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THESIS:

Investigating EFL teachers and students' opinions
about grammar learning and teaching in high schools
of Ferizaj

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Abstract

The aim of this study was to find out more facts about teaching and learning of English grammar in high schools of Ferizaj. The research focused on students' views on English grammar in general, feedback and error correction, and teachers' opinions about grammar, and their experiences with grammar teaching lessons.

The study was done using two questionnaires in two different high schools of Ferizaj " Faik Konica" and Kuvendi Arberit" the questionnaire was distributed to 100 randomly selected students of 15-18 years ranging from grade 10th to 12th from these two high schools in Ferizaj. The questionnaire contained multiple-choice questions and open-ended questions. The answers to multiple-choices were analyzed statistically and open-ended questions were answered through content analysis. Replies were also compared by the English participants' gender.

To gather data about teachers' opinions on grammar teaching and their experiences with grammar teaching lessons were used interviews with 5 EFL teachers of the selected schools. The semi-structured interview questions with the teachers were answered through content analysis.

The students and teachers' thoughts about English grammar were generally positive. Studying and teaching English Grammar was considered important and useful because it helped the students to learn English. Grammar helped the students to understand how the language works, thus giving confidence to use the language. Studying grammar was also seen as difficult and boring because it contained a lot of exceptions and memorization of grammar rules. Students' opinions about feedback and error correction were also positive. Correcting the errors helped the students to identify their own weaknesses and learn from the mistakes. However, the students thought that small errors should not be corrected because that may be as discouraging. This research could offer teachers and stakeholders valuable information that can be used as the bases for developing appropriate approaches and strategies that take into considerations the learners' beliefs, opinions, wants and difficulties to foreign language grammar learning and teaching.

Key words: English grammar, high school, strategies, learning, teaching, communication

Abstrakt

Qëllimi i këtij studimi ishte të hulumtoj rreth mësim nxënies dhe mësimdhënies së gramatikës së gjuhës Angleze te nxënësit e shkollave të mesme në Ferizaj. Studimi u përqendrua në pikëpamjet e studentëve për gramatikën e gjuhës Angleze në përgjithësi, për kthimin dhe korigjimeve të gabimëve, si dhe mendimet e mësuesve rreth gramatikës në përgjithësi, si dhe për përvojat e tyre me mësimdhënien e gramatikës.

Të dhënat e studimit përbëheshin nga pyetësi i dy shkollave të ndryshme të Ferizajt "Faik Konica dhe Kuvendi Arberit", pyetësi u shpërnda në 100 nxënës të përzgjedhur rastësisht prej 15-18 vjetësh, duke filluar nga klasa e 10-të deri në 12-të nga këto dy shkolla të mesme në Ferizaj. Pyetësi përmbante pyetje me zgjedhje të shumëfishta dhe pyetje të hapura. Përgjigjet për zgjedhje të shumëfishta u analizuan në mënyrë statistikore dhe pyetjet e hapura u përgjigjën përmes analizës së përmbajtjes. Përgjigjet u krahasuan gjithashtu me gjininë e pjesëmarrësve në pyetësor.

Për të mbledhur të dhëna rreth mësimdhënies së gramatikës së gjuhës angleze, si dhe për përvojat e mësimdhënësve në mësimdhënien e gramatikes janë përdorur intervista me 5 mësues të shkollave të përzgjedhura. Pyetjet e intervistimit gjysmë të strukturuar me mësuesit u përgjigjen përmes analizës së përmbajtjes.

Mendimet e nxënësve dhe mësuesve rreth gramatikës angleze ishin në përgjithësi pozitive. Studimi dhe mësimi i gramatikës angleze u konsiderua e rëndësishme dhe e dobishme sepse ndihmoi për të mësuar gjuhën angleze. Gramatika ndihmoi studentët të kuptonin se si funksionon gjuha, duke i dhënë kështu besim përdorimit të gjuhës. Studimi i gramatikës shihej gjithashtu si i vështirë dhe i mërzitshëm, sepse përmbante shumë përjashtime dhe memorizim të rregullave të ciklit të lartë. Mendimet e nxënësve për reagimet dhe korrigjimin e gabimeve ishin gjithashtu pozitive. Ky hulumtim do t'u ofrojë mësuesve dhe palëve të interesuara informacione të vlefshme që mund të përdoren si bazë për zhvillimin e qasjeve dhe strategjive të përshtatshme duke marrë parasysh besimet, mendimet, dëshirat dhe vështirësitë e nxënësve për mësimnxënien dhe mësimdhënien e gramatikës së gjuhës së huaj.

Fjalë kyçe: Gramatika Angleze , Shkolla e mesme, strategji, mësimdhënia, komunikimi

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1. Introduction

Certainly, effective communication in a foreign language would severely be hampered without a ability to put grammar into use in a variety of situations (Batstone, 1994a; Hall, 1988; Widdowson, 1990). However, currently, there are concerns that a higher number of students are attending higher institutions to study English or other subjects in English with a very weak knowledge of English grammar and little ability to use the language accurately. The largest worries have probably been whether or not the specific or implicit method have to be favored, and additionally whether grammar instructing should take into account learners' communicative needs. "From the late of the 18th century and up to the beginning of the 20th century, grammar teaching was dominated by grammar-based approaches, in which studying grammar was considered to be the best way to learn a language" (Nassaji & Fotos, 2011, p. 2-4) The Grammar Translation Method and the Audio-Lingual Method were the two well-known grammar-based approaches. The focus of the Grammar Translation Method was on the instructing of rules and structures, and translations of texts from L2 to L1. The main point used to be on written language and parts of speech. However, the beginning World War II developed the need for oral communication skills in foreign languages and the Audio-Lingual Method was a response to these needs. The Audio-Lingual Method targeted on grammatical structures, and it studied structural and phonological elements of a language. Language learning was a process of habit formations through memorizations of patterns.

The grammar based approaches were criticized, because they did not develop learners' communicative abilities (Nassaji & Fotos, 2011). In the 1970s was introduced another approach called Communicative approach that focused more on meaning and developing communicative abilities. This approach prepared learners for real-life interaction in a foreign language, and it focused on meaning instead of rules and structures of grammar. "This approach has been criticized that a heavy focus on communication and abandoning grammar altogether is not successful, since learners are able to reach higher levels of proficiency with some focus on grammar" (Ellis R. , 1992, p.49). Some researchers concluded (e.g. Long, 1998) that teaching grammar was beneficial but that to be effective grammar had to be taught in a way that was

compatible with the natural processes of acquisition. (Ellis N. , 2005) has indicated that mastering necessarily commences with an specific illustration of linguistic forms, which are then developed through implicit learning. He suggests that teaching grammar early is treasured due to the fact it provides a basis for the real mastering that follows.

According to researchers, each strategy has its pros and cons, but it is also essential to be aware what students themselves, and also teachers, think about grammar learning and teaching. Learners' opinions is an area of research that has been studied to some extent, but there is no research study in Kosovo that has compared learners' opinion to those of teachers.

Aims of the present study

The purpose of this study is to investigate opinions that Ferizaj upper-secondary-school students have about EFL grammar learning, and teacher' opinions about teaching grammar and their experiences of teaching English grammar as a second language. . Learners' opinions is an area of research that has been studied to some extent, but hardly any research on the issue has been conducted in Kosovo, this research may also serve as an incentive for further large-scale research which might offer to teachers valuable information that can be used as the bases for developing appropriate approaches and strategies that take into account the learner's beliefs, experiences, wants and difficulties.

The focus of this research is on general opinions about grammar instructions, and secondly, on feedback and error correction, and the study will try to find out the teacher' general opinions about grammar and their experiences with the teaching of English grammar as a second language. The students are compared by gender in order to see if their gender affects their opinions about grammar.

This study would be beneficial for the Kosovar students and educational system to provide data on opinions of upper-secondary –school students that have about EFL grammar learning and teachers' opinions on teaching.

The results that will come from the study could offer teachers and stakeholders valuable information that can be used as the bases for developing appropriate approaches and strategies that take into considerations the learners' beliefs, opinions, wants and difficulties to foreign language grammar learning and teaching.

Next in the chapter 2 of this study is presented the earlier studies on students' and teachers' opinions about grammar, then in chapter 3 the research methodology and the aims of the study are explained. Chapter 4 are presented results and discussion of this study. In chapter 5 the results are discussed in more details, closing with recommendation of the study and limitation of the study.

2. Literature review

This literature review discusses and introduces some earlier studies that have seek to explore students and teachers' opinions about grammar learning and teaching. The opinions of teachers and students are considered important in foreign language learning (Devis, 2003), because "people' behavior is shaped by their perceptions". Incorporating students and teachers' opinions can help to find some revealing and helpful insights into their thinking process and actions regarding language learning and teaching. " Beliefs affect behavior and .. teachers and students' beliefs influence language learning" (Devis, 2003). Contrasting goals between teachers and students can lead students to believe that teaching is not effective and the teachers to think that their students are unmotivated (Jean & Simard, 2011). Of course, problems will happen if the expectations of students and teachers do not match. Thus it can lead teachers to be reluctant to correct grammar errors because they may believe that students do not welcome corrections.

