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**“FOREIGN LANGUAGE LEARNERS` WRITING ERRORS AND ERROR CORRECTION - THE CASE OF  
5<sup>TH</sup> GRADE STUDENTS FROM THE ELEMENTARY SCHOOL “EQREM ÇABEJ” IN MITROVICA”**

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To my family

## **Acknowledgments**

I would like to thank my family especially my parents, for their valuable support throughout my entire period of studies.

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### **Abstract**

The process of second language learning is long and difficult. Moreover it is impossible to pass it through without making any errors which of course impact students' performance. This thesis focuses on the errors that students in elementary school "Eqrem Çabej" make when writing in English. The aim of this study is to describe grammatical errors in writing that students make in the process of learning English as a foreign language. Moreover, the author will attempt to analyze the causes of these errors and the way teachers in Kosovo can handle students' errors in the wider scholarly debate of error correction.

The research was conducted through the use of questionnaires and tests which were distributed to one hundred and twelve students and three teachers of English teaching in that school. Specifically, this research aimed to analyze how the L1 interferes in the process of learning English as a second language, and the attitude of teachers towards their students' errors. The research proved that the most common errors that students make in writing are errors of omission and of addition and these errors come as a result of mother tongue interference and other factors as well. This research has also shown that effective error correction techniques from the teacher can lead to students' improvement in language learning.

Almost all second language learners make errors in their first attempts of learning English as a foreign language. In the Kosovar teaching context, their mistakes have often been seen as a deficit of their language competence and not as evidence that they are actually trying to succeed. Thus, the results of this study can help both students and teachers manage these errors and facilitate the process of learning English as a foreign language.

Keywords: errors, correction, writing, learning, second language learning.

## **Abstrakt**

Procesi i mësimit të gjuhës së dytë është i gjatë dhe i vështirë. Për më tepër, është e pamundur të kalosh pa gabime të cilat natyrisht ndikojnë në performancën e nxënësve. Kjo tezë fokusohet në gabimet që nxënësit e shkollës fillore "Eqrem Çabej" në Mitrovicë bëjnë kur shkruajnë në gjuhën angleze. Qëllimi i këtij studimi është të përshkruajë gabimet gramatikore në shkrim që nxënësit bëjnë në procesin e mësimit të gjuhës angleze si gjuhë e huaj. Për më tepër, autori do të përpiqet të analizojë shkaqet e këtyre gabimeve dhe mënyrën se si mësuesit në Kosovë mund të përballojnë gabimet e nxënësve në debatin më të gjerë akademik të korrigjimit të gabimeve.

Hulumtimi u krye me anë të pyetësorëve dhe testeve të cilat iu shpërndanë njëqind e dymbëdhjetë nxënësve dhe tre mësuesve të gjuhës angleze në atë shkollë. Në mënyrë të veçantë, ky hulumtim synoi të analizojë se si gjuha amtare ndërhyr në procesin e mësimit të gjuhës angleze si gjuhë e dytë dhe qëndrimi i mësuesve ndaj gabimeve të nxënësve të tyre. Hulumtimi vertetoi se gabimet më të shpeshta që studentët bëjnë në shkrim janë gabimet si mospërfshirja apo shtimi i elementeve të panevojshme në fjali, dhe këto gabime vijnë si pasojë e ndikimit të gjuhës amtare dhe faktorëve të tjerë. Ky hulumtim ka treguar gjithashtu se teknikat efektive të korrigjimit të gabimeve nga mësuesit mund të shpien në përmirësimin e nxënësve në mësimin e gjuhës angleze si gjuhë të huaj.

Pothuajse të gjithë nxënësit e gjuhës së dytë bëjnë gabime në përpjekjen e tyre të parë për të mësuar gjuhën angleze si gjuhë të huaj. Në kontekstin e mësimdhënies kosovare, gabimet e tyre shpesh janë parë si një mungesë në kompetencën e tyre gjuhësore dhe jo si dëshmi se ata po përpiqen të kenë sukses. Kështu, rezultatet e këtij studimi mund të ndihmojnë nxënësit dhe mësuesit të menaxhojnë këto gabime dhe të lehtësojnë procesin e mësimit të gjuhës angleze si gjuhë të huaj.

Fjalët kyçe: gabimet, korrigjimi, shkrimi, mësim, mësimi i gjuhës së dytë.

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## CHAPTER 1

### INTRODUCTION

#### **1.1. Background of the problem**

Language learning, like all other kinds of human learning processes includes making errors. In the past, language teachers thought of their students' errors as something unwanted. In fact, it was regarded as an element that had to be avoided at all cost. In the last fifteen years, however, views on students' errors have changed significantly. Researchers of applied linguistics have begun to view errors as fundamental components and a proof for creativity in the language learning process; especially concerning writing in the English language. Giving feedback is an important part of learning and teaching EFL process. It can guide, motivate, and encourage students to improve their accuracy in second language (L2) writing. One type of feedback that EFL teachers mostly use when dealing with students' writing is error correction, which is an important method since it contributes to students to develop writing as an important language skill. The role of written corrective feedback has been considered as important since teachers can communicate with their students individually which is rarely possible in everyday class (Ferris & al, 1997). Although written error correction has been questioned (Truscott, 1996), many L2 teachers think that written corrective feedback can lead L2 students' to accuracy in writing (Hyland & Hyland, 2006; Brown, 2007). Despite of the different viewpoints on the effectiveness of written corrective feedback on the improvement of L2 students' writing accuracy, it is clear that both teachers and students feel the need for its employment. As discussed elsewhere, this research will focus on the writing errors that second language learners make in their attempts to improve English language writing in the foreign language context. Specifically, this research aims to analyze how the L1 interferes in this process in elementary school "Eqrem Çabej" in Mitrovica, Kosovo and the attitude of teachers towards their students' errors.

## **1.2. Formulation of the problem and aim of the research**

The aim of this study is to describe grammatical errors in writing that students make in the process of learning English as a foreign language. Moreover, the author will attempt to analyze the causes of these errors and the way teachers in Kosovo can handle students' errors in the wider scholarly debate of error correction.

The author decided to study this topic because almost all second language learners make errors in their first attempts of learning English as a foreign language. In the Kosovar teaching context, their mistakes have often been seen as a deficit of their language competence and not as evidence that they are actually trying to succeed. Thus, the results of this study can help both students and teachers manage these errors and facilitate the process of learning English as a foreign language.

## **1.3. Research questions and hypothesis**

Specifically, this study seeks to answer the following questions:

- 1) What are the writing errors that Elementary school students "Eqrem Çabej" in Mitrovica make when learning English as a foreign language?
- 2) Why do students make such errors? And
- 3) How should teachers deal with their students' errors?

So the author hypothesizes that:

- \* Elementary school students' written errors occur as a result of their use of native language.
- \* If the teacher achieves to identify the source of the errors they can be avoided in the future.
- \* If the teacher knows students' error correction preferences and acts according to them, it can lead to students' improvement in language learning.

## **1.4. Research objectives**

The objectives of the current study are:

- 1) To find out the errors that elementary school students make in the process of learning English as a foreign language.
- 2) To examine the possible sources of their errors. And
- 3) To explore the different ways and techniques that teachers should employ when students make errors.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

The aim of this review is to locate my present study within a broader theoretical framework, therefore this chapter will begin by briefly describing the history of error analysis, and then it will be followed by definitions of errors, and the distinction between error and mistake. After that the positive sides of students' errors will be presented, and it will be followed by the typology of errors and the possible sources of errors. Since native language plays a pivotal role in second language learning its role and impact will be shown as well. After that error correction and some feedback techniques to correct students' errors will be given, and lastly students' attitudes towards errors and their preferences regarding error correction will be identified.

#### **2.2. A brief history of Error analysis**

Behaviorist theory was the most important psychological theory in the 1950s. The behaviorists assumed that foreign language learning is basically a process of mechanical habit formation (Richards & Rodgers, 1986). Their theory was based on the notions of stimulus and response as its basic principles. They believed that students' errors should be corrected straightaway and if possible they had to be avoided, or else errors would become a habit and would stick in learners' mind. Thus, teachers at that time put this theory in practice in their language classroom, where they focused their language lessons on drilling and memorization in order to fix the correct forms into learners' mind. The behaviorist theory was criticized by many researchers in the field of applied linguistics during the 70s and 80s; that is why they published many papers in order to state the significance of learners' errors, and that they should not be avoided in the language classroom. After that many theories regarding errors were developed, such as Contrastive Analysis and Error Analysis which treated students' errors from a different point of view, in contrast to the first language theories. In their study (Jobeen, Kazemian, & Shahbaz, 2015, p. 60) concluded that "it is essential for learners to make mistakes in the process of language learning and the systematic analysis of these errors is very important

because the error analysis serves as a linguistics analysis and it provides a deep insight in the process of language learning.

Hence, error analysis usage is one of the best ways to explain errors that learners make when learning a second language. This analysis can tell the source of students' errors and the causes of occurrence. Formerly the teacher can inform the students about what should be done in order to minimize such errors in the future.

### **2.3. Definitions of errors**

In order to effectively prevent students' errors one must first define what the word error means. Errors are often difficult to identify, and they differ depending on the students' first language, whether they are native speakers or not, for the reason that students who are learning English cannot avoid errors when learning a second language (Gass & Selinker, 1994).

Many researchers in the field of applied linguistics have stated their views throughout the years about what a definition of error is, in order to be able to reduce errors in the future. For instance (Agnes, 1998) stated that error means believing what is not true, a wrong belief, something incorrectly done. Whereas (Lennon, 1991, pp. 180-195) gave this definition on errors "a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers' native speakers counterparts".

Another author (Corder, 1967) supported the view that the term error should refer to a regular pattern in students' utterance that does not consistently correspond with the target language model. That is why; errors are a part of the actual so called by (Selinker, 1972) as "interlanguage" system of a student, and hence not identified as incorrect by the student. While (Hendrickson, 1978, pp. 387-398) views errors from the teaching perspective, describing it as, "an utterance, form or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real-life discourse". Despite these definitions on errors, defining errors in the classroom context is not easy. From this point of view (Verall, 1972), as quoted by (Allwright & Bailey, 1991, p. 85) defines the term error as a "form unwanted by the teacher".

Here is a definition that combines both teaching and research (Chaudron, 1986, quoted by Allwright & Bailey, 1991, pp. 67) recommended that an error is:

1. "linguistic forms or content that differ from native speaker norms or facts, and
2. any other behavior signaled by the teacher as needing improvement"

#### **2.4. Error vs. Mistake**

In linguistics error and mistake do not have the same meanings and usages that is why it is crucial to make the distinction between an error and mistake. According to (Ellis, 1997), errors are a gap in learners' knowledge. They take place because the learner does not know what is correct. Whereas, mistakes reflect occasional lapses in performance, they occur because the learner is unable to perform what he or she knows. This definition denotes that mistakes can be corrected by the learner; however they cannot correct their errors unless the teacher realizes the causes of these errors. Another researcher (James, 1998, p. 78) asserted that "if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one he intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error".

Another definition comes from (Norish, 1983, p. 7), who said that "error is a systematic deviation. It occurs when the learner has not yet learnt something, and consistently gets it wrong". Thus (Brown, 2007, p. 226) stated that "mistakes misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information". Moreover, he indicated that "a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly".

#### **2.5. Positive sides of errors**

Many researchers have pointed out the advantages of errors. Thus, (Doff, 1993, p. 188) has managed to accurately illustrate the positive side of errors. He claimed that "students' errors are a very useful way of showing what they have and have not learnt. So, instead of seeing errors negatively, as a sign of failure, we can see them positively as an indication of what we

still need to teach. Obviously, if we try to prevent students from making errors we can never find out what they do not know”.

There are many opinions of researchers on the advantages of errors in language learning. For example (Corder, 1967, p. 167) noted: “A learner`s errors ... are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.” He further continues that errors are a visible proof that learning is taking place, and if errors are studied systematically, they can provide significant insights into how a language is actually learned by a foreigner. He also stated that studying students` errors of usage has immediate practical application for language teachers.

Another opinion comes from (Weireesh, 1991) who considers learners’ errors to be of particular importance because making errors is a device that learners use in order to learn.

Moreover, (Hendrickson, 1978, pp. 387-398) also stated that, “errors are signals that actual learning is taking place, they can indicate students` progress and success in language learning”. Similar to this, the researcher (James, 1998) viewed that errors are viewed as proof of the student's strategies as the individual in question constructs skill in the objective language.

One more opinion on the positive sides of errors comes from (Dulay & Burt, 1974) who asserted that error making is inevitable and that it would appear necessary and crucial to language learning. In fact it is a clear sign to show language learner actually develop and internalize the rules of the language.

## **2.6. Typology of errors**

Making errors is an important part of second language learning. Language learning errors involve all language components: phonological, lexical, and the syntactic.

Researchers usually categorize errors in performance errors and competence errors. Performance errors occur when learners are tired but these errors can be avoided and are not that serious. Whereas, competence errors, are more serious than performance errors since competence errors occur as a consequence of insufficient competence. Researchers (Burt &

Kiparsky, 1978) distinguish between local and global errors. Local errors refer to minor errors such as grammar, spelling, that do not hinder understanding of a text, whereas global errors are more serious than local errors, because they interfere with communication and disrupt the meaning of texts.

