions that had no answers that is 6%.

Graph 7. The analyze of the word Beautiful
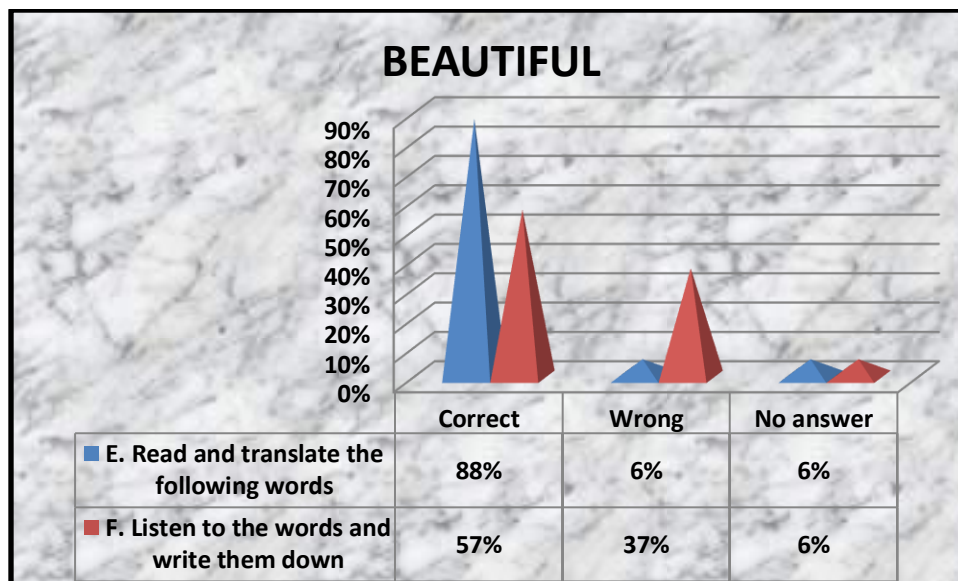
BEAUTIFUL

	Correct	Wrong	No answer
■ E. Read and translate the following words	88%	6%	6%
■ F. Listen to the words and write them down	57%	37%	6%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the second word *School* we can conclude that 96% or the majority who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 70% which means that 31% that read and translate the word *School* correctly did not know to write it. If we return to the wrong answers we have no wrong answer that had read and translate wrong the word school and 24% that listen to the words and write them down in wrong way that means that means that we have big difference in percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 4% for no answer where they had to read and translate the word school and 6% in to listen to the words and write them down.

Graph 8. The analyze of the word School
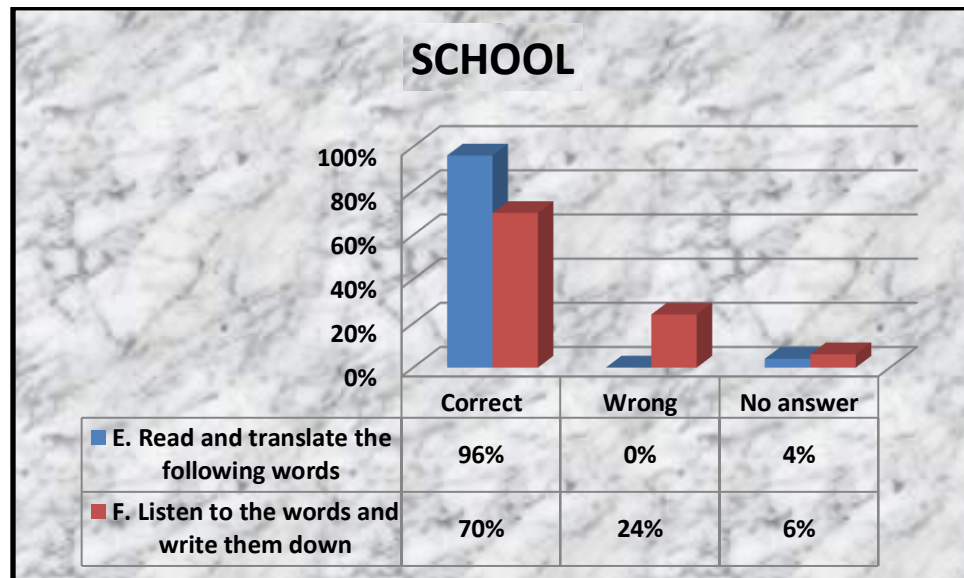
	Correct	Wrong	No answer
■ E. Read and translate the following words	96%	0%	4%
■ F. Listen to the words and write them down	70%	24%	6%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Parents* we can conclude that 83% who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 60% which means that 23% that read and translate the word *Parents* correctly did not know to write it. If we return to the wrong answers we have 7% that read and translate wrong the word *parents* and 34% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 10% for no answer where they had to read and translate the word and 6% in to listen to the words and write them down.

Graph 9. The analyze of the word Parents

PARENTS	Correct	Wrong	No answer
■ E. Read and translate the following words	83%	7%	10%
■ F. Listen to the words and write them down	60%	34%	6%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Health* we can conclude that 70% who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 68% which means that 2% that read and translate the word *Health* correctly did not know to write it. If we return to the wrong answers we have 20% that read and translate wrong the word *health* and 26% that had listen the words and to write them down in wrong way, that means that we have difference on percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 10% for no answer where they had to read and translate the word and 6% in to listen to the words and write them down.
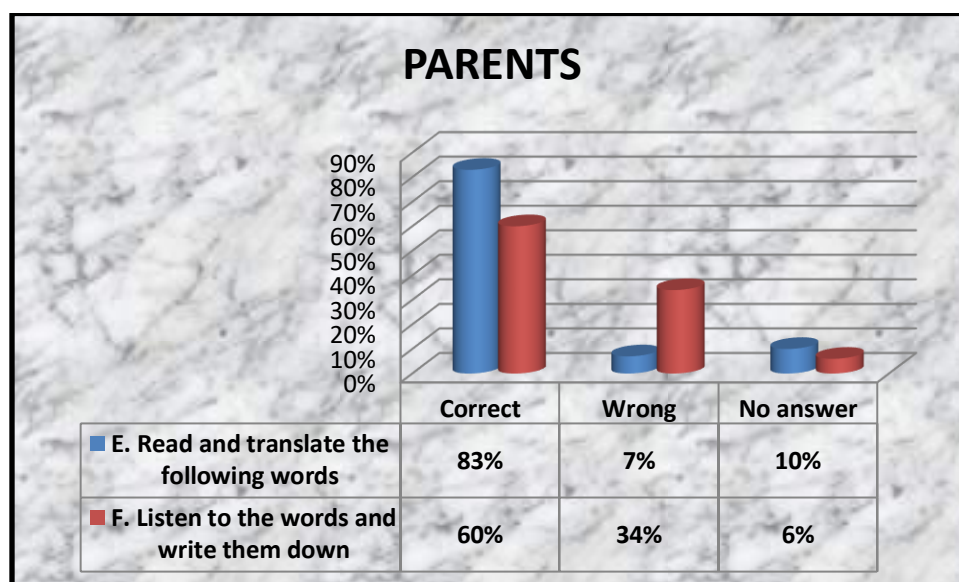
Graph 10. The analyze of the word Health