2.1 Opinions about EFL grammar learning and teaching

Many L2 studies reported that learner beliefs played a key role in language learning and its development while the views about grammar learning might differ from context to context (Incencay & Dollar, 2011; Jean & Simard, 2011; Kang, 2016; Loewen, 2009; Schultz, 1996). For example, (Schultz, 1996) compared students and teachers attitudes toward the role of explicit grammar study and error correction in foreign language learning. The outcomes showed that college students normally had extra favorable attitudes toward a focal point on shape in L2 studying than teachers.

In a research done with EFL and FL students in Michigan State University by (Loewen, 2009) the students responded a questionnaire comprised of Likert-scale items and open-ended questions. When they were required to respond the question: I like to be taught grammar in the following ways.. more of the 15% of the students mentioned the use of examples. . They also required to contain grammar explanations that were "understandable" and "detailed". In addition, one relevant theme in relation to how grammar should be taught was that the learners wanted grammar to be related to real life, for example, through real life examples. Interaction was essential to the students, and therefore, they preferred games, activities and pair/group work

in grammar learning. In contrast, when the students responded the question: I don't like to be taught grammar in the following ways., one of the relevant themes that came out was that the students did not want to be left on their own in grammar learning. Students did not like to depend on textbooks only, and figuring out the rules themselves, and they also disliked memorization.

In a research conducted by (Loewen, 2009) investigated why students liked or did not like grammar instruction. The participants in the research were EFL and FL learners in Michigan State University. Many students liked grammar first of all, because they thought that it helped them to learn the target language properly. Secondly, grammar was regarded "a foundation upon which to build their L2 knowledge" (Loewen, 2009). Thirdly, grammar helped the students not only to learn the language in general, but it also helped them with specific areas of the language, for example, writing. Fourth, some extraneous reasons to learn grammar were mentioned, for instance, getting a better grade or succeeding academically. However, though some learners expressed that they enjoy grammar, they also admitted that they had to tolerate it because it was beneficial.

In a research conducted by (Farrel,T.& Lim. P.C.P, 2005) investigated two English teachers about their opinions about how grammar should be taught. The teachers believed that teaching grammar helped their students to utilize grammar structures accurately in writing. According to these two teachers drills are very important in grammar teaching, these assumptions came from these two teachers based on their own experiences as learners. As one of the teachers said: "drilling would help students to isolate and identify grammar mistakes in their writing" (Farrel,T.& Lim. P.C.P, 2005,p.6). Both teachers in the study favored a traditional approach to grammar teaching (Farrel,T.& Lim. P.C.P, 2005,p.8). Their lessons were largely teacher-centered, where both teachers presented grammar structures and asked their students questions about their understanding of the grammar.

2.2 Opinions about feedback and error correction

On the other hand, (Loewen et al., 2009) studied L2 students' beliefs about grammar instruction and error correction at an American university. Six underlying elements have been elicited from a factor analysis: efficacy of grammar, bad mindset towards error correction, priority of communication, significance of grammar, importance of grammatical accuracy, and terrible mind-set towards grammar instruction. They discovered that students viewed error correction and grammar instruction as distinct categories instead than perceiving error correction as a kind of focus on form, reflecting a distinction between students' and researchers' views. The students noticeably valued grammar instruction, however they had poor attitudes towards grammar studying and error correction. In addition, ESL students had extra preference to enhancing communicative skills while foreign language students were more supportive about grammar instruction and error correction.

Errors in language learning can be lexical errors (the wrong word for the meaning they wish to express or wrong form of the word), grammar errors (in verb forms, tense and sentence structure), discourse errors (errors in sentence organization and linking), or pronunciation errors in speech (Thornbury, 1999). "Since 2nd language students normally acquire minimal intake in the target language, compared to their first language, error correction is considered essential in order to prevent fossilization" (Dekeyser, 1993, p.502). Errors can be considered to be proof of developmental approaches in language learning, instead of bad habit formation (Thornbury, 1999). In order to forestall this development ensuing in fossilization of the language, feedback on errors is necessary.

In a research conducted by (Devis, 2003) students and teachers were examined about their opinions regarding on grammatical error correction in China. The majority of the students had a constructive thoughts on grammar correction, they thought that grammar errors should be corrected instantly in avoiding " the creation of negative pattern", in conversely the teachers were not in the accordance with these statements of students.

2.3 Grammar and communication

Learning a foreign language can occur through interaction. In classroom, teachers modify their speech to match the level of their learners the same way caretakers do with young children. This simplified input is important, since it helps learners to recognize phonological and grammatical units from the speech. In addition, "Krashen's comprehensible input hypothesis (Krashen, 1982) suggests that input learners receive should not be beyond their level of proficiency, since only understandable input can help foreign language learning. "Communication exercises prepare students for real-life interaction" (Thornbury, 1999,p.93). In communicative tasks, fluency is usually the goal. Therefore, it is vital that the attention is on meaning, and not on grammatical shape. "Repetition is also important in communication tasks: the target forms should be frequently produced by learners in order to automatization to occur. In a study by Loewen et al. (2009,p.10) with EFL and FL university learners in Michigan, some learners mentioned that grammar instruction, especially memorization of the rules and exceptions was very time consuming". Hence, they would instead use the time spent on grammar to enhancing their speaking skills. Which reveal that some learners considered communication more than grammar instruction.

From the literature review, it can be noted that knowing students' and teachers' opinions about grammar learning and teaching is very important in learning a foreign language. First of all it seems that students' opinions about grammar in general were positive, they thought that learning grammar helped them in understanding the language, they also required to contain grammar explanations that were "understandable" and "detailed". In addition, one relevant theme in relation to how grammar should be taught was that the learners wanted grammar to be related to real life, for example, through real life examples. Interaction was essential to the students, and therefore, they preferred games, activities and pair/group work in grammar learning. The students liked also to be corrected by the teachers if they do grammar errors, so knowing this fact can help teachers to not being reluctant to correct students. Secondly teachers may apply grammar activities that are in accordance to their students' needs and interests.

3. Research Methodology

This study is focused on measuring students and teachers' opinions about EFL grammar learning and teaching in high schools of Ferizaj. For this study a mixed method of data collecting is used in forms of questionnaires with students, and interviews with 5 teachers from the selected schools. The questionnaire is used to collect quantitative data about students' opinions about grammar learning, feedback and error correction. The questionnaire contains open-ended questions, and questionnaire with Likert- scale answer alternatives. The questionnaire is conducted in two different high schools of Ferizaj " Faik Konica" and "Kuvendi Arberit" and was distributed to 100 randomly selected students of 15-18 years. The qualitative interviews are conducted with the teachers of the selected schools with the purpose of investigating teachers' opinions and their experiences with grammar teaching lessons.

3.1. Participants

In the quantitative study there were 100 students of the tenth and twelfth grade classes from two high schools of Ferizaj. The participants' age ranged from 15- 18. By gender, 57% (N= 57) were females and 43% male (N=43). The participants were on their first year and third year of high school, which mean that their age is through 15-18 years old.

For the selection of the sample, the random sampling method was used. I chose to conduct this study in two high schools of Ferizaj that have a good reputation for their education in the city. Both of schools have 13 parallels for each grade, two classes are chosen out of the total number of parallels. All the students who had the consent of their parents participated in this study.

In the qualitative study participated five teachers from the selected schools, the interviewees were informed about the interview beforehand.

3.2. Instruments

The questionnaire

In order to measure students' opinions about EFL grammar learning and teaching of Ferizaj upper-secondary-school students this study used quantitative data collection. The questionnaire

contains questions with Likert-scale answers alternatives and open ended questions, it was translated into Albanian. The questionnaire contained 12 questions see Appendix A with Likert-scale answers alternatives and five open-ended questions were to ask students to give reasons about their choices to questions with Liker-scale answers alternatives. A portion of the questions are taken from the study by (Polat, 2009) and (Jean & Simard, 2011).

Interviews

In addition, for the purpose of investigating teachers' opinions and their experiences with grammar teaching lessons, the interviews Appendix 2 with teachers from the selected schools have been conducted. The semi- structured interviews questions were used based on the literature review. The interviews consist of fifteen open- ended questions.

3.3. Data collecting procedure

Quantitative questionnaire

The procedure for collecting the data was structured as follows: Initially, before administrating the questionnaire to the students, the permission to conduct in two high schools "Faik Konica" and "Kuvendi I Arberit" was provided from the Directorate of Education in the Municipality of Ferizaj. . The directors and the school teachers were also informed about the purpose of the study and the survey administrating procedure.

The plan to collect the date was structured as follows: The data was consisted by upper-secondary-school students' answers to a questionnaire which contained questions with Likert-scale answers alternatives and open-ended questions. The questionnaire was distributed in two high schools of Ferizaj "Faik Konica" and "Kuvendi I Arberit" which are located in different parts of the city. The questionnaire was divided to the students of grade 10th, and 12th. Microsoft Excel was used to code the answers to questions with Likert-scale answer alternatives into numeric form.

Qualitative interviews

The participants for the interviews were school teachers of the both “Faik Konica” and “Kuvendi I Arberit” high schools in Ferizaj . The interviewees were contacted and informed about the procedures and questions of the interviews before doing the interview sessions. The interview data are recorded using recording devices and then the data is prepared for analysis. The interviews are analyzed qualitatively through content analyses.