The researcher (Ellis, 1994) mentions a study by (Dulay & Burt, 1974) where they classified errors they collected during a study into three categories:

1. Developmental (i.e. those errors that are similar to L1 acquisition)
2. Interference errors (i.e. those errors that reflect the structure of the L1)
3. Unique ( those errors that are neither developmental nor interference)

After their former classification of errors (Dulay, Burt, & Krashen, 1982) claimed that there are two basic ways of classifying errors, and that is into either linguistic categories (morphology, phonology, etc.) or structure taxonomies (errors of addition, omission, etc.).

However, the most frequent taxonomy; that of structure will be presented here. Surface Strategy Taxonomy was proposed by (Dulay, Burt, & Krashen, 1982). This taxonomy classifies errors into four categories: omission, addition, misformation, and misordering. By using this kind of taxonomy to divide errors it can be emphasized the cognitive process that connects mother tongue and target language. This taxonomy also highlights the fact that errors cannot be avoided during the process of producing the target language.

Errors of omission: refer to the absence of an item which must be present in a well-formed utterance. This includes noun and verb inflections, for instance the “s” in houses and “s” in student’s book and “ed” in worked, the “ing” in swimming. Dulay, Burt and Krashen stated that such omissions may be due to limitations of the learner’s capacity in acquiring the rules of the target language.

Errors of addition: is the opposite of omission; the presence of an extra item which must not be present in a well-formed utterance. Some examples are learners adding “ed” to the verb “put”, in order to form the past tense of the verb. According to (Brown, 1999), these types of errors



usually occur in the third stage of the development of negative and interrogatives of the English language. These errors show that some basic rules have been acquired with no additional refinement.

Errors of misformation: is where a wrong form of the morpheme was used instead of the right one. For example, learners add “ed” to the verb “fall” to form the past tense of this verb.

Errors of misordering: refer to the errors, where the items presented are used correctly, but placed in the wrong order.

## **2.7. Sources of errors**

In order to effectively minimize students` errors in the future, teachers should first realize where the source of their errors is. Many researchers have discussed about this topic, and listed the sources of errors according to their opinions, and several studies that they’ve made on this area.

Considering this (Brown, 1994) classified sources of errors as follows:

1. Interlingual transfer: learners will make errors as the result of transfer from the native language since they have not been familiar with the second language system. For example: Learners say ‘sheep’ for ‘ship’.
2. Intralingual transfer: this error is made by learners who have begun to acquire parts of target language but still lack competence. For example: She can singing beautifully.
3. Context of learning: context refers to the classroom with its teacher and its materials, in this case, of school learning activities or the social situation in the case of untutored second language learning. Students make errors because of a misleading explanation provided by the teacher, faulty presentation in a textbook or a memorized pattern that is not contextualized.
4. Communication strategies: the learner`s techniques in learning second language can become a source of error.

Regarding the sources of errors (Richards, 1974) stated that the sources of errors in studying a language might be derived from the interference of the learners’ mother tongue and the

general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intralanguage errors. And the errors caused by the interference of the learners' mother tongue are called the interlanguage errors.

Considering this (Richards, 1971) stated that other than the interlanguage errors, intralingual and developmental errors reflect the learner's competence at a particular stage. According to him the characteristics of intralingual errors are:

- Faulty generalization
- Incomplete application of rules
- Failure to learn conditions under which rules apply

Whereas the characteristics of developmental errors according to (Richards, 1971) are as follows:

- Over-generalization: learners create a deviant structure on the basis of his experience of other structures in the target language. For example: He can sings, He is walk, etc.
- Ignorance of the rule restrictions: failure to observe the restrictions of existing structures. For example: the man who I saw him, violates the limitation on subjects in structure with "who".
- Incomplete application of rules: the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. For example:  
Teacher: will they soon be ready?  
Student: yes, they soon be ready
- False concepts hypothesized: faulty comprehension of distinctions in the target language. For example: the form of "was" may be interpreted as a marker of past tense, "one day it was happened" and "is" may be interpreted as a marker of the present tense, "he is speak French".

## **2.8. Impact of native language in L2 learning**

Mother tongue has great impact and influence on the learning of second language, because it is the greatest asset that learners bring to class, and weakness in the mother tongue means that they will not be able to master a second language. As for this (Cummins, 2001, pp. 15-20) said “the level of development of children’s mother tongue is a strong predictor of their second language development”. (TEFL One) in its article explains how mother tongue affects second language learning and how should teachers deal with this influence

Earlier, it was considered that second language learners’ errors were the result of mother tongue interference. However, later researchers came up with a new theory "that vast majority of errors were not because of first language interference but rather they were because of their "unique linguistic system" which (Selinker, 1972) termed as “Interlanguage” as an essential part of second language learning and language development. Interlanguage errors refer to the errors caused by the interference of the learners’ native language.

Second language learners have a tendency to transfer the knowledge of their L1 to the target language. When a form from learners’ L1 is similar to the target language the knowledge transferred is considered as positive transfer. Whereas negative transfer is when L1 and L2 languages differ from each other, and thus the habits and understanding of the L1 interferes with the rules of L2 and produces the type of transfer in linguistics which is known as interference.

## **2.9. Error correction and feedback techniques to correct students’ errors**

Many researchers state that error correction has a positive influence when learning a second language. (Hendrickson, 1978, pp. 387-398), stated that “when an error of a second language learner is corrected, it has a greater impact on his proficiency than when it remains uncorrected”. Whereas (Truscot, 1999) indicated that the inconsistent correction of grammatical errors might be even worse if not equally bad as no error correction at all. He also notes that error feedback inconsistencies are unavoidable, therefore there ought to be no oral grammar correction whatsoever.

According to (Harmer, 1998) the teacher should follow three steps when the error occurs. First, the teacher listens to the students. Secondly, he/she identifies the problem, and thirdly, he/she puts the error right in the most efficient way.

Similar to this (Ramadan, 2019) lists several techniques on when and how to correct students' errors, and when not to correct their errors, based on the situation and on the type of error.

Since no teacher has time to deal with all the errors of the students, a system of correction should be established to correct errors according to their nature and significance. In such a system, priority should be given to errors which may affect communication and cause misunderstanding. If a teacher knows about all these items, he can direct himself accordingly. For example, (Brown, 1994) recommends that local errors as in the following example usually need not be corrected as the message is clear and correction might interrupt a learner in the flow of productive communication

\* I gave shea present.

On the other hand, global errors need to be treated in some way since the message is not comprehended clearly:

\* Daddy my car happy tomorrow buy.

According to (Corder, 1981) teachers should be able not only to discover and describe errors linguistically but also understand the psychological reasons of their occurrence. He also claims that for teachers, being aware of the diagnosis and correction skills for errors is fundamental as it might help them understand why and how they can interfere to help their students.

One of the biggest problems for teachers is to know when and if to correct students, and how to do it. Over-correcting students might result in students losing motivation and the destruction of the flow of the class. There are different techniques that can be used to correct mistakes and errors such as the following:

1. Correcting all mistakes and errors

This technique includes the correction of students' writing. When using this technique it is important to correct students' writing within a short period of time, since correction after a while will not have its effect as students will not remember what they wrote and why they did it.

## 2. Correcting mistakes and errors by selection

This technique entails that teachers should correct only the mistakes and errors of students' writing, in those areas where the teacher thinks it is more necessary.

## 3. Correcting mistakes and errors by using signs

This technique involves the use of codes, such as: Gr- grammatical mistake, Sp - spelling mistake, L- lexical mistake, etc. By using these codes, students are more aware of the kind of errors they have made, and hence they can correct it.

## 4. Explaining mistakes and errors

This technique is done by writing comments on students' notebooks in order to give attention to the mistakes and errors that students kept making despite the former correction by the teacher.

## 5. Self-correction

When students are aware of the kind of mistake they have made, they should be able to correct their own mistakes. Self- correction is a very effective technique, because students will remember better the mistakes and the correct form as well.

## 6. Peer correction

It is a technique which involves students correcting each other's writing. According to (Edge, 1990, p. 26) "peer correction has the following advantages:

- It encourages cooperation, students get used to the idea that they can learn from each other:

- Both learners (who made the error and who correct) are involved in listening to and thinking about the language
- The teacher gets a lot of important information about the learners' ability -if students learn to practice peer correction without hurting each other's feelings, they will do the same in pair-work activities. However, it may happen that whenever the teacher asks for peer correction from the whole class, it is always the same students who answer. In this case the teacher has to make sure that other students are involved as well".

## **2.10. Students' attitudes towards errors and their preferences regarding error correction**

Before correcting students' errors it is important that the teacher knows students' preferences towards error correction since if teachers do not know their students' preferences then this situation leads to a disillusion, which may eventually become an obstacle in language development of the student (Horwitz, 1988).

In a study on L2 student writers, (Leki, 1991) finds that most students are open to written error correction while there is only a small number of students who regard error correction as distracting and/or discouraging. Rather, they prefer not to be corrected whenever they are writing, leading to them refusing participation in the classroom interaction just because they do not want to be corrected. Additionally, (Ferris & Roberts, 2001) found out that L2 students prefer, expect, and appreciate teachers' feedback when they make errors in writing. Likewise, (Chastain, 1988) points out that without corrective feedback, it is difficult for students to find out whether they have completed the task correctly.

In conclusion, this literature review shows that over time, the views of teachers about their students' errors have changed, since they started seeing their errors as a proof that students are trying to succeed in language learning. This allowed for teachers to discover the causes of their students' errors more easily, and proceed in this process by telling students the correct form, and minimizing their errors in the future.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

In this chapter the research questions are presented and the hypothesis under which the study was conducted. The nature of the study which was adopted to examine the writing errors of the elementary level students will be explained as well. The other part of this chapter describes the participants, the setting of this study and the research tools that were used to conduct the research.

#### **3.2 Research questions and hypothesis**

Specifically, this study seeks to answer the following questions:

- 1) What are the writing errors that Elementary school students “Eqrem Çabej” in Mitrovica make when learning English as a foreign language?
- 2) Why do students make errors in writing? And
- 3) How should teachers deal with their students’ errors?

So the author hypothesizes that:

- \* Elementary school students’ written errors occur as a result of their use of native language.
- \* If the teacher achieves to identify the source of the errors they can be avoided in the future.
- \* If the teacher knows students’ error correction preferences and acts according to them, it can lead to students’ improvement in language learning.

#### **3.3. Research design**

A wide and appropriate methodology is required in order to conduct a research. Traditionally there are two types of research methods: qualitative and quantitative method. According to (Nunan, 1997, p. 3) “quantitative research is obtrusive and controlled, objective, generalizable, outcome oriented and assumes the existence of facts which are somehow external to and independent of the observer or researcher. Qualitative research, on the other hand, assumes

that all knowledge is relative, that there is a subjective element to all knowledge and research, and those holistic, ungeneralised studies are justifiable". This study employs a quantitative method in order to answer the research questions and to test the hypothesis.

### **3.4. Research methods and techniques**

The sociolinguistic survey is an essential part of the research for achieving the desired and required results where a questionnaire will be given to 112 students and their English teachers of Sh.F.M.U Eqrem Çabej in Mitrovica about writing errors mostly made by them. Thus, the quantitative method will be used to conduct this research.

In order to test the hypothesis, to obtain the information required from the subjects and to reach the objectives of the study two main tools will be used: a questionnaire and a test designed for three classes of 5<sup>th</sup> grade students of Elementary school "Eqrem Çabej" in Mitrovica.

Moreover, a questionnaire which elicits teachers' views, opinions and decisions in class regarding students' errors and teachers' practices on the use of L1 in class is going to be conducted.

### **3.5. Participants and setting of the study**

The participants of this study were the students of elementary school "Eqrem Çabej" which is located in the city of Mitrovica. Students are ranging in the age group of 10-11 years old. One hundred and twelve students of fifth grade from three classes were chosen as the participants of this study. Students are familiar with the English language since they have been learning it for three years now and have prior knowledge in this language.

Whereas teachers working in the school that students study at are going to be part of this study as well, in order for the results of this study to be more valid and reliable. They have several years of experience in the field of English language teaching and they have participated in different training programs for teaching English in elementary levels.



### **3.6.1 Instruments**

#### **3.6.2 Description of the students' questionnaire**

The questionnaire aims at finding out whether the learners give importance to the errors that they make in writing class, and they will be asked about the feedback they get in writing. It will be distributed to 112 students and it consists of 11 questions which are arranged in a logical way. The questions are either closed questions requiring from the students to choose „yes“ or „no“ answers, or to pick up the appropriate answer from a number of choices. Students are asked to specify their gender in the beginning of this questionnaire.

#### **3.6.3 Description of the teachers' questionnaire**

The questionnaire aims at finding out teachers' beliefs regarding error feedback, their general opinions about writing class; whether writing is important or not, and they will be asked about their practices on the use of L1 in L2 classroom. It will be distributed to 3 teachers of English, teaching in the same school and it consists of 15 questions which are arranged logically. They have to choose from strongly disagree (1), to strongly agree (4).

#### **3.6.4. Description of the test**

The test aims at finding out the errors that students make in writing, their causes and treatment. It consists of 15 questions in total and the students have to write the most appropriate answer in the gap. It will be distributed to the same 112 students from three classes of fifth graders that filled out the questionnaire. The questions are based on Corder's taxonomy of errors which had to do with errors of omission, addition, substitution and errors of permutation.