HEALTH

	Correct	Wrong	No answer
■ E. Read and translate the following words	70%	20%	10%
■ F. Listen to the words and write them down	68%	26%	6%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Games* we can conclude that 88% or the majority who read it and translate the word correctly approximately were the same percentages they could write it in the right way because these percent was equal to 87%, which means that 1 % that read and translate the word *Games* correctly did not know to write it. If we return to the wrong answers we have 3% that read and translate wrong the word *Games* and 7% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word also did know how to write it, and we had 9% for no answer where they had to read and translate the word and 6% in to listen to the words and write them down.
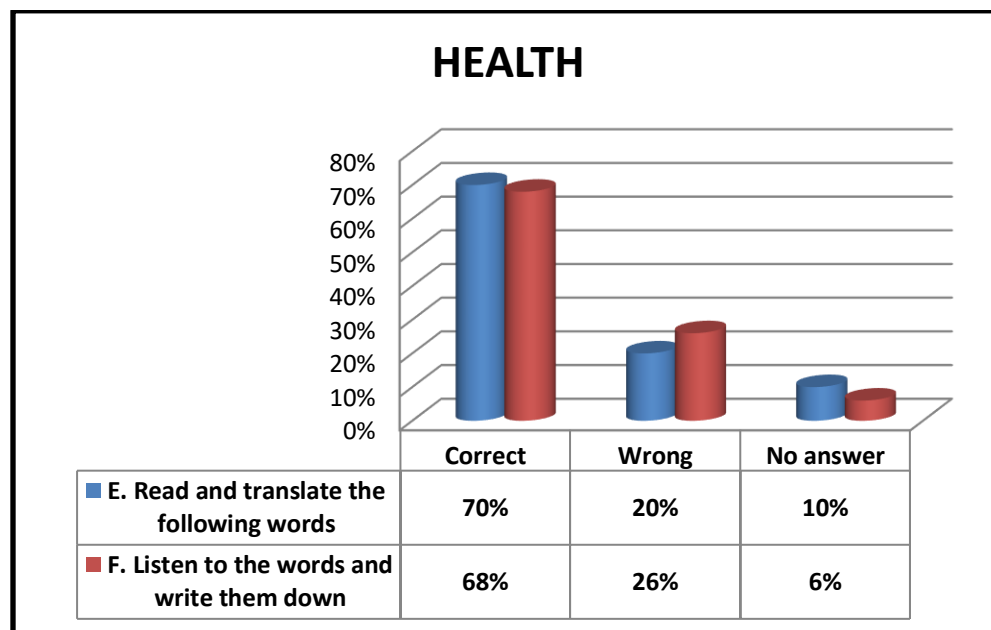
Graph 11. The analyze of the word Games

GAMES	Correct	Wrong	No answer
■ F. Listen to the words and write them down	87%	7%	6%
■ E. Read and translate the following words	88%	3%	9%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Facebook* we can conclude that 53% who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 81% which means that 28% that read and translate the word *facebook* correctly did not know to write it, even the word *facebook* is international word some of the pupils had translated as social word or haven't write it anything as a translation. If we return to the wrong answers we have 4% that read and translate wrong the word *Games* and 13% that to had listen the words and to write them down in wrong way, that means that we have a difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word also did know how to write it, and we had 43% for no answer where they had to read and translate the word and 6% in to listen to the words and write them down.
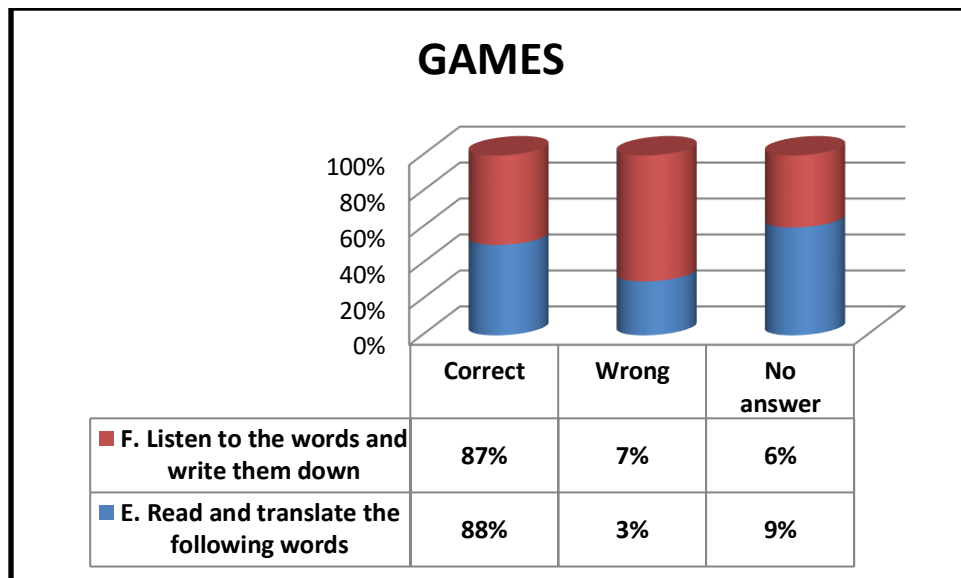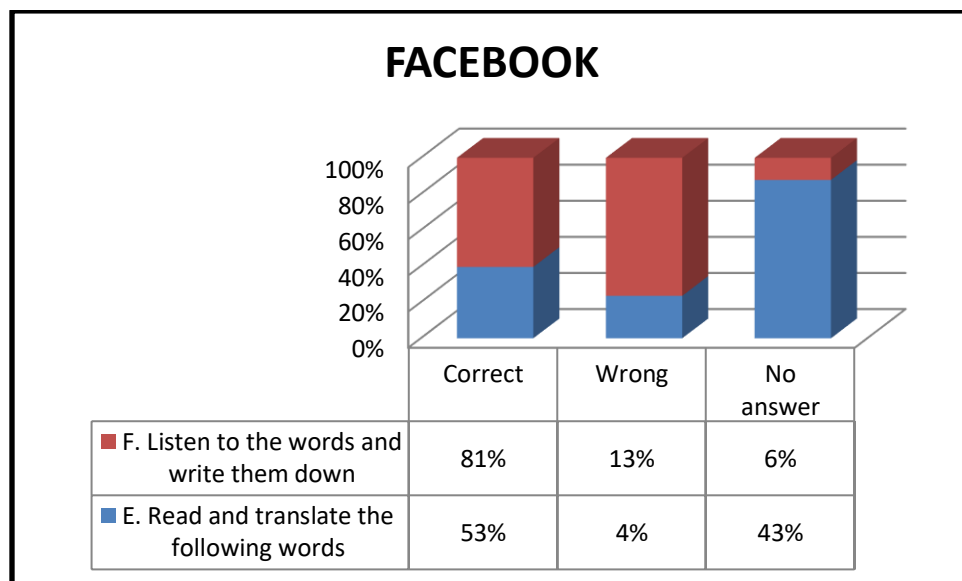
Graph 12. The analyze of the word Facebook

	Correct	Wrong	No answer
■ F. Listen to the words and write them down	81%	13%	6%
■ E. Read and translate the following words	53%	4%	43%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word **Super Mario** we can conclude that 50% who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 89% which means that 39% that read and translate the word *Super Mario* correctly did not know to write it. . If we return to the wrong answers we have 4% that read and translate wrong the word *Super Mario* and 4% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word also did know how to write it, and we had 46% for no answer where they had to read and translate the word and 7% in to listen to the words and write them down.