3.4. RESEARCH QUESTIONS

This study addresses these research questions:

- 1.What are upper-secondary-school students’ opinions about EFL grammar learning in Ferizaj?
- 2.What are the students’ opinions about feedback and error correction in EFL classrooms?
3. What are teacher’s opinions about teaching grammar?
- 4.How do teachers connect grammar-based and communication-based activities in the classroom?

3.5. Hypotheses

- Grammar learning and teaching affects the student’s confidence to use the language correctly and facilitate the language learning.
- Feedback and error corrections affects the teaching and learning process by influencing the student’s way of leaning a language appropriately.

3.6. Aims of the research

The purpose of this study is to investigate opinions that Ferizaj upper-secondary-school students have about EFL grammar learning, and teachers' opinions about teaching grammar and their experiences of teaching English grammar as a second language. Learners' opinions is an area of research that has been studied to some extent, but hardly any research on the issue has been conducted in Kosovo, this research may also serve as an incentive for further large-scale research which might offer to teachers valuable information that can be used as the bases for developing appropriate approaches and strategies that take into account the learner's beliefs, experiences, wants and difficulties.

The focus of this research is on general opinions about grammar instructions, and secondly, on feedback and error correction, and the study will try to find out the teacher' general opinions about grammar and their experiences with the teaching of English grammar as a second language. The students are compared by gender in order to see if their gender affects their opinions about grammar.

The information that comes from this research can assist teachers to design grammar lessons keeping in mind the students' goals and wishes, it will encourages teachers to be critical towards the methods they are favoring in grammar teaching and perhaps to adapt these methods to better match their students' needs and interests.

4.Results and discussion

In the following chapter, the results from the quantitative data gathered from interviews with the teachers of “Faik Konica” and “Kuvendi I Arberit ” high school are presented. First, the students’ general opinions about EFL grammar learning and teaching are presented. Second, the students’ opinions about feedback and error correction are presented. The results from the independent open-ended questions are also accounted for. The responses were compiled into tables thematically by frequency in order to visualize and clarify the findings.

The interviews questions are designed for the purpose of addressing the third and fourth research question of the study.

4.1 General opinions about EFL grammar learning and teaching

The first research question addresses the students’ general opinions about EFL grammar learning. The questionnaire was compiled of eight multiple- choice questions (see table 1) and three open-ended questions related to these opinions. The number of the statements are the ones that were used in the original questionnaire, which is why they are not completely in a chronological order in the tables.

Table 1. Opinions about EFL grammar

Statement	1	2	3	4	n
	(%)	(%)	(%)	(%)	
1. The study of grammar is important if one wishes to attain a good command of English.	2 (2)	8 (8)	37 (37)	53 (53)	100
2.It is possible to learn English well without the study of grammar.	15 (15)	38 (38)	35 (35)	12 (12)	100
3.The best way for me to improve my English is to study and	7	28	41	24	100

practice grammar.	(7)	(28)	(41)	(24)	
4. The study of English grammar is completely useless.	90	8	2	0	100
	(90)	(8)	(2)	(0)	
5. I like the studying of grammar.	6	30	47	17	100
	(6)	(30)	(47)	(17)	
7. I usually keep in mind grammar rules, when I write in English.	7	26	44	23	100
	(7)	(26)	(44)	(23)	
8.The study of grammar helps me to learn English.	4	6	44	46	100
	(4)	(6)	(44)	(46)	
10.There ought to be more teaching of grammar in English lessons.	12	57	29	2	100
	(12)	(57)	(29)	(2)	

Response alternatives: 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, 4 = strongly agree.

As it can be noticed from the data analyses, the participants strongly agreed that the study of grammar was important if one wishes to attain a good command of English, given that in total 90% somewhat or strongly agreed with the statement 1 (*the study of grammar is important if one wishes to attain a good command in English*) more than half of the them 53% strongly agreed. To the statement 2 the participants were divided in their opinions whether learning English was possible without a focus in grammar which can be seen in the answers to the statement 2 (*It is possible to learn English well without the study of grammar*). Of the participants, 35% somewhat agreed that it is possible to learn English without grammar, but there were also participants 38% that somewhat disagreed with the statement, almost similarly 12% of the participants strongly agreed that learning English was possible without the study of grammar, while 15% of the participants strongly disagreed with the statement. The answers to the statement 3 (*The best way for me to improve my English is to study and practice grammar*) were rather divided. Of the participants 41% somewhat agreed with the statement and 24% strongly agreed, but simultaneously 28% somewhat disagreed and 7% strongly disagreed. It

seems that most of the students think that studying and practicing grammar can improve their English learning, but relatively considerable percentage also disagreed with the statement.

In statement 4 the students were asked to respond to the claim that (*The study of English grammar is completely useless*) and the answers were that none of the students strongly agreed that studying English grammar is useless. The participants were unanimously on their answers, 90% of the participants strongly disagreed with the statement. These results shows that students appreciate the role of grammar, since none of the participants considered studying is useless, but participants thought learning English was not only reliant on studying grammar. In the statement 5 (*I like the studying of grammar*) the participants answers were 17% of them strongly agreed with the statement, although 47% of the respondents somewhat agreed with the statement, there was a considerable percentage of 30% that somewhat disagreed with the statement. The results indicate that grammar is important, since they thought that it helps on their learning, but it was a low percentage that strongly agreed with the statement, this may indicate that studying grammar is considered important, but not necessarily pleasant. In the statement 7 (*I usually keep in mind grammar rules, when I write in English*). Most of the student respondents in total of 67% agreed with the statement. These results indicate that students thought about grammar rules when they write. There was a low percentage 7% of the students that strongly disagreed that they thought about grammar rules when they write. The answers to the statement 8 (*The study of grammar helps me to learn English*) were supportive by the participants since 46% strongly agreed that studying grammar helped them to learn English, and 44% somewhat agreed with the statement that means that in total 92% of the participants supported the statement that studying grammar helped their English learning. There was in total a low percentage of 8% of the participants that disagreed or somewhat disagreed with the statement. Most of the participants 57% somewhat disagreed with the statement 10 (*There ought to be more teaching of grammar in English lessons*) and 12% of the participants strongly disagreed, there was a considerable percentage 29% of participants that somewhat agreed with the statement, while only 2% of the participants strongly agreed that there ought to be more grammar in their lessons. In general the results indicate that the students thought that there is no need to add more grammar teaching, although a considerable percentage supported the idea to increase the amount of grammar.

Comparison by gender

This study aimed to find if there were any differences in the opinions between females and males. For each statement, the percentages of females and males are shown in the table. (see table 2)

Table 2. Comparison by gender

Statement		1	2	3	4	Gender	Total
1.The study of grammar is important if one wishes to attain a good command of English.	n	1	2	21	33	Female	57
	%	1.7	3.5	36.8	57.9		
	n	1	6	16	20	Male	43
	%	2.3	13.9	37.2	46.5		
2.It is possible to learn English well without the study of grammar.	n	11	24	15	7	Female	57
	%	19.2	42.1	26.3	12.2		
	n	4	14	20	5	Male	43
	%	9.3	32.5	46.5	11.6		
3.The best way for me to improve my English is to study and practice grammar.	n	5	17	19	16	Female	57
	%	8.8	29.9	33.3	28.1		
	n	2	11	22	8	Male	43
	%	4.6	25.5	51.1	18.6		
4. The study of English grammar is completely useless.	n	51	6			Female	57
	%	89.5	10.5				

	n	39	2	2		Male	43
	%	90.7	4.6	4.6			
5. I like the studying of grammar.	n	2	13	31	11	Female	57
	%	3.5	22.8	54.4	19.2		
	n	4	17	16	6	Male	43
	%	9.3	39.5	37.2	13.9		
7. I usually keep in mind grammar rules, when I write in English	n	4	19	23	11	Female	57
	%	7.1	33.3	40.3	19.2		
	n	3	7	21	12	Male	43
	%	6.9	16.2	48.8	27.9		
8.The study of grammar helps me to learn English.	n	3	4	24	26	Female	57
	%	5.2	7.0	42.1	45.6		
	n	1	2	20	20	Male	43
	%	2.3	4.6	46.5	46.5		
10.There ought to be more teaching of grammar in English lessons.	n	7	35	14	1	Female	57
	%	12.2	61.4	24.5	1.7		
	n	5	22	15	1	Male	43
	%	11.6	51.1	34.8	2.3		

Statistically differences can be seen from the results shown in the table in the statement 2 (*it is possible to learn English well without the study of grammar*) there seems that was a distinct discrepancy between females' and males' responses, in total 61.3% of the females strongly or somewhat disagreed with the statement, while of the males was only 41.8% that strongly or somewhat disagreed. Of the males it was a large percentage of 58.1% that strongly or somewhat

agreed with the statement, while of the females it was 38.5% that strongly or somewhat agreed. Based on these findings it seems that females thought that learning English well was not possible without the study of grammar, while males thought that learning English could even occur without the study of grammar.

Another significant discrepancies between females and males was found at the statement 5 (*I like the studying of grammar*) a large percentage of the males 49.8% strongly or somewhat disagreed with the statement, while of the females were only 26.3% that strongly or somewhat disagreed. Of the females 73.6% strongly or somewhat agreed with the statement, whereas 51.1% of the males agreed with the statement. These findings showed that females liked studying grammar more than males.