## CHAPTER 4

### RESULTS OF THE STUDY

#### 4.1. INTRODUCTION

This chapter describes the process of data collection as well as the results from the gathered data. In this chapter one will have the opportunity to see the instruments that were used during the research, being described in details. The results that were gathered during the study case will prove or refute the relation with the errors that students make mostly and their preferences towards error correction.

#### 4.2. Students` Questionnaire data

The student` questionnaire was the first instrument to be performed. The questionnaire was completed by 112 fifth graders from three classes. The instructions were given to them and of course they were told about the questionnaire's purpose. They were also assured that the questionnaire is confidential and the identities will not be revealed. There were 11 questions in the questionnaire and all the questions were formulated to help gather information about the learners` views towards writing errors and their preferences regarding error correction. Students were encouraged to ask anything they did not understand regarding the questions. Questionnaires were available both in English and Albanian. Below is a table with general information of the students who took the questionnaire.

**Table 1: General information of the students who participated in the study**

Students` level	Number of students	Students` nationality	Students` age
Fifth grade	112 students	Albanian	10-11 years old
	67 female		
	45 male		

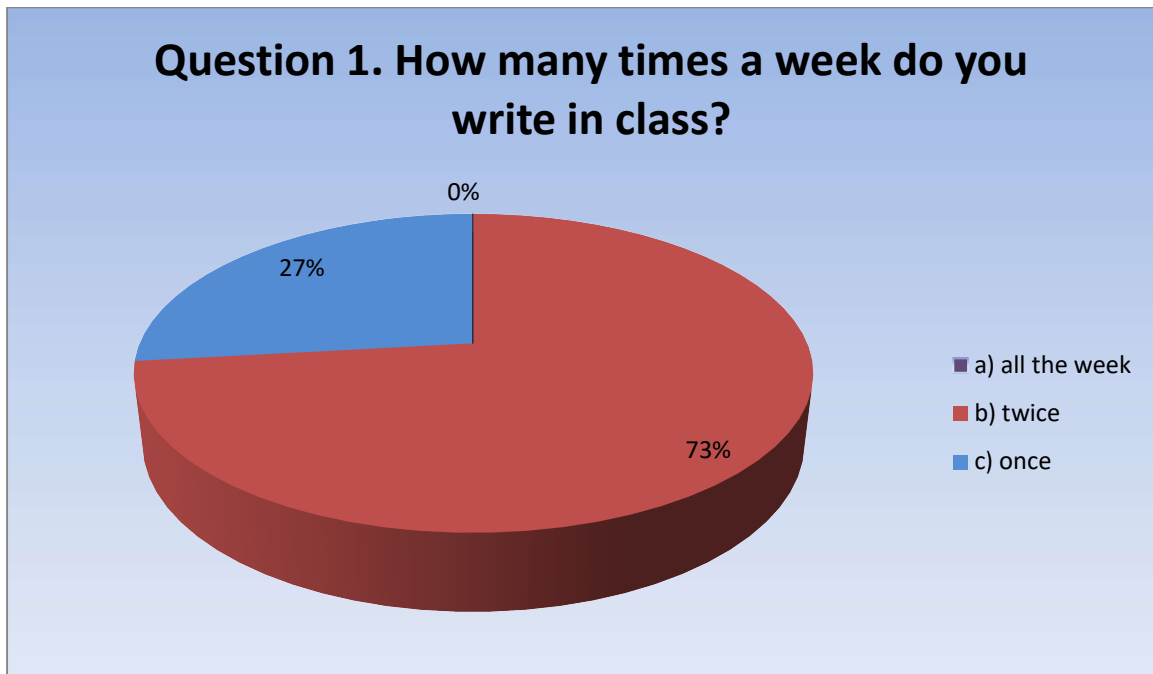


Figure 1: Results on percentage of question 1 - Students` questionnaire

Figure 1 shows that (27%) of the students write just once a week and (73%) claim that they write twice a week.

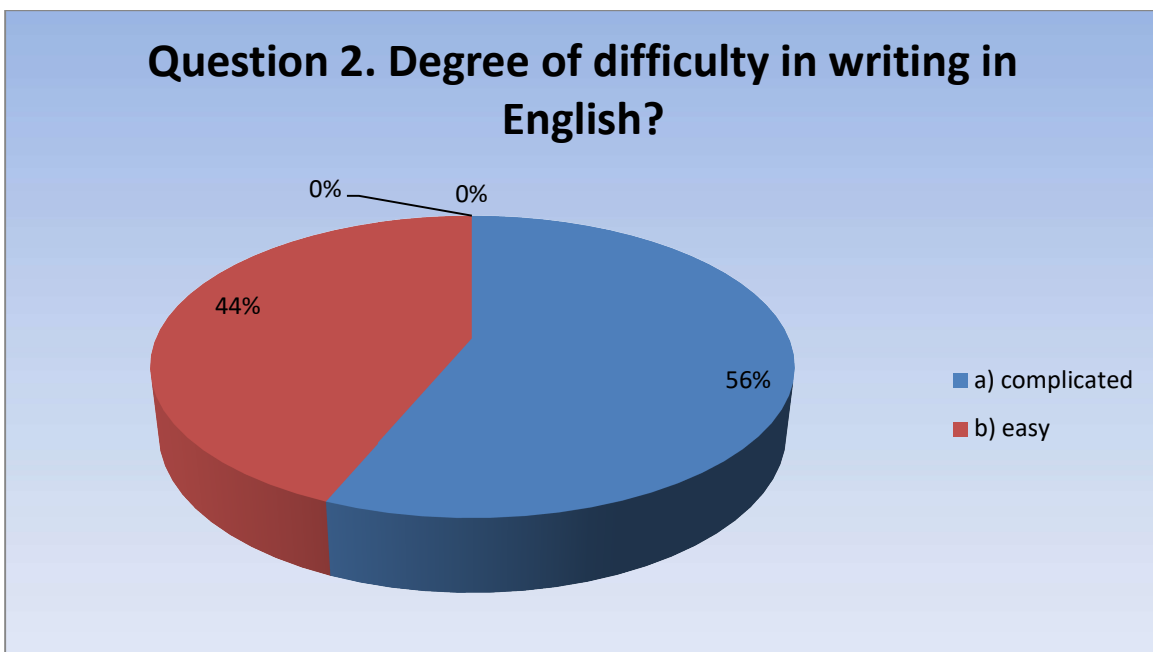
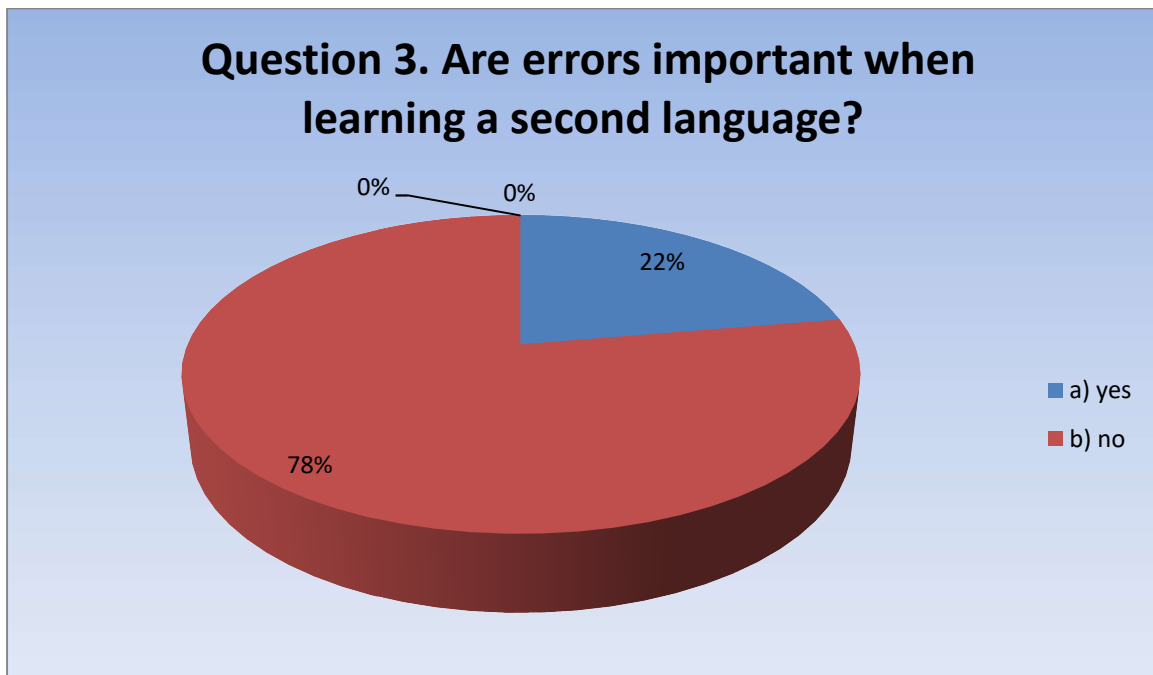


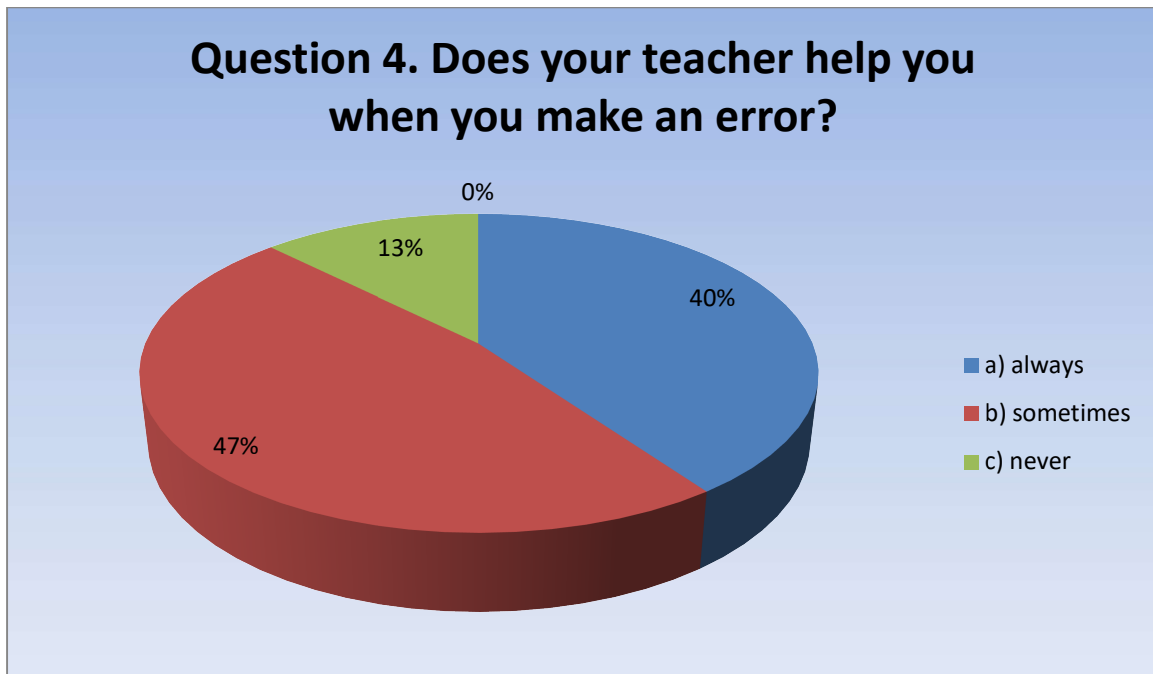
Figure 2: Results on percentage of question 2 - Students` questionnaire

As the pie figure 2 shows, (44%) of the students think that writing in English is easy, whereas (56%) of them consider that writing in English is complicated.



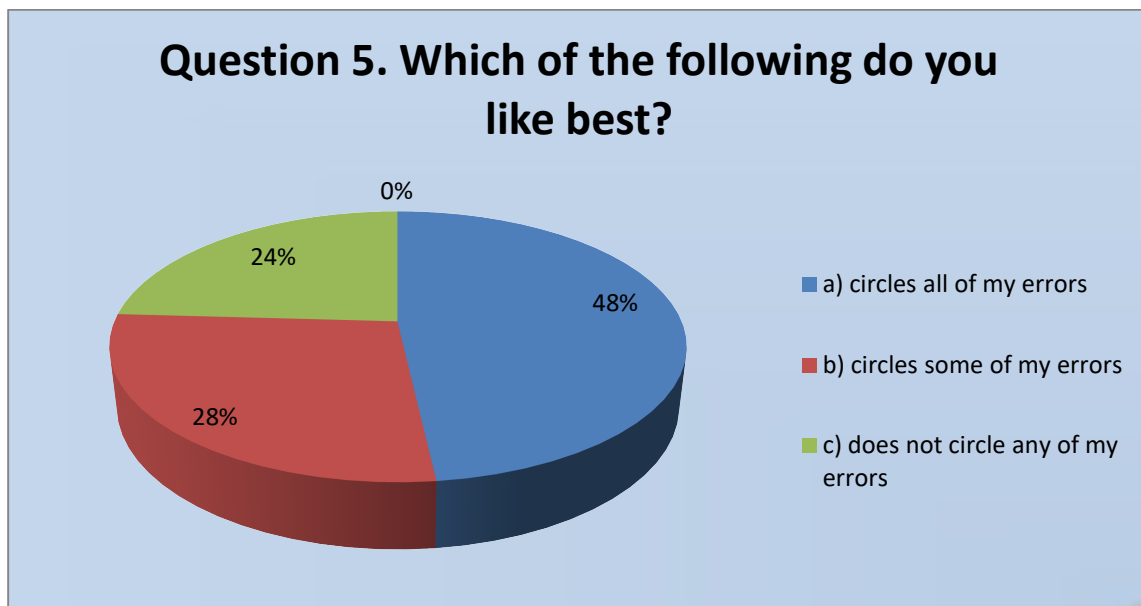
**Figure 3: Results on percentage of question 3 - Students' questionnaire**

As illustrated in the figure 3, only (22%) of the students think that errors are important when learning a second language, in their case English. Whereas (78%) of them consider errors as an important factor in this process.