Graph 13. The analyze of the word Super Mario

SUPER MARIO

	Correct	Wrong	No answer
■ F. Listen to the words and write them down	89%	4%	7%
■ E. Read and translate the following words	50%	4%	46%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Minecraft* we can conclude that 54% who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 86% which means that 32% that read and translate the word Minecraft correctly did not know to write it. . If we return to the wrong answers we have 6% that read and translate wrong the word *Minecraft* and 7% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word also did know how to write it, and we had 40% for no answer where they had to read and translate the word and 7% in to listen to the words and write them down.
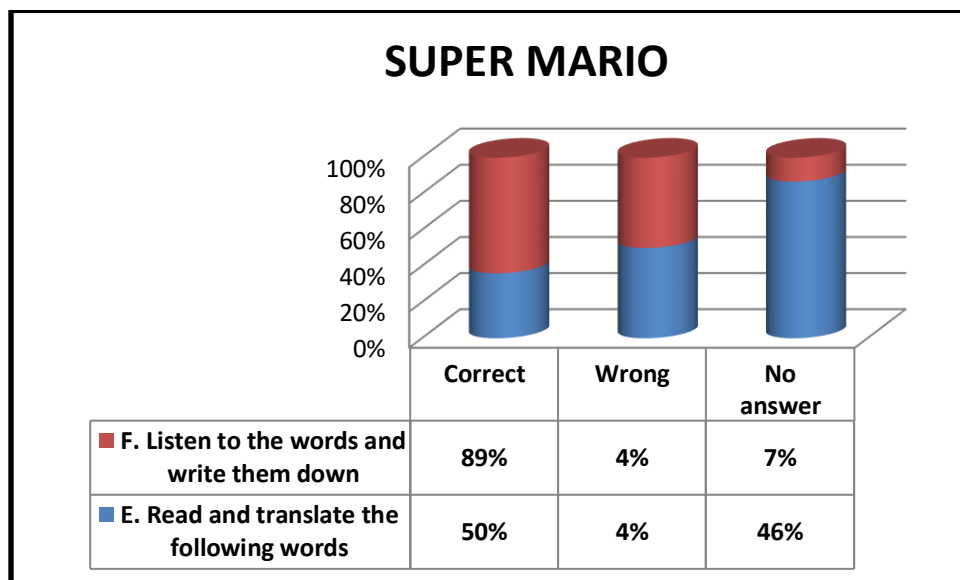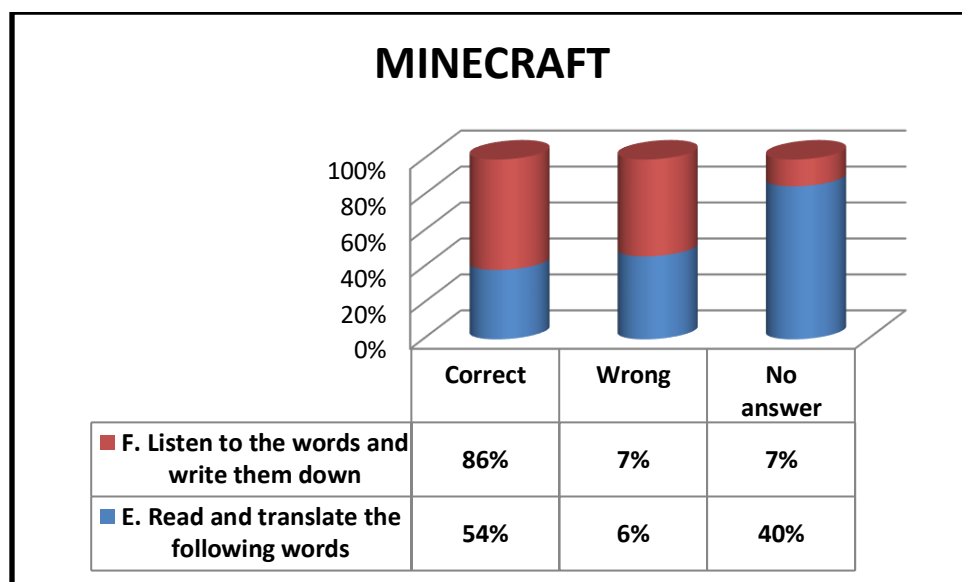
Graph 14. The analyze of the word Minecraft

MINECRAFT	Correct	Wrong	No answer
■ F. Listen to the words and write them down	86%	7%	7%
■ E. Read and translate the following words	54%	6%	40%

Source: Compiled by the author himself from the results gained from the questionnaire

For the word *Homework* we can conclude that majority or almost 83% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 84% which means that 1% that read and translate the word *Homework* correctly did not know to write it. If we return to the wrong answers we have 7% that read and translate wrong the word *homework* and 9% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 10% for no answer where they had to read and translate the word and 7% in to listen to the words and write them down.
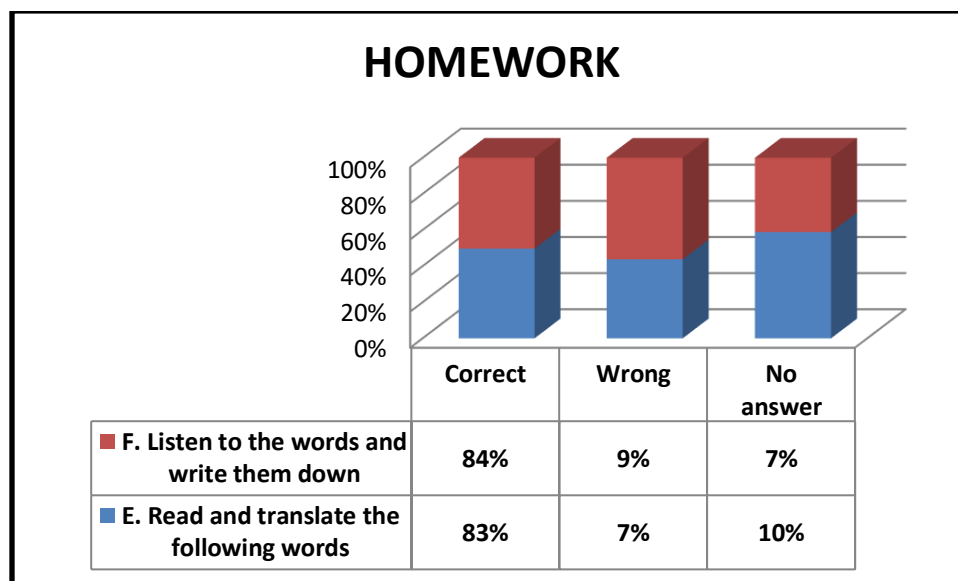
Graph 15. The analyze of the word Homework