4.1.2 Open- ended questions: General opinions about EFL grammar learning

In the original questionnaire there were open- ended questions that students were asked to give reasons for their opinions to the statement 5 (*I like the studying of grammar*), for the statement 8 (*the study of grammar helps me to learn English*) and for the statement 10 (*There ought to be more teaching of grammar in English lessons*). Now the answers to open-ended questions 6,9,11 about students' general opinions about grammar learning are reported.

Reasons for liking grammar

Reasons for liking or not liking grammar were required in question 6. Now, reasons for liking grammar are reported. A reason why liking grammar was of its importance (see example 1)

1) *Më pëlqen sepse është e rëndësishme të mësosh një gjuhë. (student 54)*
I like it because it is important to learn a language.

The second reason for liking grammar was that it encouraged learning (see example 2)

2) *Më pëlqen sepse më inkurajon të mësoj Anglisht. (student 84)*
I like because it encourages to learn English.

Another reason for liking grammar was that it is enjoyable and simple (see example 3)

3) Është e këndshme,dhe e lehtë. (student 39)

It is enjoyable and easy.

Reasons for not liking grammar

Students stated some reasons for not liking grammar, next these reasons are presented. One of reasons for not liking grammar was that it was considered as boring (see example 4)

4) Është e mërzitshme. (student 47)

It is boring.

Another reason for not liking grammar was memorization that was considered demanding (example 5)

5) Nuk më pëlqen, sepse duhet të mësuar përmendësh rregullat. (student 18)

I don't like because you should memorize rules

The third reason for not liking was that it is complicated (example 6)

6) Nuk më pëlqen, sepse është e komplikuar. (student 24)

I don't like because it is complicated

The answers to question 6 are shown in table 3 thematically and by frequency

Reasons for liking grammar		Reasons for not liking grammar	
Answers	Frequency (N)	Answers	Frequency (N)
It is important to learn a language.	28	It is boring	19

It encourages to learn	23	I don't like memorizing rules	12
It is enjoyable, easy	17	It is complicated	11

Table 3. Reasons for liking/ not liking the study of grammar by frequency

It is important to learn a language, It encourages to learn, It is enjoyable/easy were the most frequent reasons for liking grammar. While *It is boring, I don't like memorizing rules, It is complicated* were the most frequent reasons for not liking grammar. Though there were more reasons for liking grammar than not liking grammar.

Most of the students liked learning English grammar because they appreciated its value, but there were thought that it is difficult and even boring. The students understood that learning English grammar is important even though they didn't like memorizing grammar rules because it was hard and took effort. To some students learning grammar was easy, because they genuinely liked English grammar. One of the reasons that students considered grammar was boring it is probably the old methods that teachers apply in teaching grammar. To be grammar more attractive to students there should be activities that engage and motivate students to learn English grammar.

Reasons why grammar helps the students to learn English

Reasons why grammar helped or didn't help the students to learn English were asked in question 9. First there are reported reasons why grammar helped students to learn English. a reason why grammar helped the students to learn English was that it helped them to comprehend the English language (see example 7)

- 7) Nëse unë e di gramatikën atëherë natyrisht unë e njoh anglisht mirë kështu që ndihmon për të kuptuar atë që dikush flet. (student 34)**
If I know grammar then naturally I know English better so it helps to comprehend what someone is speaking

Another reason why grammar helped to learn English was that it paved the way to correct language use. (example 8)

8) *Ndihmon sepse atëherë flisni dhe shkruani gjuhën e saktë. (student 5)*

It helps because then you speak and write correct language

The next reason that grammar helped to learn English was that it improved their confidence to use language. (example 9)

9) *Ju e dini se si të shkruani saktë dhe pa gabime, ndiheni më të sigurt për të përdorur gjuhën. (student 31)*

You know how to write correctly and without mistakes, feels more confident to use language.

The fourth reason why grammar helped to learn English was that it equipped with useful rules and structures. (example 10)

10) *Ju mësoni rregullat dhe strukturat e ndryshme, me ndihmën e të cilave e përdor gjuhën siç duhet. (student 1)*

You learn different rules and structures, with the help of which I use the language properly

Reasons why grammar doesn't help the students to learn English

Now there are reported the reasons that students thought that grammar didn't help them to learn English. A reason why grammar didn't help them to learn English was that it didn't aid to communicate. (see example 11)

11) *Nuk ndihmon sepse kur flisni nuk mendoni për rregullat e gramatikës.*

(Student 66)

It doesn't help because when you speak you do not think about grammar rules

Another reason why grammar didn't help was that grammar teaching did not teach any kind of vocabulary. (Example 12)

12) Nuk ndihmon, sepse praktika e gramatikës nuk jep fjalorin. (student 55)

It does not help, because practicing grammar does not provide vocabulary.

These answers to question 9 are shown in table 4 thematically and by frequency

Reasons why grammar helps the students to learn English		Reasons why grammar doesn't help the students to learn English	
Answers	Frequency (N)	Answers	Frequency (N)
Helps to comprehend English	18	Doesn't aid to communicate	10
Helps to use the language correctly	29	Doesn't provide vocabulary	8
Increase confidence to use English	32		
Gives useful rules, structures	21		

Table 4. Reasons why grammar helps/ doesn't help the students to learn English by frequency

Helps to comprehend English, Helps to use the language correctly, Increase confidence to use English, and Gives useful rules/structures were the most frequent reasons why grammar helped students to learn English. While the most frequent reasons that students thought that grammar didn't help learning English were that *It doesn't aid to communicate and Doesn't provide vocabulary*. In general there were fewer reasons provided for why grammar didn't help learning English than for why it did help learning English.

For the students, the study of grammar seemed that helped language learning and helped comprehension. Knowing grammar increased students' confidence to use English, also knowing grammar helped them to use the language correctly, it gave students useful rules and structures that they thought it is important to master the language. But to some students grammar was not helpful because it didn't facilitate communication and didn't allow them to learn new words. In general the students opinions were positive and understood the value of grammar, for those students that thought grammar didn't help to learn English considered grammar as separated with communication and vocabulary.

Reasons why there ought to be more teaching of grammar in English lessons

In the question 11 students were asked why there ought/ought not be more teaching of grammar in English lessons. Next the reasons why there ought be more teaching of grammar are presented. A reason why there ought be more grammar was that it is useful to learn English (see example 13)

13) Mësimi i gramatikës ndihmon për të mësuar më mirë gjuhën angleze.

(student 44)

Grammar instruction helps to learn better English

Another reason why there ought be more grammar teaching was that it is one of the most important aspects of language learning (see example 14)

14) Po, sepse është pjesa më e rëndësishme e një gjuhe dhe është e vështirë të mësosh duhet të praktikosh (student 59)

Yes, because it is the most important part of a language, and it is difficult to learn you need to practice

Reasons why there ought not be more teaching of grammar

The students stated some of the reasons why there ought not be more grammar teaching and the reasons for this are reported next. A reason was that grammar took time from other activities such as communication, leaning new vocabulary (see example 15)

15) Praktika e gramatikes të marrë kohë, dhe nuk mundeni me u marre me aktivitete te komunikimit dhe mesimin e fjalorit te ri. (student 88)
Practicing grammar take time and you can't have communication activities

Another reason why there ought not be more grammar was that it was considered unnecessary (example 16)

16) Është e panevojshme (student 46)
It is needless

The third reason why there ought not be more grammar was considered that the amount of grammar was enough (example 17)

17) Unë mendoj se ka gramatikë të mjaftueshme. (student 66)
I think there is enough grammar

The answers to question 11 are shown in table 5 thematically and by frequency

Reasons why there ought be more grammar teaching		Reasons why there ought not be more grammar teaching	
Answers	Frequency (N)	Answers	Frequency (N)
It is useful	18	There ought be more speaking practice than grammar	16
It is an important part of language	15	It is unnecessary	14
		The amount of grammar is already enough	45

Table 5. Reasons why there ought/ought not be more grammar teaching by frequency

It is useful, and *It is an important part of a language* were stated as the most common reason why grammar teaching ought be more in English lessons. While *There ought be more speaking practice than grammar*, *It is unnecessary* and *The amount of grammar is already enough* were the most common responses for not wanting to be more grammar teaching in English lessons.

In general students appreciated the value and the aid of grammar teaching, but they thought that the amount of grammar teaching is enough in their English lessons. Some of the students thought that there should be given more importance to the communication activities and learning new vocabulary. In general the responses of students were that at the moment the amount of grammar teaching in English lessons is adequate.

4.2 Opinions about feedback and error correction

The second study question asked for the students' opinions about feedback and error correction in the classroom. The questionnaire is compiled of four multiple-questions and two open-ended questions as sub-questions related to these opinions. The numbers of questions are the ones that are on the original questionnaire. The four multiple questions that gathered data about students' opinions about feedback and error correction are shown in table. (see table 6)

Table 6. Opinions about feedback and error correction

Statement	1 (%)	2 (%)	3 (%)	4 (%)	n (%)
12. I learn more when my teacher corrects the errors I make in class.	8 (8)	24 (24)	39 (39)	29 (29)	100
13. Teachers should correct students' grammatical errors in English lessons.	5 (5)	14 (14)	42 (42)	39 (39)	100
14. I want my teacher to correct me if I make error when I speak English.	5 (5)	41 (41)	38 (38)	16 (16)	100
16. I want my teacher to correct me if I make errors when	0	3	20	77	100

Response alternatives: 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, 4 = strongly agree.