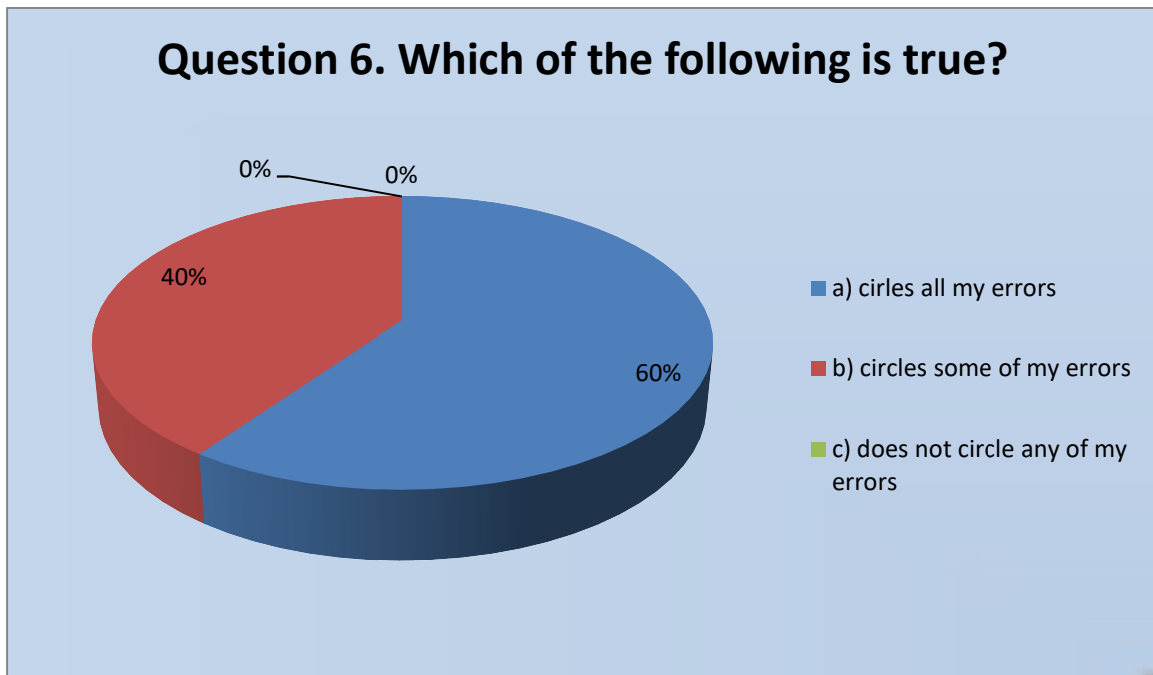
**Figure 4: Results on percentage of question 4 - Students' questionnaire**

In the figure 4, (13%) of the students answered that their teacher never helps them when they make an error, (47%) of them responded that they are helped by their teacher sometimes, and (40%) of them are always helped by their teacher whenever they make an error.



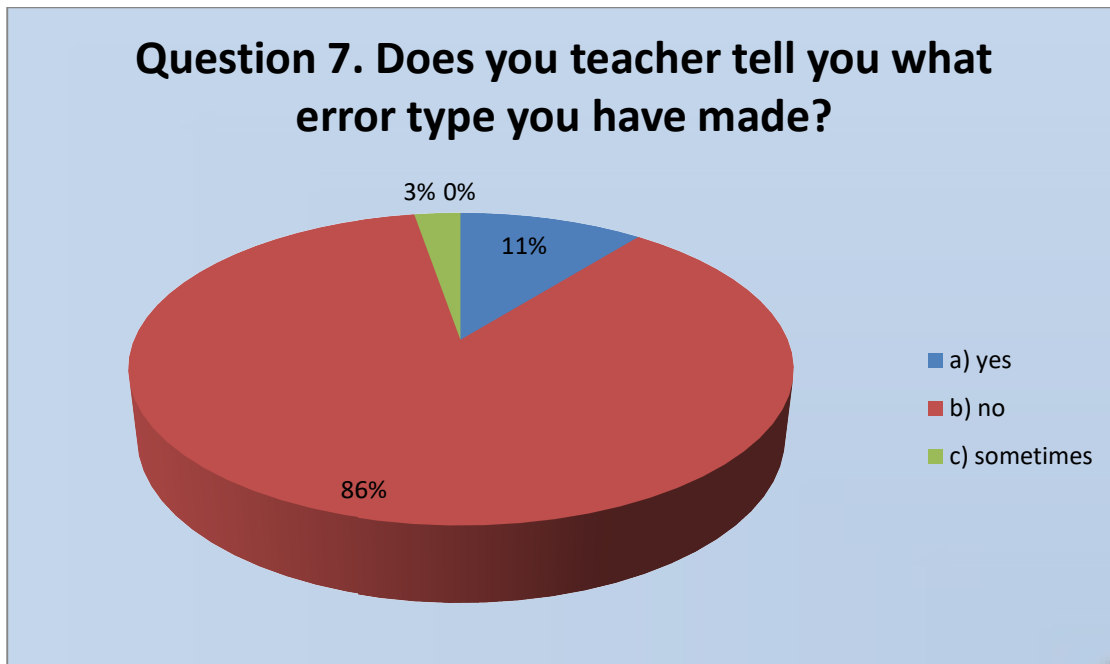
**Figure 5: Results on percentage of question 5 - Students' questionnaire**

Figure 5 shows that (24%) of students would prefer their teacher not to correct their errors at all. Whereas (28%) of the students responded that they would like their teacher to correct only some of their errors. And (48%) of them would prefer their teacher to correct all of their errors.



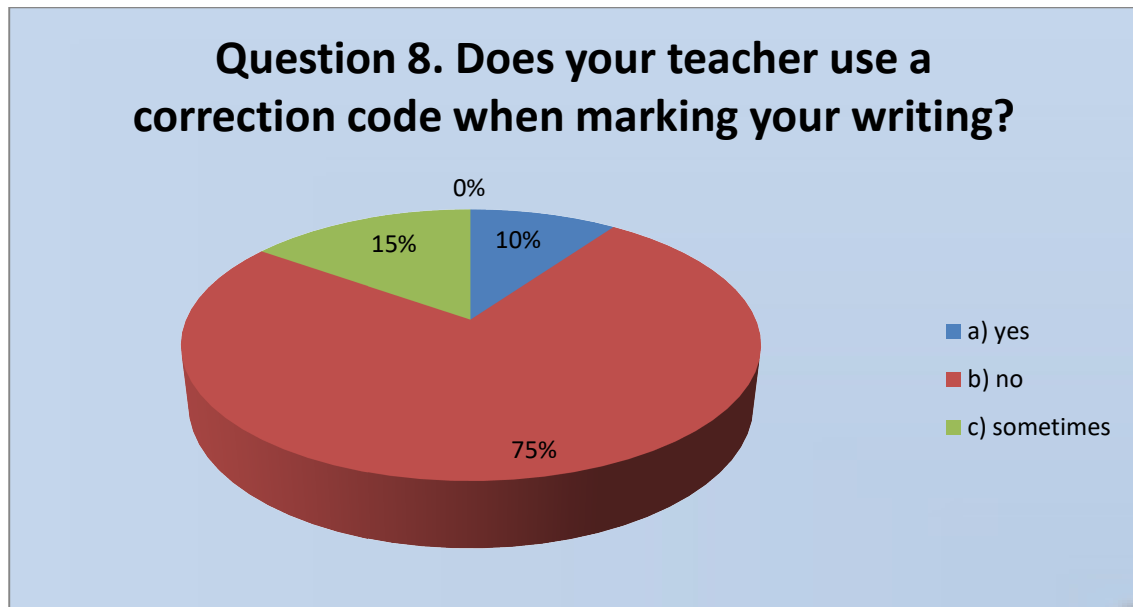
**Figure 6: Results on percentage of question 6 - Students' questionnaire**

Figure 6 shows that (40%) of the students answered that their teacher circles some of their errors, whereas (60%) of the respondents said that their teacher circles all of their errors.



**Figure 7: Results on percentage of question 7 - Students' questionnaire**

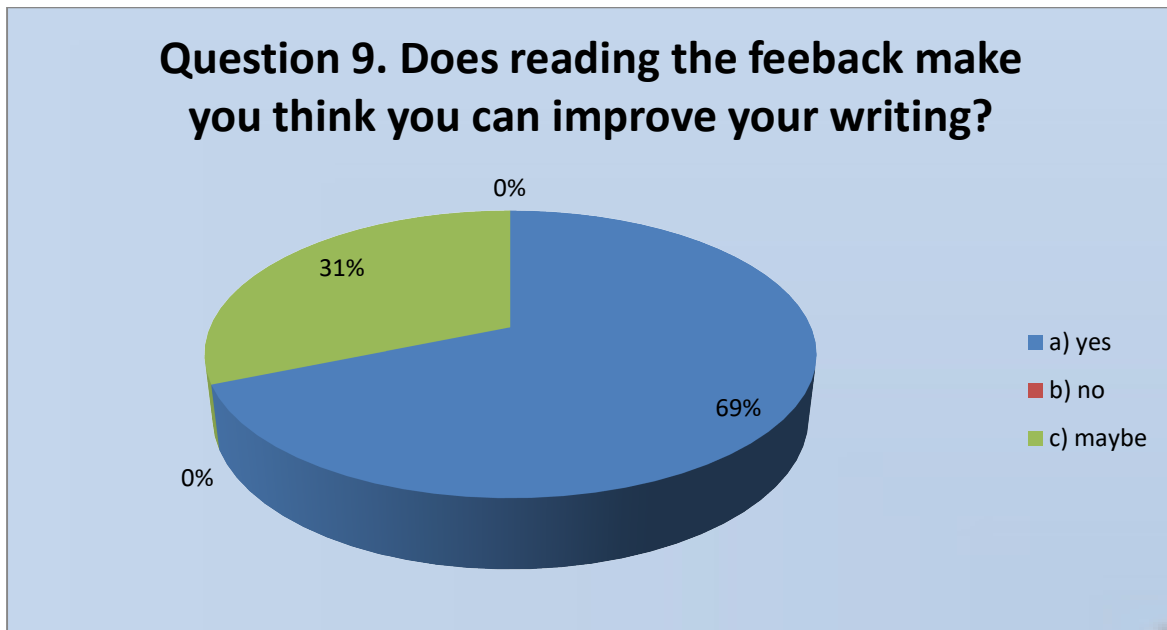
Figure 7 shows that only (3%) of the students answered that their teacher sometimes marks the error type they have made, followed by (11%) of other students who said that their teacher marks the error type. Whereas (86%) of the students acknowledged that their teacher does not tell the type of error he/she has selected to mark.



**Figure 8: Results on percentage of question 8 - Students' questionnaire**

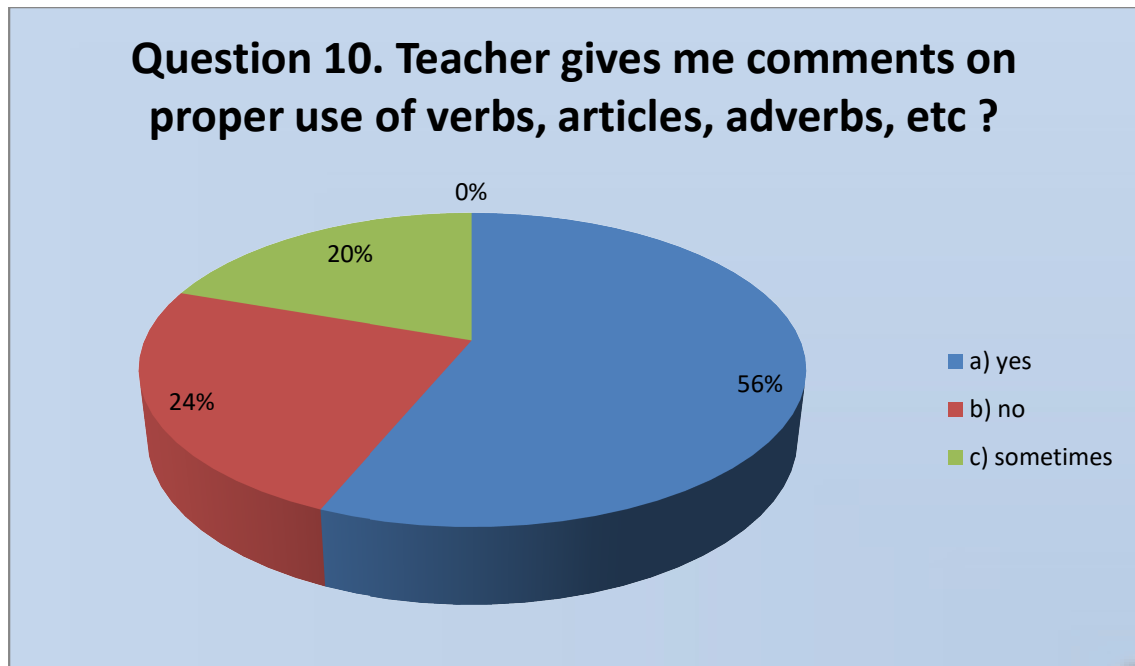
In figure 8 it can be seen that (10%) of students answered that their teacher uses a correction code when marking their writing errors, while (15%) of the other students responded that their teacher sometimes uses correction codes when giving feedback. And the other (75%) of the students said that their teacher does not use correction codes at all when marking their writing.