HOMEWORK			
	Correct	**Wrong**	**No answer**
■ F. Listen to the words and write them down	84%	9%	7%
■ E. Read and translate the following words	83%	7%	10%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the first word *Teacher* we can conclude that 89% or the majority who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 74%, which means that 15 % that read and translate the word *teacher* correctly did not know to write it. If we return to the wrong answers we have 4% that read and translate wrong the word *teacher* and 20% that listen to the words and write them down in wrong way that means that we have a difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 7% for no answer where they had to read and translate the word and 6% in to listen to the words and write them down.
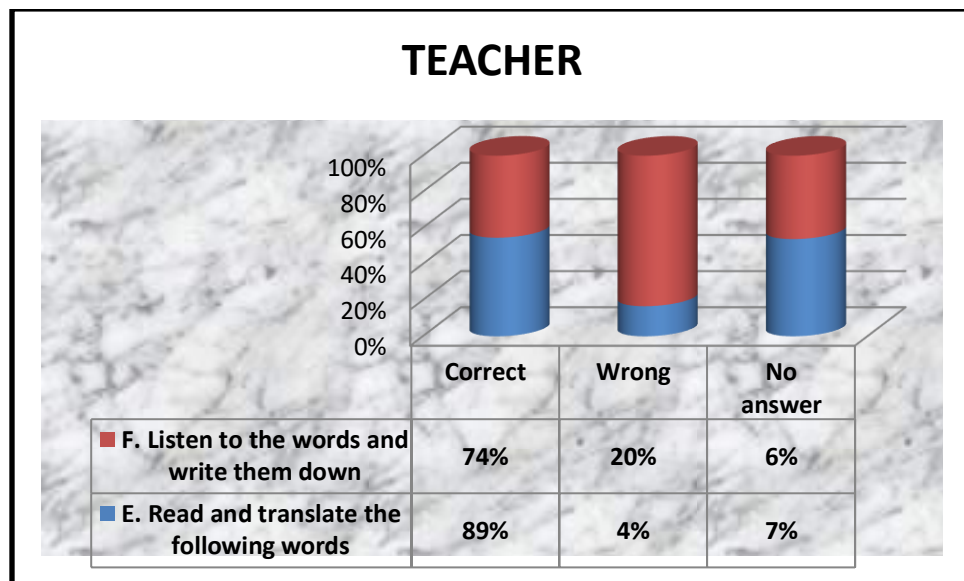
Graph 16. The analyze of the word Teacher

	Correct	Wrong	No answer
■ F. Listen to the words and write them down	74%	20%	6%
■ E. Read and translate the following words	89%	4%	7%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word **Friend** we can conclude that 93% who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 73% which means that 20% that read and translate the word *friend* correctly did not know to write it. If we return to the wrong answers we have 1% that read and translate wrong the word *friend* and 21% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we have the same percentage in the two questions that had no answers that is 6%.

Graph 17. The analyze of the word Friend
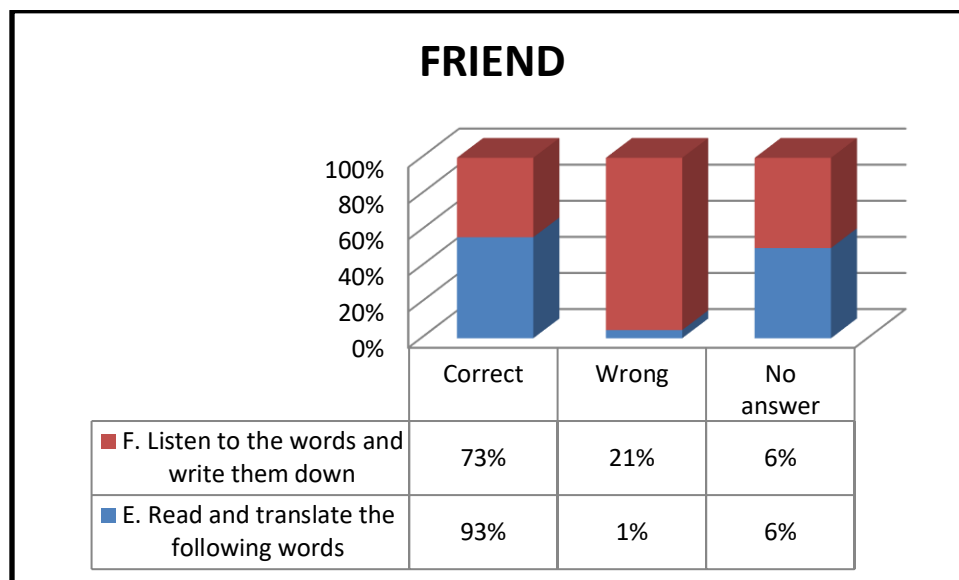
FRIEND

	Correct	Wrong	No answer
F. Listen to the words and write them down	73%	21%	6%
E. Read and translate the following words	93%	1%	6%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word **Boy** we can conclude that 94% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 87% which means that 7% that read and translate the word *boy* correctly did not know to write it. If we return to the wrong answers we have 2% that read and translate wrong the word *boy* and 7% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 4% for no answer where they had to read and translate the word and 6% in to listen to the words and write them down.

Graph 18. The analyze of the word Boy
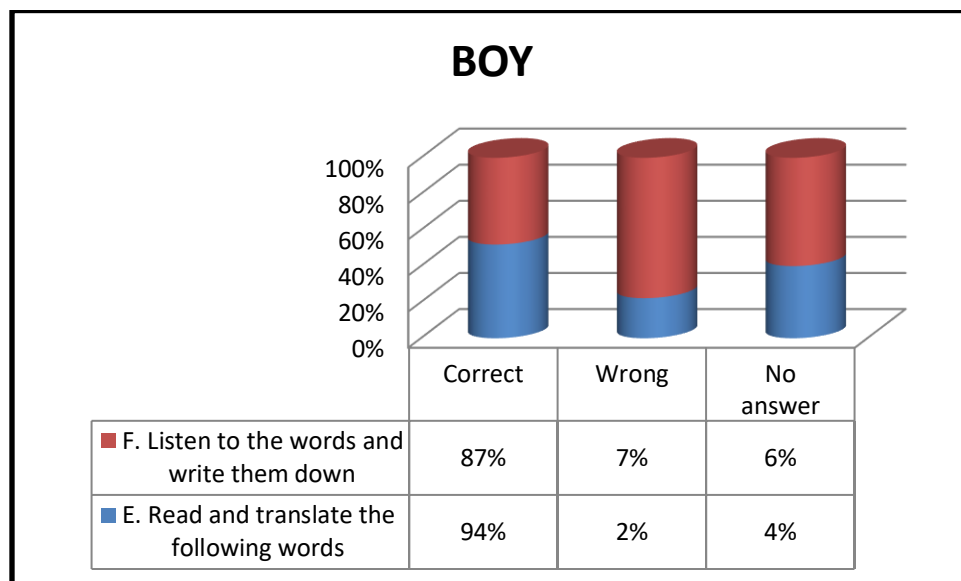
BOY