With the first statement that was with number 12 in chronological order as in the original questionnaire the vast majority of the students 68% somewhat or strongly agreed with the statement (*I learn more when my teacher corrects the errors I make in class*), whereas only 32% of the students somewhat disagreed or strongly disagreed. Also a higher percentage of the students 81% somewhat or strongly agreed with the statement 13 (*Teachers should correct students' grammatical errors in English lessons*), while there was a lower percentage of the students 19% that somewhat or strongly disagreed with the statement. With the statement 14 (*I want my teacher to correct me if I make errors when I speak English*) only 16% of the students strongly agreed with the statement, however 38% of the students somewhat agreed with the statement that I want my teacher correct me if I make errors when I speak English, but almost half of the students of 46% somewhat or strongly disagreed with the statement. Most of the students 77% strongly agreed with the statement 16 (*I want my teacher to correct me if I make errors when writing English*). Of the students 20% also somewhat agreed with the statement. Only 3% of the students somewhat disagreed with the statement and there were none of the students that strongly disagreed with the statement.

The data collection analyses, showed that students' opinions about feedback and error correction were positive, since that most of the students wanted their teachers to correct their grammatical errors in English. But there was a difference in opinions between errors in speaking and writing, the majority students wanted their teachers to correct grammatical errors if they make in writing, while they didn't support the statement to correct grammatical errors while they are speaking. Reasons for this can be, firstly, that corrections to a written text are usually also made in writing, which means that the feedback is more private. But, feedback on speech can occur so that other students can also hear it, which can result in the student feeling uncomfortable and embarrassed. Secondly, it can be hard for the students to receive feedback

while speaking, because it can be challenging to concentrate on it, and it can interfere with production. Thirdly, written feedback can be more productive, because students can return to it later if necessary.

Comparison by gender

This study aimed to find if there were any differences in the opinions between females and males. For each statement, the percentages of females and males are shown in the table in order to see any significant differences. (see table 7)

Table 7. Comparison by gender

Statement		1	2	3	4	Gender	Total
12. I learn more when my teacher corrects the errors I make in class.	n	2	6	25	24	Female	57
	%	3.5	10.5	43.8	42.1		
	n	6	18	14	5	Male	43
	%	13.9	41.8	32.5	11.6		
13. Teachers should correct students' grammatical errors in English lessons.	n	3	6	25	23	Female	57
	%	5.2	10.5	43.8	40.3		
	n	2	8	17	16	Male	43
	%	4.7	18.6	39.5	37.2		
14. I want my teacher to correct me if I make error when I speak English.	n	4	25	20	8	Female	57
	%	7.0	43.8	35.1	14.0		
	n	1	16	18	8	Male	43
	%	2.3	37.2	41.8	18.6		
16. I want my teacher to correct me if I make errors when writing English.	n	0	1	9	47	Female	57
	%	0.0	1.8	15.8	82.4		

	n	0	2	11	30	Male	43
	%	0.0	4.7	25.5	69.7		

In the statement 12 (*I learn more when my teacher corrects the errors I make in class.*), there was a significant difference in the answers by gender. Of the males there was a significant percentage of 41.8% that somewhat disagreed with the statement, whereas only 10.5% of the females somewhat disagreed, and there were 3.5% of the males that strongly disagreed with the statement and of the females 3.9% that strongly disagreed. Of the females 85.9 somewhat or strongly agreed with the statement, while of the males was 44.1% that somewhat or strongly agreed with the statement. These data results shows that more males than females disagreed that they learn more when their teacher corrects their errors in the class. This results indicate that females' opinions about error corrections were more positive.

4.2.1 Open- ended questions, feedback and error correction

In the original questionnaire there were open- ended questions that students were asked to give reasons for their opinions to the statement 14(*I want my teacher to correct me if I make error when I speak English*), and for the statement 16 (*I want my teacher to correct me if I make errors when writing English*). Now the answers to the questions 15 and 17 related to the students' opinions about error corrections are reported.

Reasons why grammar errors should be corrected in speaking

In the question 15 students were asked about the reason why grammatical errors should/ shouldn't be corrected while they are speaking English. Now the reasons why grammatical errors should be corrected in speaking are reported. A reason why grammatical errors should be corrected was not learning to produce language wrong. (see example 18)

18) Nëse mësuesi korrigjon, mëson të mos flasësh në mënyrë të gabuar.

(student 1)

If teacher corrects, you learn the speaking not in wrong manner

The second reason why grammatical errors should be corrected in speaking was that significant error should be corrected. (example 19)

19) Gabimet e rëndësishme duhet të korrigjohen (student 5)

Significant errors should be corrected

Reasons why grammatical errors shouldn't be corrected in speaking

The participants stated some reasons why grammatical errors shouldn't be corrected in speaking. One of the reasons was it is important more to be understood than correcting not serious errors. (example 20)

20) Në të folur është më e rëndësishme të kuptohet, se fjalimi është i saktë

gramatikisht (student 46)

In speaking it is more important to be understood, than that the speech is grammatically correct

Another reason why grammatical errors shouldn't be corrected in speaking was that it didn't motivate the students to speak. (example 21)

21) Nuk motivon të flasësh nëse mesuesi ju korrigjon gjithmonë. (student 19)

It doesn't motivate to speak if the teacher corrects you always

Another reason mentioned why errors shouldn't be corrected in speaking was that minor errors should be avoided (example 22)

22) Gabimet e mëdha duhet të korrigjohen, por jo ato të vogla. (student 77)

Big errors should be corrected, but not the minor one

The last reason why grammatical errors shouldn't be corrected in speaking was considered not enjoyable. (See example 23)

23) Nuk është një ndjenjë e këndshme, kur jeni korrigjuar kur jeni duke folur.

(student 13)

It is not a pleasant feeling, when you are corrected when you are speaking

The answers to question 15 are shown in table 8 thematically and by frequency

Reasons why errors should be corrected in speaking		Reasons why errors shouldn't be corrected in speaking	
Answers	Frequency (N)	Answers	Frequency (N)
Learning not to speak in the wrong manner.	31	It is more important to be understood.	15
Significant errors should be corrected.	23	It doesn't motivate to speak	21
		Minor error corrections should be avoided.	23
		It is not enjoyable	5

Table 8. Reasons why errors should/shouldn't be corrected in speaking by frequency

Learning not to speak in the wrong manner and *Significant errors should be corrected* were the most common reasons why grammatical errors should be corrected in speaking. While *It is more important to be understood*, *It doesn't motivate to speak*, *Minor error corrections should be avoided*, and *It is not enjoyable* were the most common reasons why errors correction shouldn't be corrected in speaking. There were more reasons stated why errors shouldn't be corrected in speaking, but it was a considerable frequency of reasons also for why errors should be corrected in speaking.

Grammatical error correction was regarded essential, because it helped language learning. Significant errors can damage communication, which is supposedly why correcting them was considered necessary. But, grammatical error correction while speaking was not considered as motivating and it could feel not enjoyable. Of course it is not a good feeling if the teacher always

interrupts in the communication, as a result of that students can be not motivated to speak. But students understood that not all minor errors need correction, and passing a message was considered more important in speaking.

Reasons why grammar errors should be corrected in writing

In the question 17 students were asked about the reason why grammatical errors should/ shouldn't be corrected in writing English. Now the reasons why grammatical errors should be corrected in writing are reported. A reason why grammatical errors should be corrected in writing was learning from errors (See example 24)

24) Ju mësoni më mirë nga gabimet, kështu që është thelbësore që ato të korrigjohen. (student 42)
You learn better from errors, so it is essential that they are corrected.

Another reason why errors in writing should be corrected was that it helped them not repeating the same errors in the future. (example 25)

25) Ju nuk përsërisni në të ardhmen të njëjtat gabime. (student 79)
You don't repeat in the future the same errors.

Reasons why grammar errors shouldn't be corrected in writing

Since the most of the students stated that they wanted their teacher to correct their errors in writing there was only a reason that grammatical errors shouldn't be corrected. The reason was that it was not always regarded important. (see example 26)

26) Nëse nuk është për notë, atëherë nuk është e rëndësishme të korrigjohesh. (student 67)
If it isn't for the grade, then it is not important to correct.

The answers to question 17 are shown in table 9 thematically and by frequency

Reasons why grammar errors should be corrected		Reasons why grammar errors shouldn't be corrected	
Answers	Frequency (N)	Answers	Frequency (N)
Learning from errors	87	It is not always important	3
You don't repeat the same errors in the future	17		

Table 9. Reasons why errors should/shouldn't be corrected in writing by frequency

Learning from errors, and *You don't repeat the same errors in the future* were stated as the most frequent reasons why grammar errors should be corrected in writing. There was just a reason why grammar errors shouldn't be corrected in writing was that *It is not always important*.

The majority of the students wanted their grammar errors in writing be corrected, because they wished to learn from their errors. Also they wanted to be corrected in writing in order that they don't repeat anymore in the future. There were three students that stated that it is not always important to be corrected in writing.

The data results showed that students appreciate feedback in writing, and they in general have good opinions about error correction in written language. Obviously, teachers should not ignore all the errors, because letting students without correcting essential errors, it would not give them the possibility to improve their language and do better in writing and all aspects of the language in the future. Also doing the same errors over and over, and not knowing what went wrong, may result learning in the wrong manner and it can be hard to correct later.