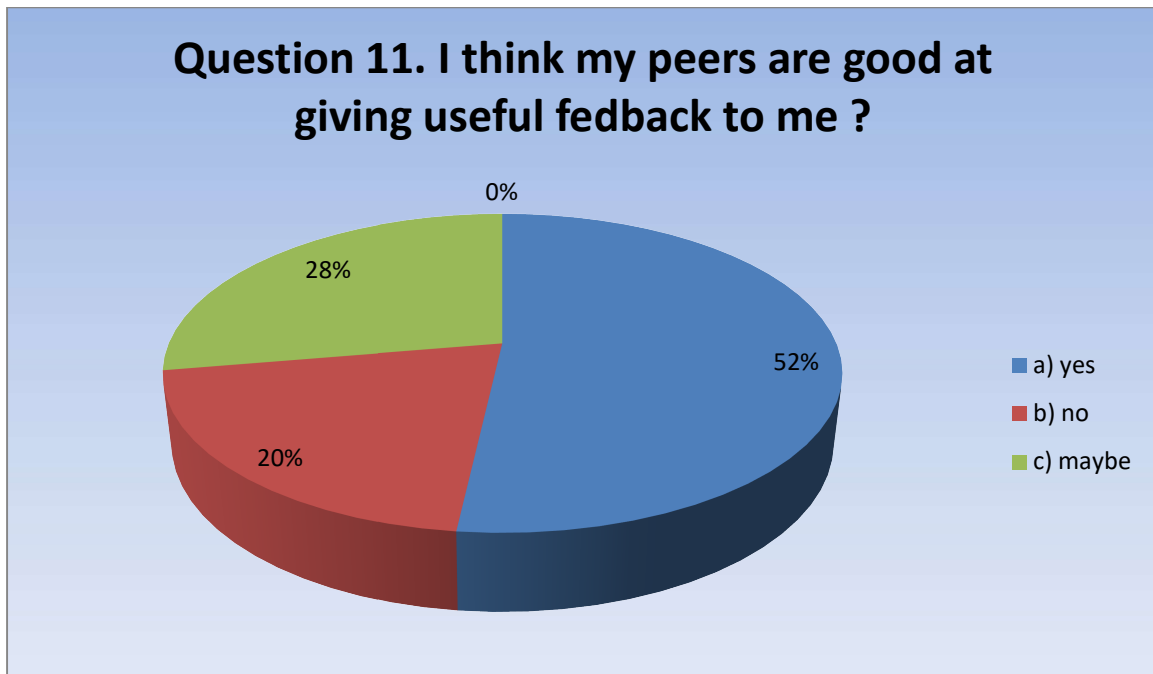
**Figure 9: Results on percentage of question 9 - Students` questionnaire**

Figure 9 shows that (31%) of the students think that by reading teacher`s feedback perhaps they can improve their writing. Whereas (69%) responded that their writing can be improved by reading teacher`s feedback.



**Figure 10: Results on percentage of question 10 - Students' questionnaire**

Figure 10 shows that (20%) of the students responded that they sometimes get comments on proper use of grammar forms, while (24%) of other students answered that they do not get comments on how to properly use these forms. And (56%) of the students confirmed that they do get comments on how to use grammar forms correctly.



**Figure 11: Results on percentage of question 11 - Students` questionnaire**

Figure 11 shows that (20%) of the students consider that their peers are not good enough at giving useful feedback to them, while (28%) of the other students think that perhaps other students are capable of giving feedback to others. And (52%) of the rest of the students think that their peers can actually give useful feedback to them.

#### **4.3. Teachers` questionnaire data**

After the student data was performed, the teachers` data is going to be considered. The questionnaire was completed by 3 teachers who teach English language at “Eqrem Çabej” school. They all have prior teaching experience. The instructions were given to them and of course they were told about the questionnaire's purpose. They were also assured that the questionnaire is confidential and the identities will not be revealed. There were 15 questions in the questionnaire and all the questions were formulated to help gather information about the teachers` views towards their students` writing errors, error correction and their practices on the use of L1 in class. Below, the questions and the results of them are presented in pie charts.

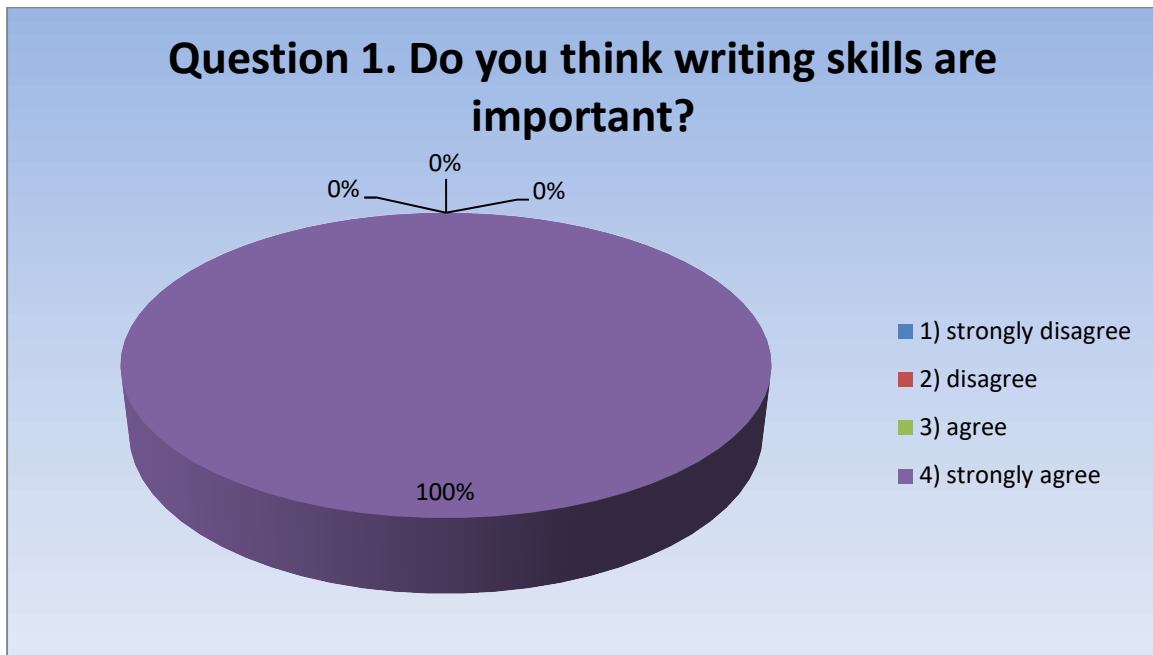


Figure 12: Results on percentage of question 1 - Teachers` questionnaire

Figure 12 show that all of teachers that participated in the questionnaire (100%) responded that they strongly agree that writing skills are important.

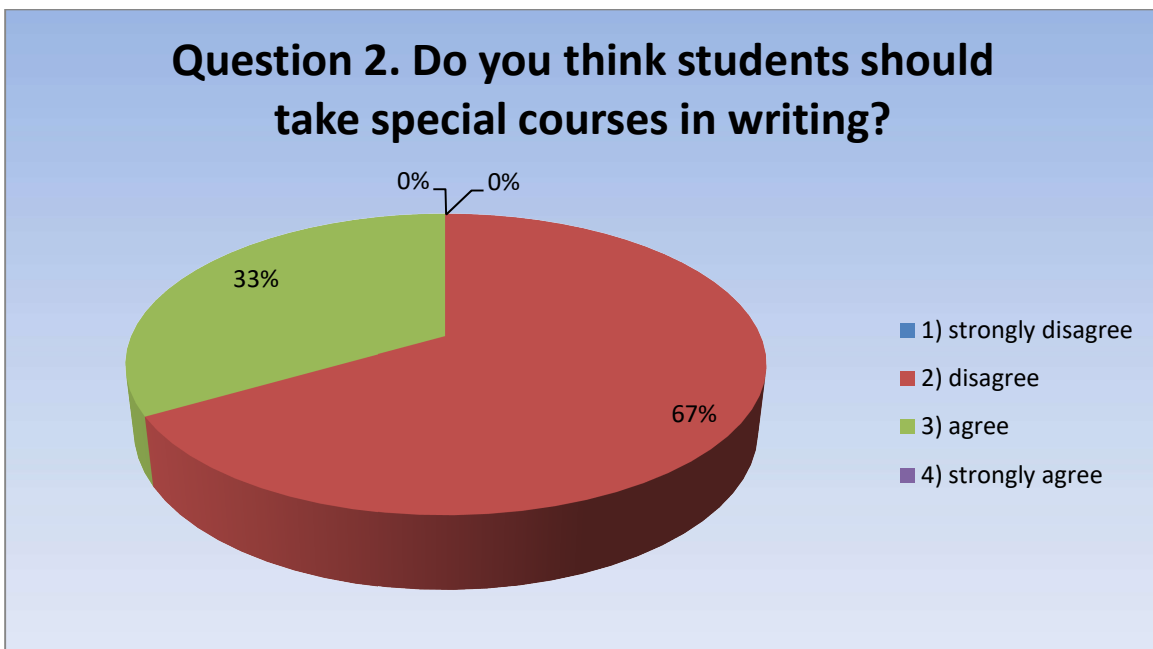
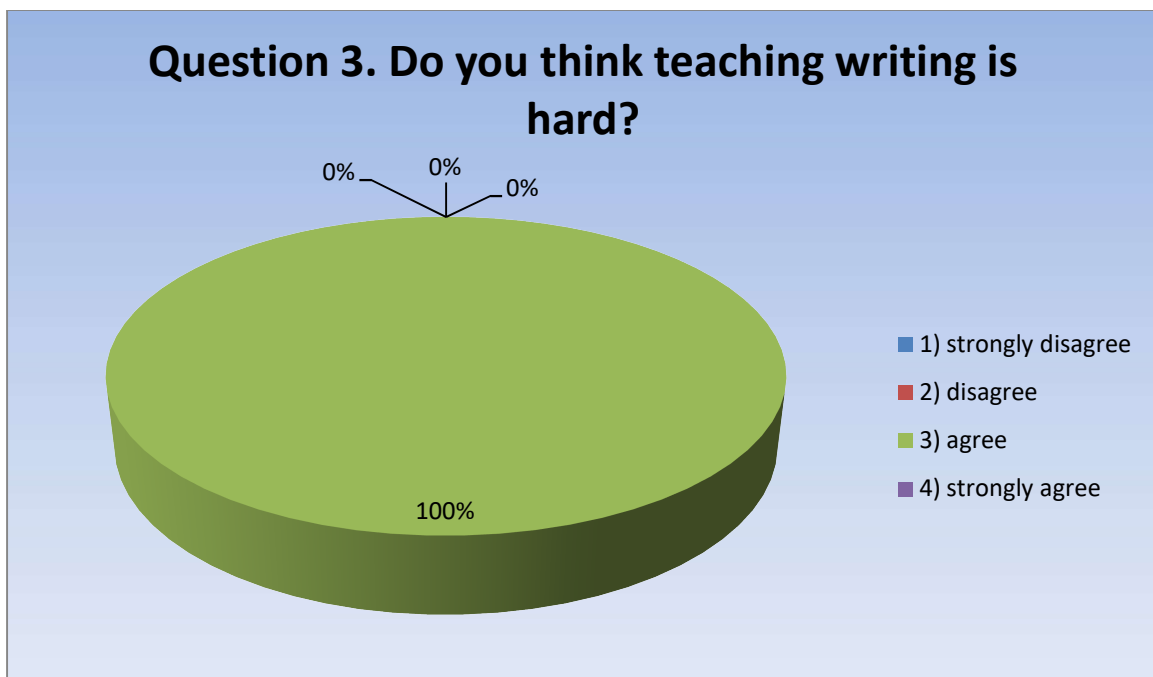