	Correct	Wrong	No answer
■ F. Listen to the words and write them down	87%	7%	6%
■ E. Read and translate the following words	94%	2%	4%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Girl* we can conclude that 94% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 87% which means that 8% that read and translate the word *girl* correctly did not know to write it. If we return to the wrong answers we have 2% that read and translate wrong the word *girl* and 8% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 4% for no answer where they had to read and translate the word and 6% in to listen to the words and write them down.
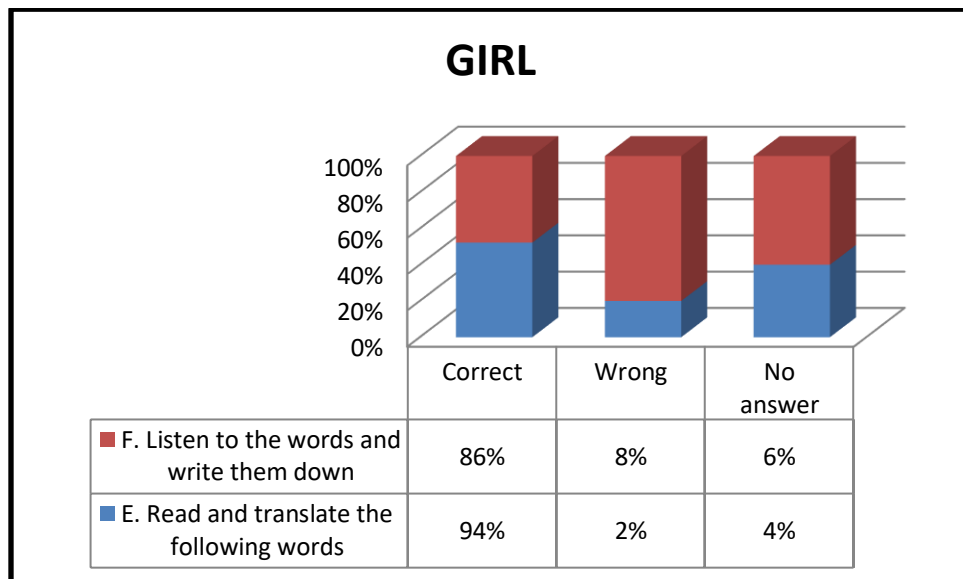
Graph 19. The analyze of the word Girl

	Correct	Wrong	No answer
■ F. Listen to the words and write them down	86%	8%	6%
■ E. Read and translate the following words	94%	2%	4%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word **Numbers** we can conclude that 93% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 73% which means that 20% that read and translate the word *numbers* correctly did not know to write it. If we return to the wrong answers we have 4% that read and translate wrong the word *numbers* and 21% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 3% for no answer where they had to read and translate the word and 6% in to listen to the words and write them down.
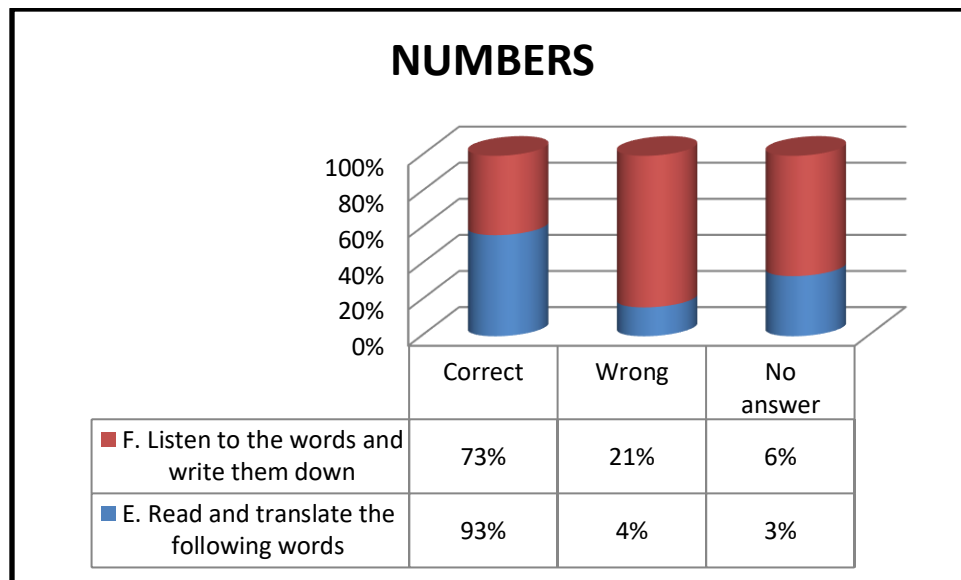
Graph 20. The analyze of the word Numbers

NUMBERS	Correct	Wrong	No answer
F. Listen to the words and write them down	73%	21%	6%
E. Read and translate the following words	93%	4%	3%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word **Money** we can conclude that 86% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 76% which means that 10% that read and translate the word *money* correctly did not know to write it. If we return to the wrong answers we have 6% that read and translate wrong the word *money* and 18% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 8% for no answer where they had to read and translate the word and 6% in to listen to the words and write them down.
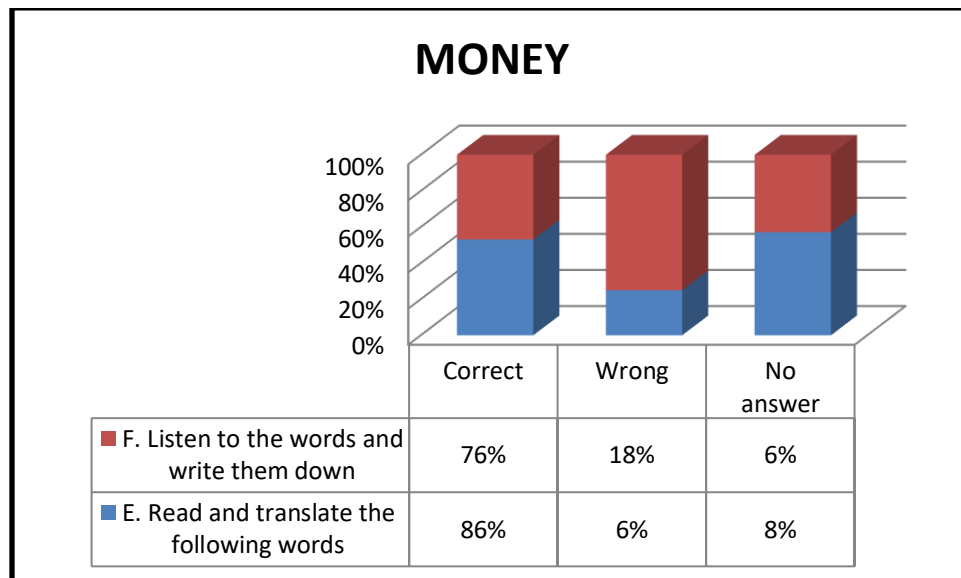
Graph 21. The analyze of the word Money