4.3 Interview results

For this study to gather qualitative data, the semi-structures interviews were conducted with five teachers of the high schools “ Faik Konica” and “ Kuvendi I Arberit”. The interview consisted of fifteen questions. The interviews questions are designed for the purpose of addressing the third and fourth research question of the study. In this chapter the results of the qualitative data obtained from the interviews with the teachers are reported.

In the *first* interview question, teachers were asked “*Do you enjoy teaching grammar?*” Four of the five teachers said “yes” only a teacher said “no”. One of the teachers who enjoyed teaching grammar explained further:

“ I love teaching grammar, because before enrolling at the university, I always have learned grammar, and I enjoyed doing the grammar exercises. I think this have influenced my teaching grammar. I have a feeling that the best way to learn English is through learning its grammar.”

(Teacher 3)

Another teacher who enjoyed teaching grammar stated:

“ Yes I enjoy teaching grammar. I like when I explain the rules, and then when I see the students that have comprehended those rules it is a great feeling.”

(Teacher 1)

While the teacher who didn’t enjoy teaching grammar stated:

“I don’t like teaching grammar because it is very time consuming, and I think that it doesn’t help the students to learn naturally the language. It could be boring sometimes.”

(Teacher 4)

From the results of the statements to the question one, it seems that majority of the teachers that were interviewed, considered teaching grammar as a pleasant subject to teach.

In the question **two**, teachers were asked ***"What kind of attitude do you have in grammar? Essential, useful, boring why?"*** In general they had a good attitude, closely connected to their idea to the first question about do they enjoy teaching grammar?. Again four of the five interview teacher had good attitude about grammar. One of the teacher who had good attitude towards grammar stated:

"I believe that grammar is useful and important for understanding the structure of the English and for getting utterances right. Also I think that grammar is fun and interesting."

(Teacher 2)

Another teacher who had a good attitude towards grammar stated:

" Grammar is the key element of a language and it is essential to teach, If I had I choice, I would only teach grammar in English lessons."

(Teacher 5)

While again the teacher who didn't have a good attitude towards grammar stated:

" I think grammar is not important as it is communication and learning new vocabulary. I think grammar hinders students on using the language, and it is boring and time consuming".

(Teacher 4)

Again most of the teachers valued the role of grammar and had good attitude towards it, because they thought that is a vital part of a language.

In the question **three**, teachers were asked ***" What place do you think grammar should have in teaching? If so how much/often?"*** Most of the teachers thought and favored teaching more grammar because it was considered important in their English classes, again there was a teacher

who that grammar should not have a role in teaching. One of the teachers that thought and favored teaching more grammar because it is important stated:

“I think that students’ level of grammar knowledge has decreased, they write much more incorrect English, this is the reason that I think grammar should have a crucial part in teaching English, and a favor teaching it at least half of the teaching time.”

(Teacher 1)

The results outlined above are important, especially since most of the teachers showed their desire to actually teach more grammar, and they considered grammar role in teaching English as a crucial factor. But one of the teachers thought that grammar should not be given an important role.

The fourth question asked the teachers **about “Do you consciously set time for grammar teaching? If so how much, often?”** Most of the interview teachers said that they would like to set more time for teaching grammar, one of the teachers stated:

“ I would deliberately set time for teaching grammar, but there are two main reasons that restrict my desire, the reasons are the lack of time and syllabus”.

(Teacher 1)

Again one teacher was that he didn’t think about grammar teaching in his English lessons, there is the statement that he said:

“I don’t think about grammar when I teach English, but when it is required I explain and teach grammar”.

(Teacher 4)

Clearly from the answers to the question four, the teachers were anonymously that they would let consciously more time for teaching English grammar, but they mentioned the time and the syllabus that were the reasons that they didn’t have the chances to consciously let more time for

grammar. Again only a teacher said that he didn't think about grammar but he teaches it when is required.

The teachers answers to the question *five* ***“When you teach grammar do you speak in English in the whole progress?”***, were quite the same. All the teachers said that they do use the first language at some point in the grammar teaching. One of the teachers stated:

“I try to use English as much as possible, but also I use the first language to explain grammar rules, because the first language is maintained as reference in learning a second language”.

(Teacher 1)

In addition another teacher who used the first language in teaching grammar stated :

“Because of the students low level, I use both language the first language and the second language. I always explain grammar rules in English, but when it is required by the students I also use the first language”.

(Teacher 5)

In the question *six* teachers were asked ***“How do you teach the grammar in your class? How do you begin the lesson?”*** The answers varied. Three out of the five teachers said that they used the traditional method of teaching English grammar. First giving the rules, then followed by examples, then giving students exercises. One of the teachers stated:

“ I use the traditional method, first I explain the grammar rules to students, and then I give them exercises to see if they have understood the rules, then they have to produce new sentences with the rules that they are taught” .

(Teacher 1)

While one of the teachers said that he didn't follow a particular method in teaching grammar. He further stated:

“ The way I choose to teach grammar is not fixed. I try to follow various procedures but most of the time it is depended on the situation like for example the level of the students and the way how they learn better”.

(Teacher 4)

There was only one teacher that said used the communicative approach in teaching English grammar. He further stated:

“When I teach grammar I use communicative approach with the students, the students are focused on grammar usage not in rules, also using the language orally, and using pictures and texts helps the students in understanding the grammar rules and using it”.

(Teacher 2)

From the teachers answers to the question six it seemed that there the teachers still applied the traditional method of teaching grammar and only few teachers applied some other methods. Still those teachers that used traditional method find it rather successful.

In the question **seven** the teachers were asked “***What influences your grammar teaching?*** The answers varied from their teaching experience and the way how they have been taught when they were students. Two out of the five teachers said that the way they teach grammar is from their own experience of teaching. A teacher stated:

“ My experience in teaching grammar, may say that has influenced the way how I teach grammar today, I try to explain grammar rules as simple that my students would be able to understand without any difficulties, if they don’t understand the rules I repeat again and again till they have a clear idea how it works”.

(Teacher 2)

Two other teachers thought that their way of teaching grammar was influenced by the way how they have been taught in the past. A teacher stated:

“When I have been student I had a good teacher that I think explained grammar in the perfect way, and now as a teacher I try to follow the way that my teacher has taught me, but I also explore in the internet and I get some methods that I think are good”.

(Teacher 5)

The teachers thought that the way they have been taught using the traditional method was quite important for them to have a good competence of grammar, and this experience and this way of teaching grammar, they thought should pass to their students. And those teachers that said their own experienced has influenced their way of teaching has made them aware of what best suits the learner.

The eight interview question asked teachers ***“Do you believe that grammar helps improve the students’ communicative competence?”*** Four of the interview teachers said and supported the idea that grammar did facilitate and improve the students’ communicative competence. One of the teachers stated:

“I think that knowing grammar of English helps the process of communication and it secures clear understanding and knowledge between speakers. It gives more confidence to the speaker, so he/ she can be focused on meaning and pronunciation”.

(Teacher 1)

Another teacher sated :

“I believe that learning grammar strengthens the students’ speaking and writing and leads them to use the English language correctly”.

(Teacher 2)

The teachers answers to the question eight showed that they believed and supported that grammar did help students’ communicative competence. They believed that learning grammar enabled students to build a mental framework and gave them the confidence to use the language

in communication. Teachers believed that students' self-confidence and the ability to communicate in English were conditioned by a well knowledge of grammar.

In the interview question *nine* the teachers were asked ***“Do you believe that teaching grammar is necessary in learning a foreign language?”*** Four out of the five interviewed teachers said yes, only one teacher said that it depends on the way how is taught. One of the teachers that thought grammar is necessary in leaning a foreign language stated:

“ I believe that teaching grammar is a necessary part in learning a foreign language. It helps students to communicate effectively, share their opinions either verbally or written. Without knowledge of grammar it leads to misunderstandings to the students when they use the English language”.

(Teacher 5)

Another teacher that supported and believed that teaching grammar is necessary in learning a foreign language stated:

“I strongly believe that teaching grammar is necessary in teaching a foreign language, because grammar is a contributor factor and a base to learn a language”.

(Teacher 3)

The only teacher that said it depends on way how is taught further stated:

“I believe that it depends on the way it is taught. If grammar is taught in a practical way, it can help students improve their English language”.

(Teacher 4)

The interviewed teachers from the answers to the question nine supported and believed that teaching grammar is necessary to learn a foreign language. They considered grammar important, and thought that through grammar teaching the students can communicate more effectively and share their opinions in written and orally form more accurately.

In the question *ten* the interview teachers were asked ***“Do you correct students' grammatical error when they speak?”*** Four out of the five teachers said that they didn't prefer to correct the

students' mistakes when they speak, only one teacher said that he did correct students' grammar errors when they speak. One of the teachers that said I don't prefer to correct the students' speaking errors stated:

"No I don't correct students' errors when they speak, because I believe that it is not encouraging, and they may feel embarrassed in front of the class if I correct their grammar errors, I speak to the student at the end of the class alone and next time I try to explain where they made mistakes when they spoke and explain how to avoid these mistakes".

(Teacher 1)

While the only teacher that said that I correct the students' speaking errors stated:

"Yes I do, I try to correct my students' errors not directly, because may be discourages to students to speak and they may feel embarrassed in front of the class, but I collect their mistakes and I write on blackboard and we discuss these errors".