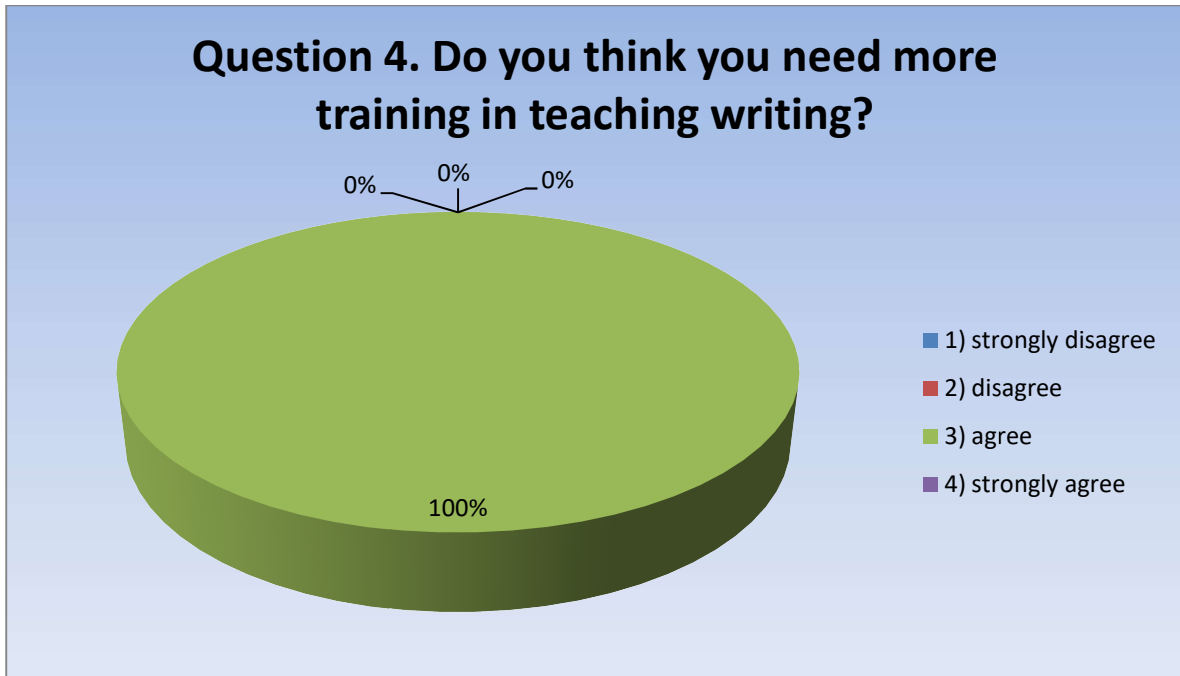
Figure 13: Results on percentage of question 2 - Teachers` questionnaire

Figure 13 shows that (33%) of teachers agree that students should take special courses in writing, whereas (67%) of them disagreed.



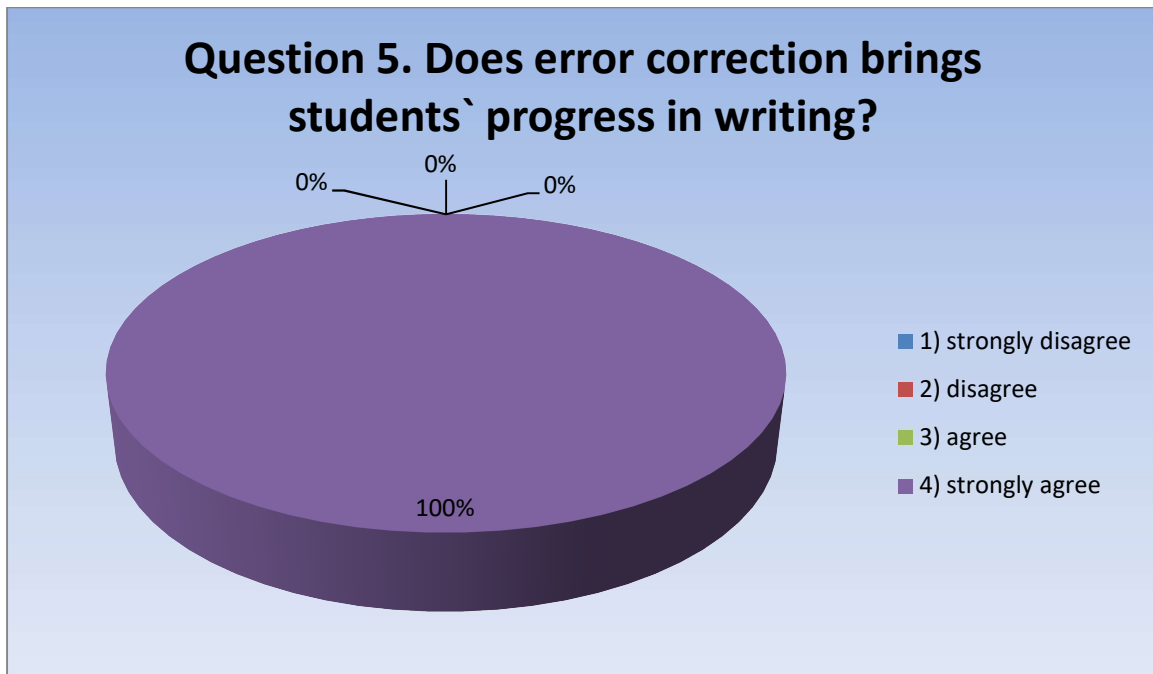
**Figure 14: Results on percentage of question 3 - Teachers` questionnaire**

As it can be seen in the figure 14 all teachers (100%) of them agreed that teaching writing is hard.



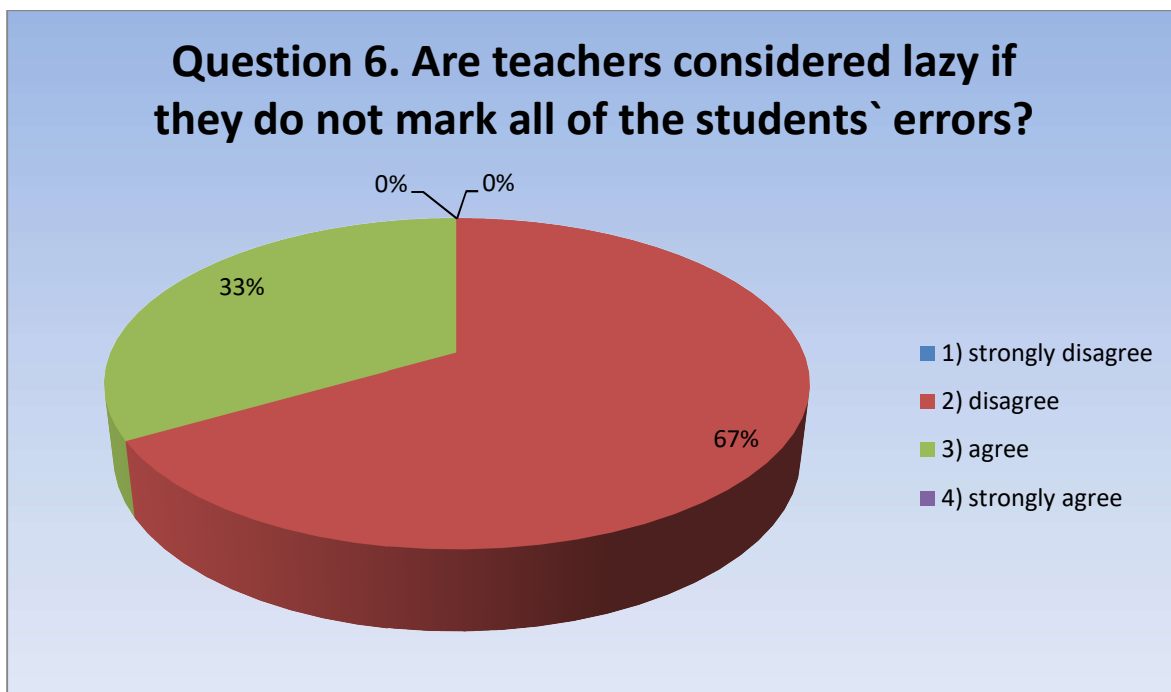
**Figure 15: Results on percentage of question 4 - Teachers` questionnaire**

In question four which is presented in figure 15 all teachers agreed that they need more training in teaching writing.



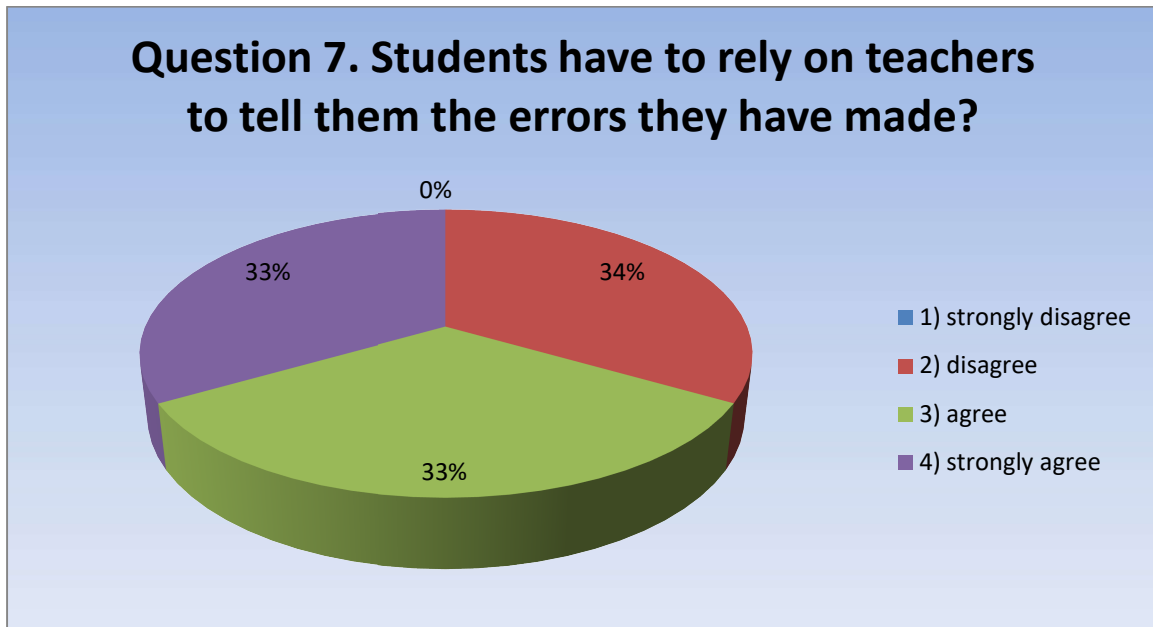
**Figure 16: Results on percentage of question 5 - Teachers` Questionnaire**

Figure 16 shows that all teachers (100%) strongly agree that error correction brings students` progress in writing.



**Figure 17: Results on percentage of question 6 - Teachers` questionnaire**

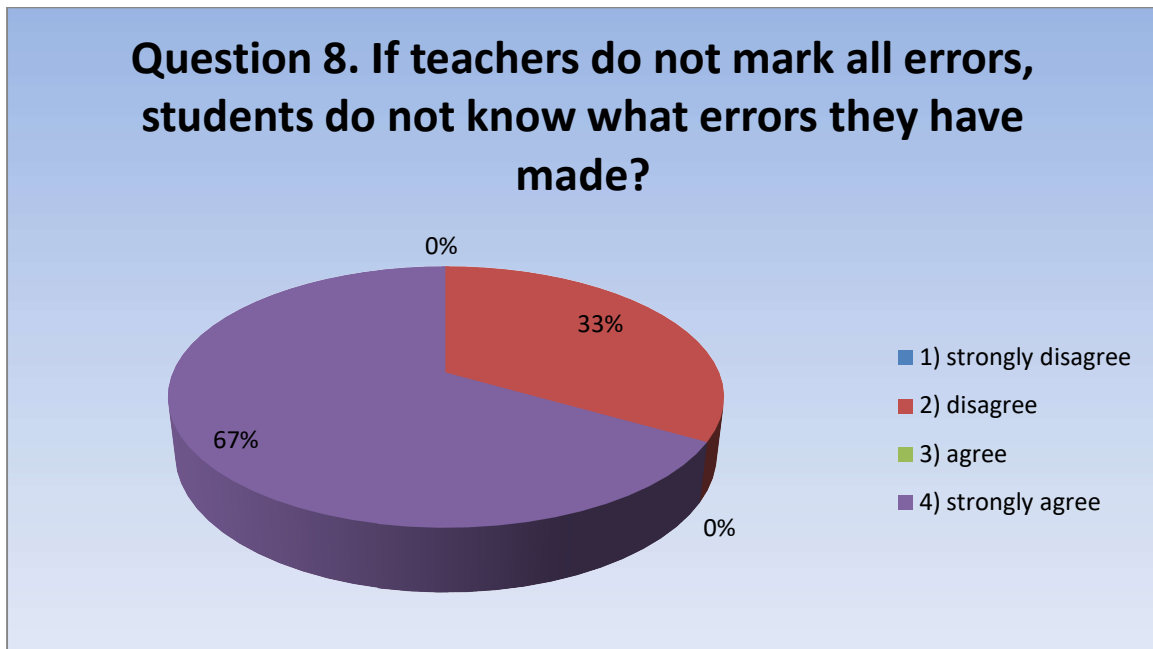
In figure 17 it can be seen that (33%) of teachers agreed that teachers are considered lazy if they do not mark all of the students` errors. Whereas (67%) of them disagreed on this.