MONEY	Correct	Wrong	No answer
■ F. Listen to the words and write them down	76%	18%	6%
■ E. Read and translate the following words	86%	6%	8%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word **Purple** we can conclude that 88% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 71% which means that 17% that read and translate the word *purple* correctly did not know to write it. If we return to the wrong answers we have 3% that read and translate wrong the word *purple* and 23% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 3% for no answer where they had to read and translate the word and 23% in to listen to the words and write them down.
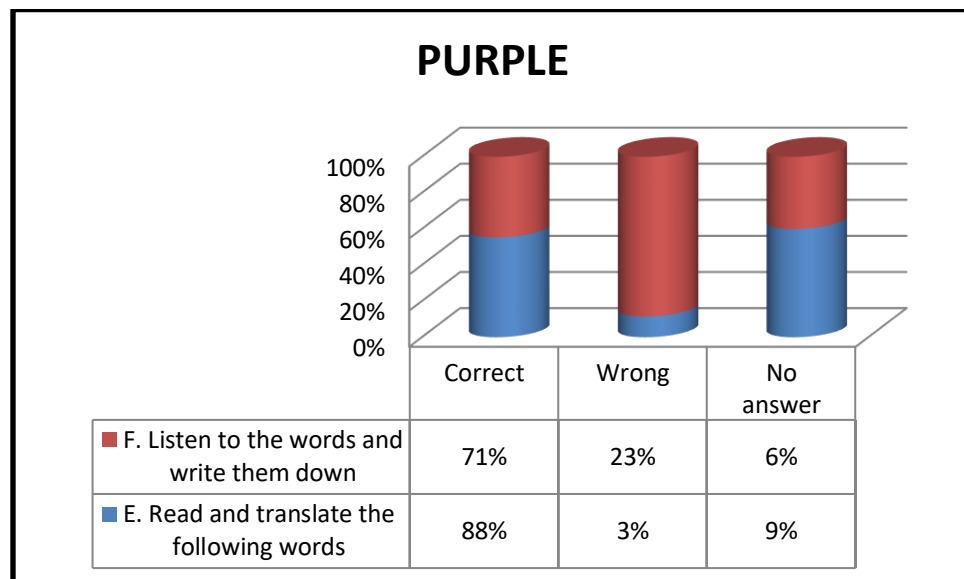
Graph 22. The analyze of the word Purple

PURPLE	Correct	Wrong	No answer
■ F. Listen to the words and write them down	71%	23%	6%
■ E. Read and translate the following words	88%	3%	9%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Picture* we can conclude that 89% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 79% which means that 10% that read and translate the word *picture* correctly did not know to write it. If we return to the wrong answers we have 7% that read and translate wrong the word *picture* and 14% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 4% for no answer where they had to read and translate the word and 7% in to listen to the words and write them down.
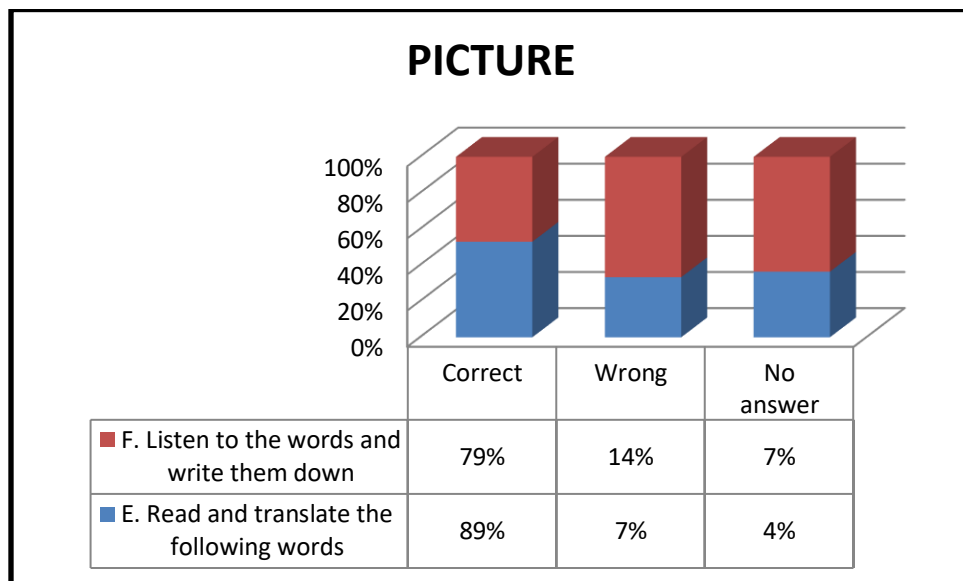
Graph 23. The analyze of the word Picture

PICTURE

	Correct	Wrong	No answer
■ F. Listen to the words and write them down	79%	14%	7%
■ E. Read and translate the following words	89%	7%	4%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Fruits* we can conclude that 88% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 67% which means that 21% that read and translate the word *fruits* correctly did not know to write it. If we return to the wrong answers we have 3% that read and translate wrong the word *fruits* and 24% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we have the same percentage in the two questions that had no answers that is 9%.

Graph 24. The analyze of the word Fruits
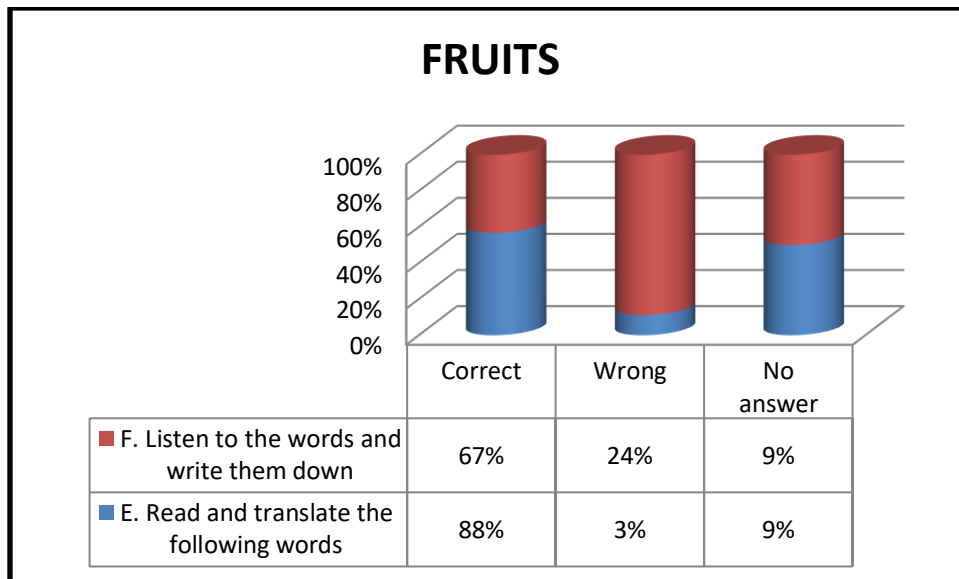
	Correct	Wrong	No answer
■ F. Listen to the words and write them down	67%	24%	9%
■ E. Read and translate the following words	88%	3%	9%

FRUITS

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Afternoon* we can conclude that 79% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 73% which means that 6% that read and translate the word *afternoon* correctly did not know to write it. If we return to the wrong answers we have 11% that read and translate wrong the word *afternoon* and 19% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 10% for no answer where they had to read and translate the word and 7% in to listen to the words and write them down.