(Teacher 2)

All the teachers stated that correcting students' errors in speaking in front of the class may hurt students' confidence to speak and may have emotional effects on students. But all teachers were for correcting these errors in speaking indirectly by writing on blackboard and later discussing together with the students.

The question ***eleven*** asked the interviewed teachers "***Do you correct students' grammar errors in their writing ?*** All the teachers agreed and said that it is very important and useful to correct students' grammar errors in writing. One of the teachers stated:

"I usually underline the students mistakes in writing, and I tell them what kind of mistakes they have done such as wrong word orders, wrong tenses, this makes the students much easier to understand their errors, and they by themselves try to correct their errors".

(Teacher 5)

From the teachers' view correcting students' errors in their writing was very helpful for the students, they said that all the students responded positively in correcting their errors in their writing, the students according to the interviewed teachers didn't feel uncomfortable when they did correct the students' grammar errors in writing, but on the contrary they accepted their errors and tried to fix these errors and not repeating the same one in the future.

In the question *twelve*, the teachers were asked ***“Do you believe that your students' speaking and writing skills are improved though teaching grammar?”*** Four out of the five interviewed teachers said they believe that teaching grammar helps the students to improve their speaking and writing skills. Only a teacher said that learning grammar has not any effect to the students in improving their speaking and writing skills. One of the teachers that thought that grammar improves students' speaking and writing skills stated”

“I think that grammar has an important role in the development of the students' speaking and writing skills. I think that grammar is the base of language learning if it is presented in the right way”.

(Teacher 1)

The only teacher that thought that grammar learning did not help students improve their speaking and writing skills stated:

“I don't think that teaching grammar alone is enough to improve students' speaking and writing skills, I think to improve students' speaking and writing skills is through involving students into real language practices and communication”.

(Teacher 4)

The teachers answers to the question twelve reveled that most of the teachers believed that grammar had a big influence to the students' speaking and writing skills. They believed that grammar is a base for learning a language. But there was another opinion that thought involving students into real language practices and communication may improve their speaking and writing skills.

The interview question *thirteen* asked teachers ***“Do you prepare exercises in the form of handout or do you use exercise books?”*** All the interviewed teachers said that they used both handouts and course books. One of the teachers stated:

“I usually use both handouts and course books, but I try to find handouts exercises from different sources and then I photocopy them for my students, so the students are more motivated when they see different exercises”.

(Teacher 1)

In the fourteen interview question, the teachers were asked ***“What kind of communication-based activities do you use in the classroom?”*** All the teachers said that they use different activities to engage students in the communication. Role plays and groups works were the most types of activities that teachers mentioned. One of the teachers further stated:

“I use different communicative activities. Sometimes I engage students in a debate for a particular theme, and I divide them into groups and they have to speak with the members of the groups about that theme, and in the end of the class they have to share their opinions with the others students in the class”.

(Teacher 3)

Another teacher that used different communicative activities stated:

“I try to find from different sources communicative activities for my students in order to be challenging for the students and find that activity attractive. I sometimes use Role plays with my students, this kind of activity is very interesting for the students and they are motivated to communicate with their peers”.

(Teacher 5)

The teachers answers to the question fourteen, showed that they used different communicative activities in order to engage their students in real situation communication. They used in general groups works and role plays to engage their students into real communication. They mentioned

that the activities that they applied to their students, kept their students motivated to communicate.

The last interview question asked teachers ***“Are your students able to use their grammatical knowledge in speaking?”*** Almost all the teachers stated that only a few students were able to speak accurately, using the grammar that they have been taught. Only a teacher said that most of the students that he taught grammar were able to use accurate grammar when they spoke.

5. Discussion

The following section is dedicated to providing a critical discussion of the results of this research study. As mentioned before the aim of this study was to investigate opinions that Ferizaj upper- secondary- school students have about EFL grammar learning, feedback and error correction. Also this study tried to investigate the teachers’ opinions about grammar learning and teaching and their experiences of teaching grammar. For this study, a mixed method of data collecting is used, in the forms of questionnaire with high school students and interviews with the selected school teachers.

The findings from the questionnaire revealed that in general the students’ opinions about grammar learning were positive, because grammar was regarded important in order if one wishes to attain a good command of English. Though the students thought that a person can learn English well even without the study of grammar, they didn’t considered grammar as completely useless. The students thought that learning grammar helped and facilitated their language learning, also they mentioned that knowing grammar increased their confidence to use the language, and in general the students thought about grammar while they were writing.

The answers to the open-ended questions showed that most of the students liked learning English grammar because they appreciated its value, but there were thought that it is difficult and even boring. The students understood that learning English grammar is important even though they didn’t like memorizing grammar rules because it was hard and took effort. The students thought that grammar helped them to use the language correctly, and provided useful

rules and structures and gave confidence to use the language. When they regarded grammar not helpful, the reasons were that it didn't aid communication and didn't provide new vocabulary. Most of the students didn't want to add the amount of grammar teaching in their English lessons, because they mentioned that there was already adequate amount of teaching grammar in their English lessons and there should be more time to communication and learning new vocabulary. The relevance of gender based on these findings was that females thought that learning English well was not possible without the study of grammar, while males thought that learning English could even occur without the study of grammar. Another significant difference was found about liking the study of grammar. The findings showed that females liked studying grammar more than males. The results of the first research questions of this study that investigated the students' opinions about grammar learning in the upper-secondary-schools of Ferizaj are consistent with other research studies of (Polat, 2009, Loewen et al. 2009, Schultz, 1996, Jean and Simard, 2011) that investigated students' general opinions about EFL grammar learning.

The second research question purpose was investigating students' opinions about feedback and grammar error correction and whether the gender of the students had any relevance to the responses. The data collection analysis, showed that students' opinions about feedback and error correction were positive, since that most of the students wanted their teachers to correct their grammatical errors in English. But there was a difference in opinions between errors in speaking and writing, the majority students wanted their teachers to correct grammatical errors if they make in writing, while they didn't support the statement to correct grammatical errors while they were speaking. The students' gender had a little difference to the response that showed that more males than females disagreed that they learn more when their teacher corrects their errors in the class. These results indicated that females' opinions about error corrections were more positive than those of males.

The answers to the open-ended questions showed that feedback and error correction were regarded as useful in speaking and reading, because learning from errors was considered as helpful for the future for not repeating the same errors. Students' error correction in speaking and writing were regarded as important because of learning from mistakes, and the students mentioned that errors should be corrected in their speaking and writing because of not repeating

again and again the same ones. But, grammatical error correction while speaking was not considered as motivating and it could feel not enjoyable. The students thought that it was not a good feeling if the teacher always interrupts in the communication, as a result of that students can be not motivated to speak. Also the students thought that not all minor errors need to be corrected, and passing a message was considered more important than concentrating on grammar in speaking. (Devis, 2003, Schultz, 1996, Jean and Simard,2011) that carried out with the students in order to discover students' opinions about feedback and error correction.

The findings from the interviews with the selected school teachers revealed that in general the teachers' opinions about EFL grammar teaching were positive. Most of the five interviewed teachers considered grammar as an important component of teaching language. The teachers described grammar as "basis of a language". They thought that grammar and grammar teaching was a vital part of English learning. The teachers also believed and supported that grammar did help students' communicative competence. They believed that learning grammar enabled students to build a mental framework and gave them the confidence to use the language in communication. Teachers believed that students' self-confidence and the ability to communicate in English were conditioned by a well knowledge of grammar. The teachers believed that teaching grammar would help the students to communicate in English more confidently and with a greater accuracy. These findings are consistent with the other studies done by (Farrel,T.& Lim. P.C.P, 2005, Schultz, 1996) that investigated teachers' opinions about the role and importance of grammar teaching.

When asking the teachers about the methods that they use in teaching grammar three out of the teachers stated that they taught grammar in a traditional way, but one of the teachers stated that he didn't stick only with a certain method but used different methods according to the students' level of English.

Another finding from the interviews, worth mentioning was error correction of the students when they speak and write. Most of the teachers preferred to correct their students' errors in writing, because they considered as helpful for the students for not repeating anymore the same mistakes. But the teachers didn't prefer to correct the students' errors when they speak. Most of the teachers stated that they preferred to write the students' errors on the blackboard and then

discuss with all the students about what was wrong when they spoke and provide the students with the correct answers. The method that the teachers applied for correcting the students' errors when they speak may be effective because the students were not interrupted and scared in front of the class.

The data gained through analysis of the interviews showed that the teachers' way of teaching English grammar was influenced by their experiences of teaching grammar and by the way how they have been taught when they were students. The teachers thought that the way they have been taught using the traditional method was quite important for them to have a good competence of grammar, and this way they thought it is the best to teach grammar, and those teachers that said their own experience has influenced their way of teaching has made them aware of what best suits the learner.

5.1 Conclusion

The purpose of this research study was to investigate opinions and attitudes of both students and teachers of the upper-secondary schools of Ferizaj about teaching and learning English grammar. The data used in this study was collected through questionnaires and semi – structured interviews to assess the general opinions and views of students and teachers about learning and teaching grammar, feedback and error correction and teachers' experiences of teaching English grammar as a second language. The questionnaire included multiple-choice questions and open-ended questions and the students were asked to give reasons for their responses. In general, the findings showed that students considered studying grammar as useful and important in order if one wishes to attain a good command of English. Grammar provided students with the information on how the language worked, and therefore helped learning the English language, they thought that learning English grammar increased their confidence of using the language. The study of grammar was considered as difficult and boring too, because it took time from the communication and there were many memorization of grammar rules.