**Figure 18: Results on percentage of question 7 - Teachers` questionnaire**

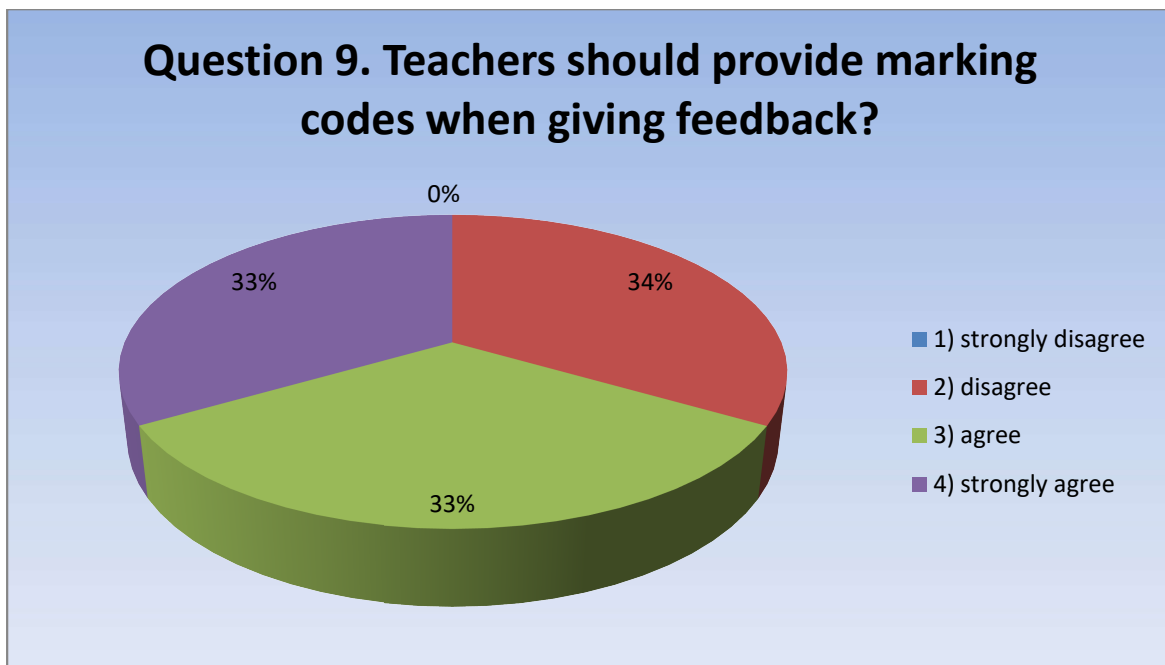
In figure 18 it can be seen that (33%) of teachers agreed that students have to rely on teachers to tell them the errors they have made. Whereas (33%) of them strongly agreed on this. However (34%) of them disagreed on this question.





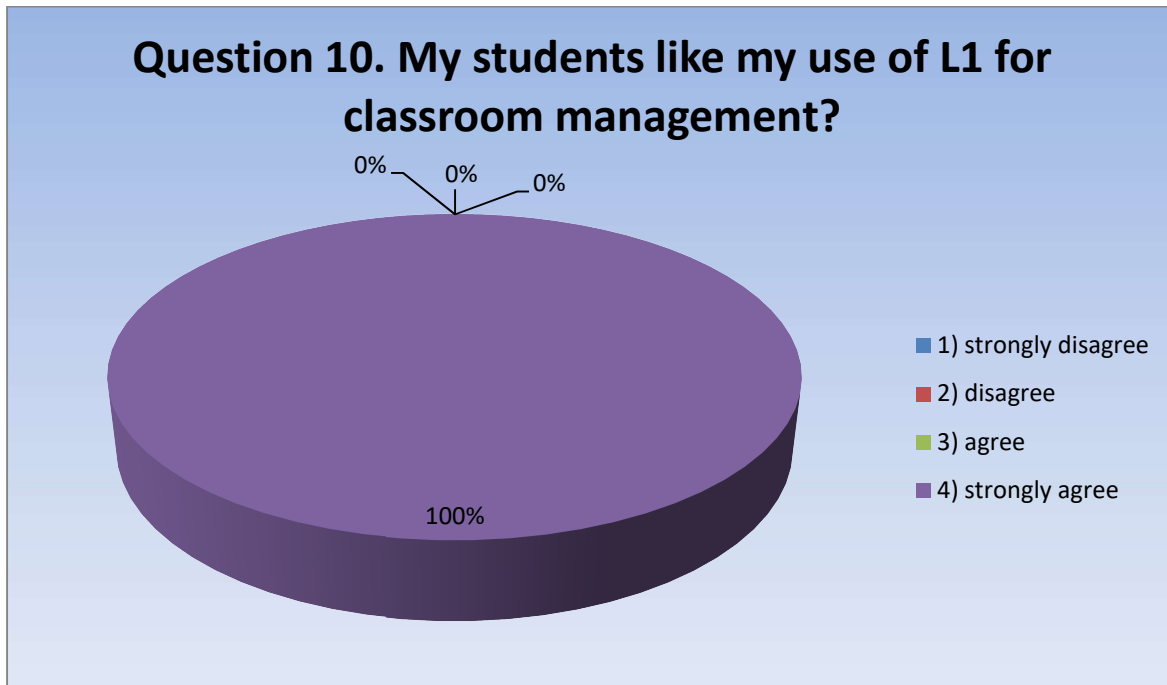
**Figure 19: Results on percentage of question 8 - Teachers` questionnaire**

In figure 19 it can be seen that (33%) of teachers disagreed on this question. Whereas (67%) of them strongly agreed.



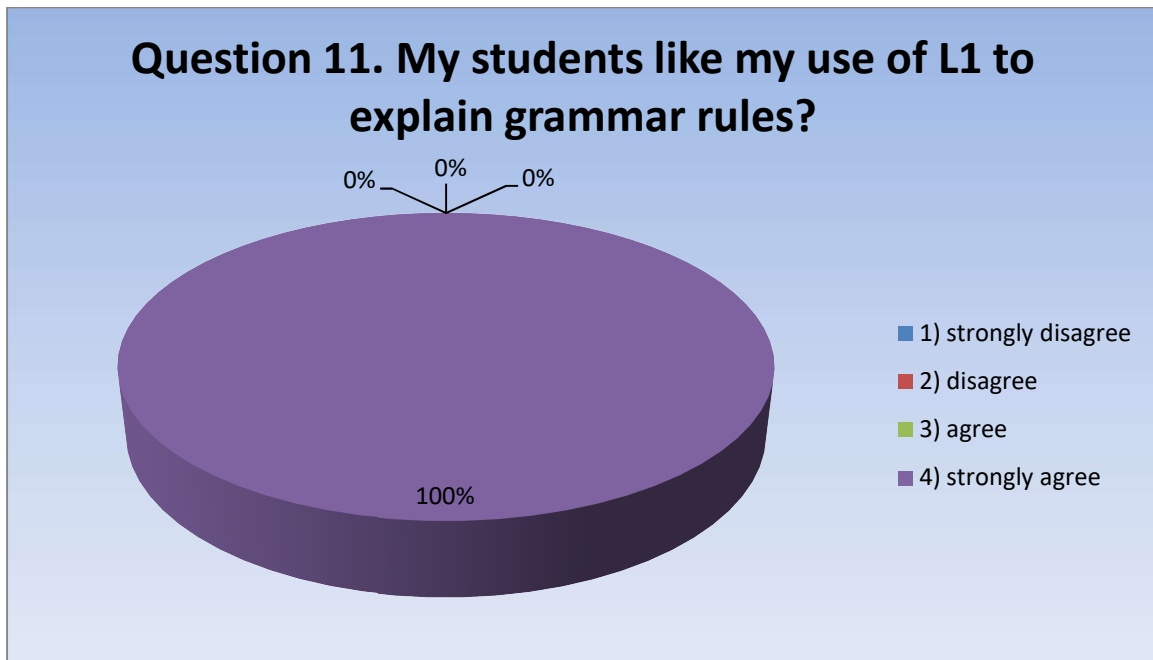
**Figure 20: Results on percentage of question 9 - Teachers` questionnaire**

Figure 20 shows that (33%) of respondents agreed that teachers should provide marking codes when giving feedback. Whereas (33%) strongly agreed on this question. And the other part of teachers (34%) disagreed on this question.



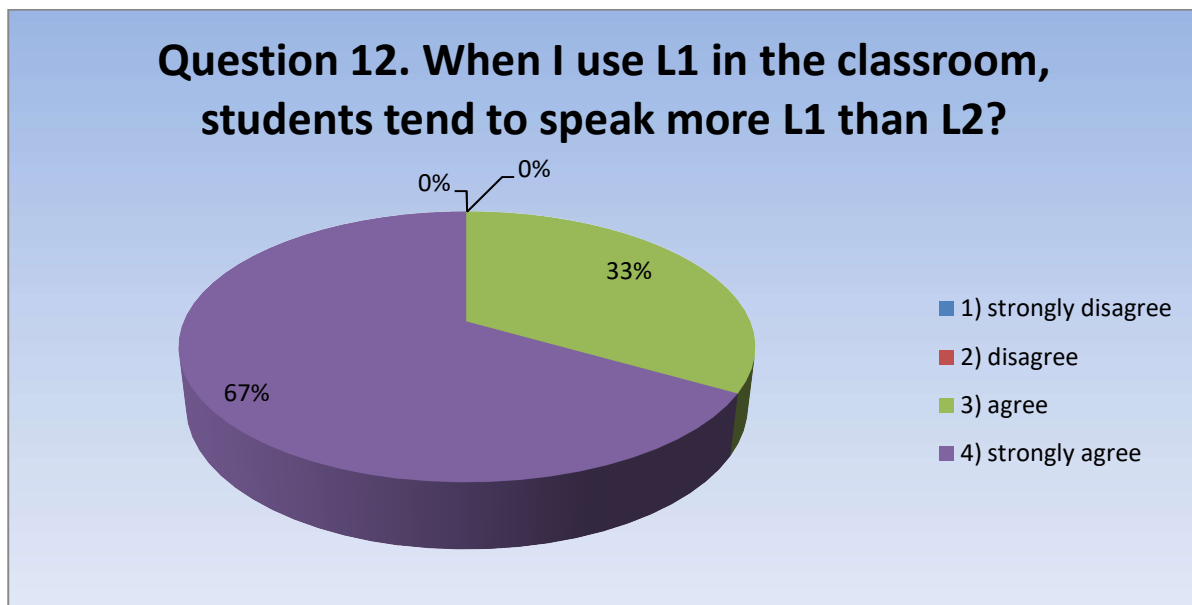
**Figure 21: Results on percentage of question 10 - Teachers' questionnaire**

In the figure 21 it can be seen that all of the respondents (100%) of them strongly agreed that their students like their use of L1 for classroom management.



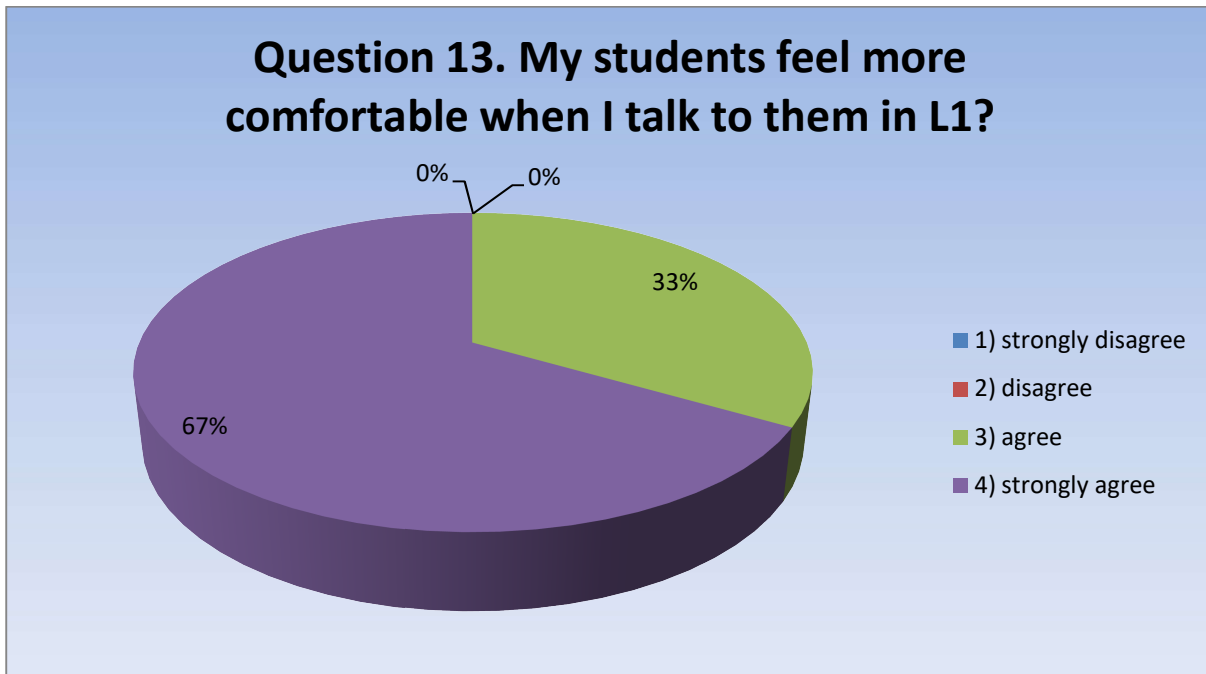
**Figure 22: Results on percentage of question 11 - Teachers' questionnaire**

Figure 22 shows that (100%) of teachers strongly agree that their students like teachers' use of L1 to explain grammar rules.