Graph 25. The analyze of the word Afternoon
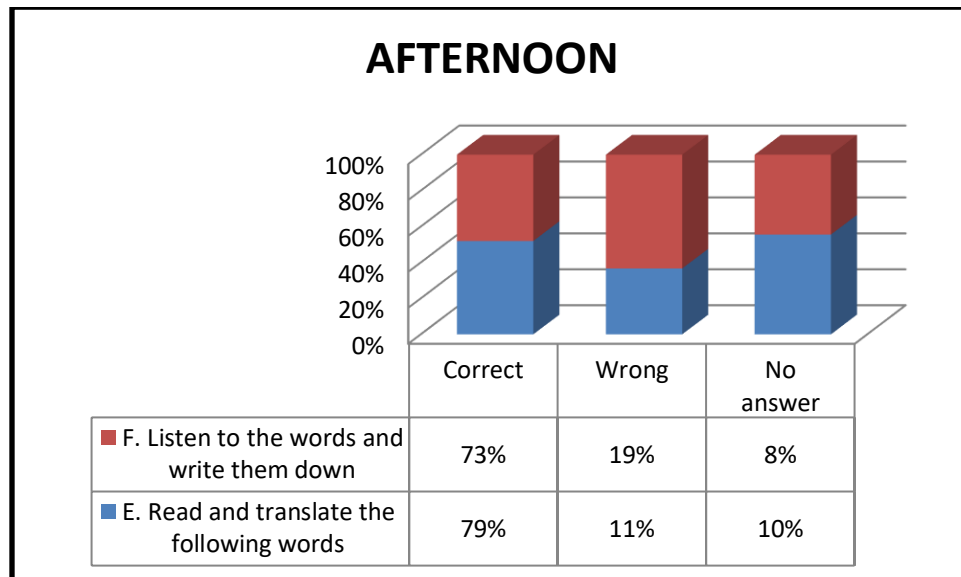
AFTERNOON	Correct	Wrong	No answer
F. Listen to the words and write them down	73%	19%	8%
E. Read and translate the following words	79%	11%	10%

Source: Compiled by the author himself from the results gained from the questionnaire

❖ For the word *Famous* we can conclude that 86% of the pupils who read it and translate the word correctly were not the same percentages they could write it in the right way because these percent was equal to 60% which means that 26% that read and translate the word *famous* correctly did not know to write it. If we return to the wrong answers we have 4% that read and translate wrong the word *famous* and 33% that to had listen the words and to write them down in wrong way that means that we have a big difference in the percentage of answers about the same word which means that the pupils know how to read and translate the word but did not know how to write it, and we had 10% for no answer where they had to read and translate the word and 7% in to listen to the words and write them down.
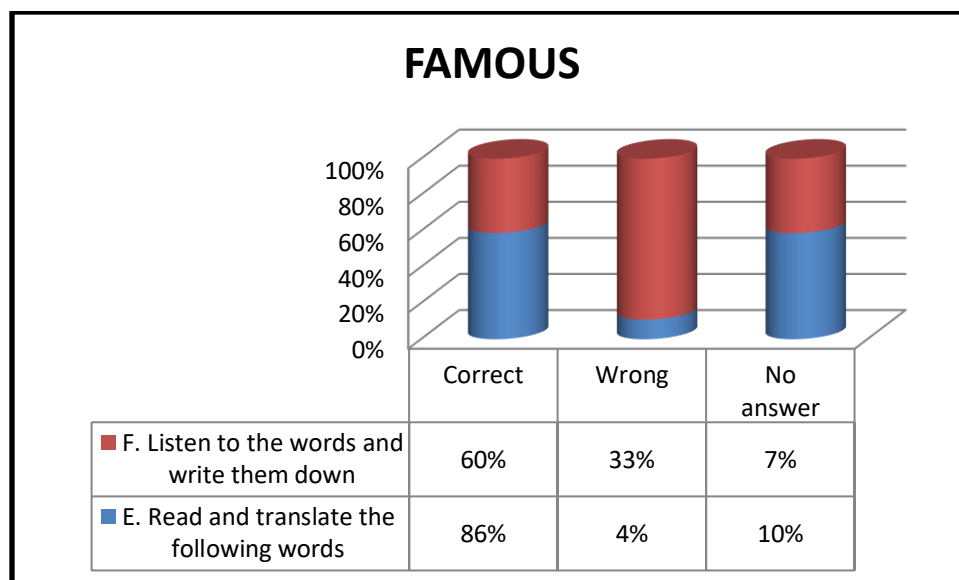
Graph 26. The analyze of the word Famous

FAMOUS

	Correct	Wrong	No answer
■ F. Listen to the words and write them down	60%	33%	7%
■ E. Read and translate the following words	86%	4%	10%

Source: Compiled by the author himself from the results gained from the questionnaire

CHAPTER 5. CONCLUSION

In these Master Thesis were concluded the issues of acquisition of communicative habits in English language classes, where the methods of teaching foreign language for communication purposes are applied. Through this method to the students it's given the opportunity to learn foreign language and to use it as a communication tool. Language acquisition is a process by which people gain the capacity to perceive, produce and use words, to understand, to communicate, involving syntax, phonetics, and extensive vocabulary. But people rarely speak fluently a second language as their native language.

The traditional method of learning a second language conveys the reader into a memorization and does not give the opportunity to express freely, while through the method of language learning for communication purposes, the main importance is the development of communication skills of the students. In communication students do not focus on grammatical rules, but on those habits that will help them to communicate their thoughts naturally. We have mentioned the mistakes and corrections made by the students during speaking and writing. It is important to be mentioned the difference between the mistakes in writing and speaking. According to early studies, students of the last century had difficulties in learning foreign language and they were focused on writing, whereas in the last few years it happened the contrary to the students, they feel free in speaking but they have difficulties in writing.

This Master's Thesis aimed for the students to addressing the teaching and learning process, acquisition, communication, problems and difficulties that they face through the learning processes, as well as we prove the importance of practical learning of a foreign language. An in-depth analysis of the acquisition of a foreign language is provided into this study, advantages and disadvantages reflected in the mother language. The issues addressed in this study contain conceptions of research questions both from a theoretical and practical part.

This Master Thesis aimed to elaborate issues that have students in changes that occur in English language. The theoretical significance of the thesis argued a series of techniques for qualitative learning of foreign language and the most effective methodologies among which the learners can achieve the higher success at learning English. Also the development of

communicative activities for linguistic skills are presented as well as the way in which they are implemented in the classroom thus helping the learner to be trained in four language skills and to be able to use the language properly in the daily communication. Another important concept treated here is addressed in the terms of communication as well as language function with language learning for communication purposes, mistakes and attitude towards them, different linguistic views on the importance of correction, accuracy, and student's fluency in speaking.

The practical importance of Master's Thesis comes from the current aim of this topic, namely from the goal of finding ***Changes in methodological development in English learners' skills performance.*** Through this study, we tried to detect the lack of communication to the learners of the primary schools in the city of Tetovo.

As a result of the research and use of literature and analysis of students in primary schools namely in the city of Tetovo, a relevant conclusions and recommendations are achieved, which are accessible to the students and the public.

The research was conducted in three primary schools in the city of Tetovo. In this research we interviewed 70 pupils in 5th grade in three different schools such as "Liria", "Migjeni", and "Naim Frashëri", in Tetovo and the results gained from the questionnaire are shown in the tables and figures presented above. The questionnaire was composed of six different exercises.