In general the students had positive opinions about feedback and error correction, they regarded feedback and error correction as useful in speaking and reading, because learning from errors

was considered as helpful for the future for not repeating the same errors. Students' error correction in speaking and writing were regarded as important because of learning from mistakes, and the students mentioned that errors should be corrected in their speaking and writing because of not repeating again and again the same ones. But, grammatical error correction while speaking was not considered as motivating and it could feel not enjoyable. The students thought that it was not a good feeling if the teacher always interrupts in the communication, as a result of that students can be not motivated to speak. They thought that in speaking the tiny errors should not be corrected, because that can be discouraging for them.

Teachers' opinions about English grammar were also positive, because grammar was considered as an important component of language teaching. The teachers believed that the teaching of grammar helped the students to improve their communicative competence in English. The qualitative data in this study also showed that teachers' way of teaching grammar was influenced by the way they have been taught and their teaching experiences. Most of the teachers preferred to correct their students' errors in writing, because they considered as helpful for the students for not repeating anymore the same mistakes. But the teachers didn't prefer to correct the students' errors when they speak. Also most of the teachers stated that they used the traditional method of teaching grammar.

The questionnaire and interview results confirms the first hypothesis that grammar leaning and teaching affects the students' confidence to use the language correctly and facilitate the language learning.

In the case of the second hypothesis, which claim that feedback and error corrections affects the teaching and learning process by influencing the students' correct way of learning English. The results from the study showed that the students regarded feedback and error correction as useful in speaking and reading, because learning from errors was considered as helpful for the future for not repeating the same errors.

5.2 Recommendation

The data collected from this research study may provide a basis for many English teachers about teaching English grammar in their classes. Based on the findings the teacher of English language

should include grammar in their teaching of English in an appropriate amount, but also the time should be dedicated for other aspects of the language like example communication, learning new vocabulary. Grammar should not be neglected, because the students considered grammar necessary and helped them to learn English.

Also the teachers should not avoid feedback and error correction, because the students may learn the language in the wrong manner from the beginning and then later is harder to improve. The big errors that may interfere the communication should be corrected, but in a way that don't decrease the students' motivation. Teachers should use the appropriate methods of teaching grammar and not only a traditional method in order to gain from the students the results that they want.

5.3 Limitations of the study

This research study investigated the students' and teachers' opinions about learning and teaching of English grammar as a foreign language in high schools of Ferizaj. A limitation of this research can be considered the involvement of the students of the only city. Measuring students and teachers' opinions about grammar learning and teaching is not an easy task and the results cannot be generalized for all schools in Kosovo

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UNIVERSITETI I EVROPËS JUGLINDORE
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY

Appendix A

This questionnaire is designed for teenagers aged 15-18 and intends to address the opinions of the high school students of Ferizaj, about English grammar learning and grammar error correction . The information you will give will remain confidential and anonymous. The research is being conducted for master thesis at South East European University. Thank you for participating in this survey.

Part 1

Answer the following inquires on a scale of 1-4

- 1- Strongly disagree
- 2- Somewhat disagree
- 3- Somewhat agree
- 4- Strongly agree

1. The study of grammar is important if one wishes to attain a good command of English .

1 2 3 4

2. It is possible to learn English well without the studying of grammar.

1 2 3 4

3. The best way for me to improve my English is to study and practice grammar.

1 2 3 4

4. The study of grammar is completely useless.

1 2 3 4

5. I like the studying of grammar.

1 2 3 4

6. Explain why you like/don't like studying English grammar.

7. I usually keep in mind grammar rules, when I write in English .

1 2 3 4

8. The study of grammar helps me to learn English.

1 2 3 4

9. Write why you think grammar helps/doesn't help to learn English .

10. There ought to be more teaching of grammar in English lessons.

1 2 3 4

11.Explain why grammar ought/ought not be more.

12.I learn more when my teacher corrects the errors I make in class.

1 2 3 4

13.Teachers should correct students' grammatical errors in English lessons.

1 2 3 4

14.I want my teacher to correct me if I make error when I speaking English.

1 2 3 4

15.Explain you answer why you want/ don't want your teacher to correct speaking errors.

16.I want my teacher to correct me if I make errors when writing English.

1 2 3 4

17.Explain you answer why you want/don't want your teacher to correct writing errors.

Participants information:

1.Male

2.Female

Thank you for your answers!

Appendix B

Interview questions

1. Do you enjoy teaching grammar?
2. What kind of attitude do you have towards grammar? Essential, useful, boring why?
3. What place do you think grammar should have in teaching? If so, how much, often?
4. Do you consciously set time for grammar teaching? If so how much, often?
5. When you teach grammar do you speak in English in the whole progress?
6. How do you teach the grammar in your class? How do you begin the lesson?
7. What influences your grammar teaching?
8. Do you believe that grammar helps improve the students' communicative competence?
9. Do you believe that teaching grammar is necessary in learning a foreign language?
10. Do you correct students' grammatical error when they speak?
11. Do you correct students' grammar errors in their writing ?
12. Do you believe that your students' speaking and writing skills are improved though teaching grammar ?
13. Do you prepare exercises in the form of handout or do you use exercise books?
14. What kind of communication- based activities do you use in the classroom?
15. Are your students able to use their grammatical knowledge in speaking?

Pyetësi i studentëve (Versioni original)

Ky pyetësor është dizajnuar për adoleshentët e moshës 15-18 vjeçare dhe synon të adresojë mendimet e nxënësve të shkollave të mesme të Ferizajt, rreth mësimit të gramatikës angleze dhe korrigjimin e gabimeve gramatikore. Informacioni që do të jepni do të mbetet konfidencial dhe anonim. Hulumtimi është duke u zhvilluar për tezën master në Universitetin e Evropës Juglindore. Faleminderit që morët pjesë në këtë sondazh.

Përgjigjuni kërkesave të mëposhtme në një shkallë prej 1-4

- 1- Nuk pajtohem aspak
- 2- Disi nuk pajtohem
- 3- Disi pajtohem
- 4- Pajtohem plotësisht

1. Studimi i gramatikës është i rëndësishëm nëse dikush dëshiron të arrijë një zotërim të mirë të gjuhës angleze.

1 2 3 4

2. Është e mundur të mësohet mire Anglisht pa studiuar gramatikën.

1 2 3 4

3. Mënyra më e mirë për mua për të përmirësuar anglishten time është të studioj dhe të praktikoj gramatikë.

1 2 3 4

4. Studimi i gramatikës është plotësisht i padobishëm.

1 2 3 4

5. Më pëlqen studimi i gramatikës.

1 2 3 4

6. Tregoni pse ju pëlqen / nuk ju pëlqen studimi i gramatikës angleze.

7. Unë zakonisht mbaj parasysh rregullat gramatikore, kur shkruaj në gjuhën angleze.

1 2 3 4

8. Studimi i gramatikës më ndihmon të mësoj anglisht.

1 2 3 4

9. Shkruani pse mendoni se gramatika ndihmon / nuk ndihmon për të mësuar gjuhën angleze.

10. Duhet të ketë më shumë mësim të gramatikës në orët mesimore të anglishtes

1 2 3 4

11. Shpjegoni pse mesimi i gramatikes duhet / nuk duhet të jetë më shumë.

12. Mësoj më shumë kur mësuesi im korrigjon gabimet që bëj në klasë.

1 2 3 4

13. Mesuesit duhet të korrigjojnë gabimet gramatikore të nxënësve në mësimet në anglisht.

1 2 3 4

14. Dua që mësuesi im të më korrigjojë nëse bëj gabime kur flas ne anglisht.

1 2 3 4

15. Shpjegoni përgjigjen pse doni / nuk doni që mësuesi juaj të korrigjojë gabimet e të folurit.

16. Dua që mësuesi im të më korrigjojë nëse bëj gabime kur shkruaj gjuhën angleze.

1 2 3 4

17. Shpjegoni përgjigjen pse doni / nuk doni që mësuesi juaj të korrigjojë gabimet e shkrimit.

Informacioni i pjesëmarrësve:

1.Mashkull

2.Femër

Faleminderit për përgjigjet tuaja!

I read this Master Thesis entitled: "Investigating EFL teachers and students' opinions about grammar learning and teaching: A study conducted in upper-secondary schools in Ferizaj" and I can state that the study includes clear objectives of the issue and provides strong reasons why this research study is important for the education system in Kosovo. The research process is detailed and thoroughly planned, the ethical standards are applied and limitations of the study are revealed. The research questions are clearly articulated and there are virtually no grammar errors, punctuation or errors in spelling. The results of the study are presented clearly, and the conclusions are justified.

I wish Mr. Murati luck as a future English language teacher!

STEPHEN HOKE

Name and
surname:

SUPPLY CHAIN MANAGER

Occupation:

5/9/2019

Date:

Signature: Stephen D Hoke

Digitally signed by Stephen D Hoke



DN: cn=Stephen D Hoke, c=US,
o=KBRwyle, ou=Materials &
Property,
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Date: 2019.05.09 19:15:28

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