The first exercise was with statements and questions about the speaking, writing, listening and writing activities in classroom, learning new words and phrases, for example, if they like speaking and listening activities in classroom, if they enjoy learning new words and phrases, if they believe that they will speak English very well, if they like reading or are they good readers, if they like writing stories in school or for homework, also if they believe that everyone can learn to speak a second language, if they are good in writing or did they find spellings easy to learn etc., so all these statements/questions were classified from the Likert Scale (Strongly agree, Agree, Neither agree or nor disagree and Strongly disagree).

In the second exercise of the questionnaire was asked from the students to look at the pictures and write down what where they doing, and to put the correct form of the verb, **is, ing**., in order the sentence to be formed in the correct form.

In the third exercise was asked form the pupils to read and fill the proper words such as: *cook, listens, reads, thinks, sleeps.*

In the fourth part of the questionnaire pupils had to look at the given pictures carefully and write five sentences about it. We put words in the boxes in order to make it easier.

In the fifth exercise of the questionnaire was asked from the pupils to *Read and translate the following words* that we can see in the table.

The final and most important part was the final part of the questionnaire where the pupils had to listen to the certain words and write them, down. This is the most important part because we wanted to know how many of the pupils who translated for example the word **beautiful** also knew how to write it properly.

From the overall data we have concluded that pupils of the modern age speak English easily and without any fluency, but they have difficulties in spelling (writing), this was also observed during the distribution of questionnaires in the 3 primary schools with fifth grade pupils. During the processing of the results we noticed a higher percentage of students that had no problem translating the words given in the questionnaire, but we have low percentages in spelling because students have written the words as they have heard them, for example as in Albanian language you write as you hear. From this we conclude that the majority of pupils are better at speaking than in writing, which means they have difficulties during the writing.

CHAPTER 6. LIMITATION AND RECOMMENDATION

This chapter presents the recommendations and limitations of this study. The main limitation of the study was to measure and find if the pupils have difficulties in spelling, transcription (writing). We can identify the following limitations such as:

- The main limitation was the limited sample size. Sampling was one of the limitations identified in this study. The fact that in this research we interviewed 70 pupils in 5th grade in three different schools such as "Liria", "Migjeni", and "Naim Frashëri", in Tetovo meant that results were not immediately transferable and easily to reach.

- In addition, the sample subjects in this study were pupils in 5th grade so to collaborate with small children is not easy during you have explain them what they should have to do and how to fulfill the questionnaire.

- The questionnaire was distributed to three schools so obtaining information posed many problems until the right information was gathered. Moreover, if adequate population data can be obtained, probability sampling methods can be used.

- There were interviewed just three schools in Tetovo, furthers research may be done in all schools in Polog region or North Macedonia.

- We selected just twenty words for translations and reading so the results are presented just for those words that mean that we have limited number of words and it may not be able to generalize the finding. However by conducting this research on wider context of could confirm the findings and maybe a significant contribution to this field of study.

- The analysis method could be change in future research using structural equation modeling. In this way the items can be validated to confirm whether it measures what it should measures.

- The influences of gender perception of writing, translating and reading were not investigated in this study, but they would influence the overall results of the study.

Recommendations

All the above limitations can be taken as recommendations for future research. As far as English is the global language, it is important for people in North Macedonia to learn it for education, business, and personal development.

As seen from the development of how English is taught in this region, the main concern is how to help learners acquire the language better and more effectively in the learning environment where English is treated as a subject at school or university, or studied as a foreign language. English language teachers are required to develop research skills in addition to teaching skills especially in writing because pupils had difficulties as a result of the programs they watched online as games, YouTube, etc.

The teachers' can use technology, no, as an integral part of the learning activity through which skills are transferred to learners. Teachers should also be trying to ask more open ended questions to their pupils and to force them more in writing and to ensure that all students have the opportunity to participate. Also for improving the English language during writing their teachers can engage their students with additional activities such as, dictations, paragraphs, essays to write free topics, to read texts and to summarize texts, to write words in blackboard and in notebooks, during summer and winter holidays to read lectures, different books, etc. In a summary, according to the results of this current study, teachers should pay more attention to improving and monitoring pupils writing using different strategies and plans in order to develop pupils' skills.

Example of recommendation in research paper can be defined as a critical suggestion regarding the best course of action in a certain situation. Recommendations urge specific actions to be taken with regard to policy, practice, theory, or subsequent research. The whole idea of a recommendation is to provide a beneficial guide that will not only resolve certain issues, but result in a beneficial outcome.

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APPENDICES

Questionnaire for Pupils

Dear pupils, I'm writing my master thesis and doing some research about how well you can write the words that you listen from the teachers or cell phones. Please answer the questions below as fully as you can. Remember, this is not a test! You can answer how you like, what's important is that you're honest. I guarantee that your answers will be confidential and only used for the purposes of my research.

School Self-Evaluation Questionnaire for Pupils

A. Please put an **X** in the correct box:

I am in: 3rd ☐   4th ☐   5th ☐   6th ☐

I am a: Boy ☐   Girl ☐

	Strongly agree	*Agree*	Neither agree nor disagree,	Disagree	Strongly disagree
I like speaking and listening activities in the classroom					
I enjoy learning new words and phrases					
I believe I will learn to speak English very well					
I know what skills are important in becoming a good speaker					
I like reading					
There are good books to read in my classroom					
We sometimes read newspapers in school					
I am a good reader					
I know what skills are important in becoming a good reader					
I like writing stories in school or for homework					

Everyone can learn to speak a second language					
I am good at writing					
I know what skills are important in becoming a good writer					
I sometimes use the computer to write stories in school					
I find spellings easy to learn					
I know what skills are important to be good at spelling					
Does anyone in your family speak English?					

Adopted from Horwitz (1987)

B. Look at the picture and write the correct form of the verb: 's, is, ing.

1. Johnny _____ 2.Joe_____   3.Peter_____   4.Chris_____

5. Steve_____   6.Ben_____   7.Jenna_____   8.Tommy_____

C. Read and fill in the proper words! *(cook, listens, reads, thinks, sleeps)*

1. Sally_____ to her favorite songs.
2. Paul_____ "The Adventures of Tom Sawyer".
3. Marry _____ on the couch.
4. Jeason's best friend _____of a plan.
5. Ken and his mother _____dinner.

D. Look at the picture and write

Look at the picture carefully. Write 5 sentences about it. You may use the words in the boxes to help you. You are advised to spend about 15 minutes on this question.

taking	restaurant	flower	table	counter
standing	wall	seven	picture	them

1. There are _____ people at the _____ .

2. A waiter is _____ (ing) orders from _____.

3. A cashier is _____ at the _____ .

4. There is a _____ on the _____ .

5. There is a beautiful _____on the _____ .

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E. Read and translate the following words

1. Beautiful -
2. School
3. Parents
4. Health
5. Games
6. Facebook
7. Super Mario
8. Minecraft
9. Homework
10. Teacher
11. Friend
12. Boy
13. Girl
14. Numbers
15. Money
16. Purple
17. Picture
18. Fruits
19. Afternoon
20. Famous

F. Listen to the words and write them down

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Thank you very much!