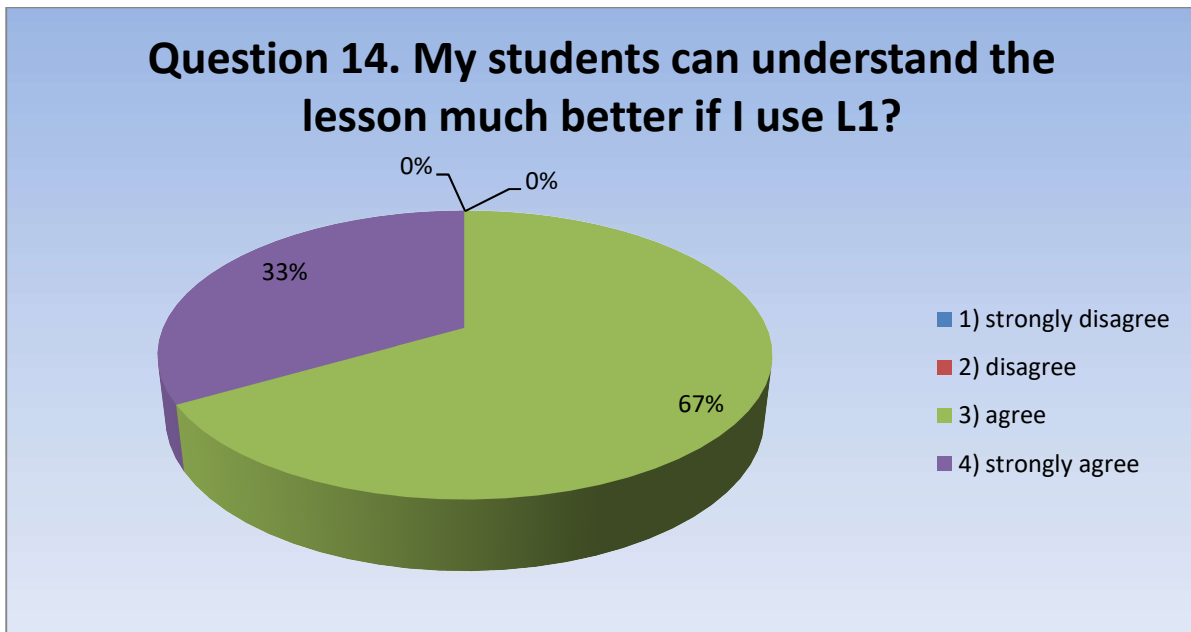
**Figure 23: Results on percentage of question 12 - Teachers' questionnaire**

Figure 23 shows that (33%) of teachers agreed that students tend to speak more L1 than L2 in the classroom when the teacher uses L1. Whereas (67%) of them strongly agreed on this.



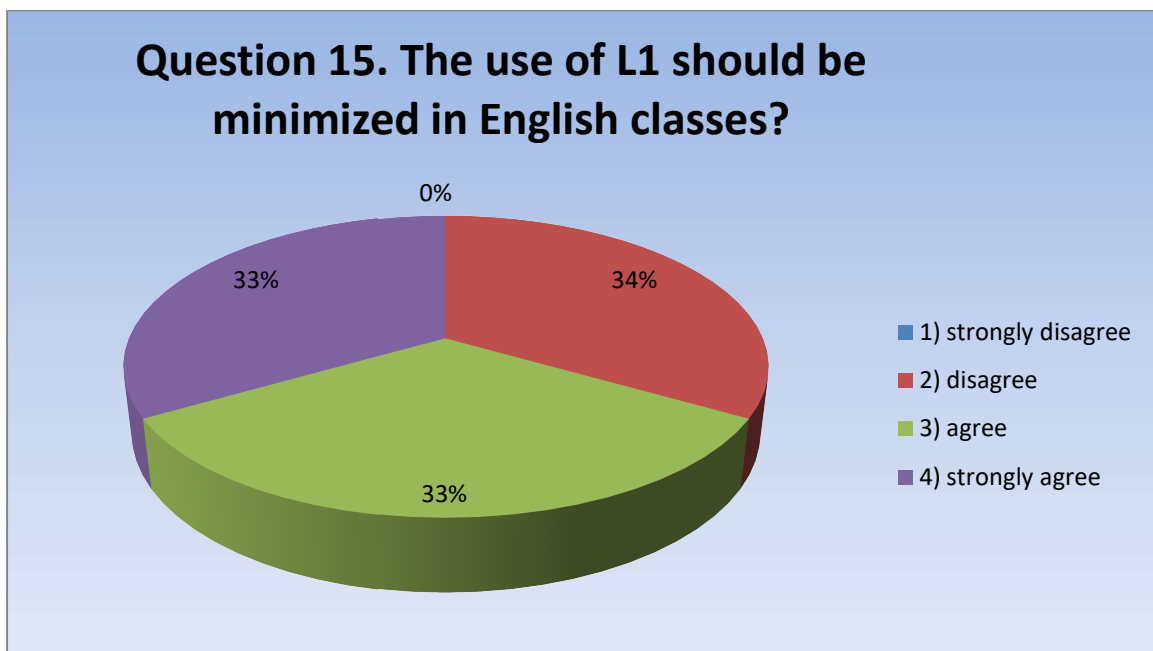
**Figure 24: Results on percentage of question 13 - Teachers' questionnaire**

Figure 24 shows that (33%) of the teachers agreed that students feel more comfortable when the teacher talks to them in L1. Whereas (67%) of them strongly agreed on this.



**Figure 25: Results on percentage of question 14 - Teachers` questionnaire**

Figure 25 shows that (33%) of the respondents strongly agree that their students can understand the lesson much better in L1. Whereas (67%) of them strongly agreed on this.



**Figure 26: Results on percentage of question 15 - Teachers` questionnaire**

Figure 26 shows that (33%) of respondents strongly agreed that the use of L1 should be minimized in English classes, whereas (33%) agree on this. However (34%) of them disagreed on this question.

#### 4.4. Students` test data

After having completed the questionnaire students were given to complete a test. The test was completed by 112 fifth graders from three classes. The instructions were given to them, and they were informed that the purpose of the test is to diagnose their errors in writing so as to prevent them in the future. They were also assured that the test is confidential and anonymous. There were 15 questions in the test, and for the analysis of students` writing errors, Corder`s taxonomy of errors was taken into consideration i.e. omission, addition, substitution and permutation. Students were encouraged to ask anything they did not understand regarding the questions. Below are presented tables with the results from the students` test.

Errors of omission	Number of correct responses per question	Number of wrong responses per question
1.Omission of the definite article "the"	19 – 17%	93 - 83%
2.Omission of the indefinite article "a"	54 – 48%	58 - 52%
3.Omission of preposition "to"	28 – 25%	84 - 75%
4.Omission of the third person singular "s"	36 – 32%	76 - 68%
5. Omission of possessive "s".	18 – 16%	94 - 84%
6. Omission of possessive pronoun "his".	89 – 79%	23 - 21%
7.Omission of copula "are"	91 – 81%	21 - 19%

**Table 2: Results from the students` test on errors of omission**

The questions from the first part of the test that are presented in this table have to do with omission, which means students leaving out or not including the grammar forms.

Errors of addition	Number of correct responses per question	Number of wrong responses per question
1. Addition of the definite article "the"	52 - 54 %	60 - 46%
2. Addition of the indefinite article "a"	28 - 25 %	84 - 75 %
3. Addition of preposition	72 - 64 %	40 - 36 %
4.Addition of the plural "s"	23 - 21 %	89 - 79%

**Table 3: Results from the students` test on errors of addition**

The questions from the second part of the test that are presented in table 2 have to do with addition, which means students adding grammar forms when they are not needed.

Errors of substitution	Number of correct responses per question	Number of wrong responses per question
1.Wrong selection of words	19 - 17%	93 - 83%
2.Wrong selection of parts of speech	41 - 37 %	71 - 63%
3.Wrong selection of tenses	90 - 80 %	22 -20 %

**Table 4: Results from the students` test on errors of substitution**

Questions from the third part of the students` test are presented in the table 3. They deal with substitution, which means that students used words or tenses in the wrong sentences.

Errors of permutation	Number of correct responses per question	Number of wrong responses per question
1. Wrong order of elements	86 - 77 %	26 -23 %

**Table 5: Results from the students` test on errors of permutation**

Question from the last section of the test is presented in this table. It has to do with students placing grammar elements in the wrong order.

## **CHAPTER 5**

### **DISCUSSION, FINDINGS AND ANALYSIS OF THE RESULTS**

#### **5.1. Introduction**

This chapter will deal with the discussion and findings of this research. An analysis of the students' answers from the questionnaire and the test, and teachers' responses will be made. Additionally a refusal or acceptance of the hypotheses of this research will be done in support to the findings from the questionnaires and the test. It will also address the questions asked in the research.

#### **5.2. Analysis of the results on students' questionnaire**

As it can be seen from the questionnaire' results students write rarely therefore this might be the reason they make mistakes in writing. The majority of the students who took the questionnaire (56%) of them answered that they think writing in English is complicated; this may be the result of not practicing writing that much in class.

Even though error making is an important part of second language learning, when the students were asked whether errors are important in learning a second language, most of the students acknowledged that they are not important. This is a problem because if students think this way they will want to prevent their errors and this may hinder them to write in English in order to prevent possible mistakes during the process. The students from fifth grade assume that they are corrected by the teacher, whereas there are some who said that they are not corrected by their teacher, probably the limited time and the big number of students per class makes teacher unavailable for all the students, and thus they have no time to correct all students' errors. Nevertheless the majority of the students (48%) would prefer their teacher to circle or underline all of their errors. An issue regarding error feedback is that the majority of the students answered that their teachers do not tell them what type of error they have made (ex whether present continuous should have been used instead of present simple etc.), and teachers do not use marking codes for their students' errors ( such as V for verb, adj for adjective etc.). This of course makes students unaware of the type of error they have made and thus prevents them to progress in writing, since in the questionnaire they said that by reading



teachers' feedback they could improve their writing. Students also admitted that they like peer feedback because their peers are capable of correcting them.

### **5.3. Analysis of the results on teachers' questionnaire**

In the questionnaire which was designed for teachers of English language they all agreed that writing skills are important, and all of them think that teaching writing is hard. Nevertheless, they do not feel the need for their students to take special courses in writing. These teachers accepted that they need more training in teaching writing since most of the prior trainings were on the general methodology of teaching but not primarily on teaching writing.

All of the teachers (100%) who participated in this questionnaire strongly agreed that correcting their students' errors makes them succeed in language writing. But when asked whether teachers who do not correct all of their students' errors are considered lazy mostly of them (67%) disagreed and they said that sometimes this is impossible because they do not have enough time for this. Teachers admitted that they are the only source of marking their students' errors and they are depending upon them on error marking and error correction. Whereas when asked about providing students with the marking codes when giving feedback they did not respond pro this on a high percentage, only (33%) of them agreed that teachers should provide marking codes when correcting their students' errors.

As for the use of L1 in class, teachers (100%) of them answered that their students like when teachers use L1 for classroom management and to explain grammar rules because they feel more comfortable when the teacher does so, plus they understand the lesson much better, and the teachers think of continuing with the use of L1 in class for the reason that their students make more progress in language learning in this way. However, the downside of this according to the findings is that the more the teachers use L1, the more their students speak L1 than L2. Since classroom time is the only place they speak English, they are hence minimizing their time on practicing English language resulting to a minimal progress in language learning.

### **5.4. Analysis of the results on students' test**

The reason for choosing the test for the students as one of the tools for conducting the research was in order to find out the type of errors students make when writing in English, and

the sources of these errors. In order to analyze and diagnose their most common errors Corder's taxonomy was used. This kind of taxonomy divides errors into errors of omission, addition, substitution and errors of permutation.

On the first part of the test which included errors of omission, in the case of the first question omission of the definite article "the" the majority of the students (83%) answered incorrectly because they did not use the definite article where they were supposed to. Instead they used indefinite article or nothing at all. Whereas in the second question where they were supposed to use the indefinite article "a" (52%) of them omitted it and hence they gave a wrong answer. The third question had to do with preposition "to" but the majority of the students (75%) responded incorrectly by using "from" instead of "to" or other forms. This tells that they have problems with an understanding of the usage of prepositions. The fourth question was about using the third person singular in the gap but students (68%) gave a wrong answer by leaving the sentence as it is, and writing nothing in the gap. In the fifth question where students were supposed to use the possessive "s" they encountered problems with the misuse of this grammatical form since the majority of them (84%) did not use it at all in the sentence. However, students did better in the sixth question where they were supposed to use the possessive pronoun "his" where only (21%) of them responded incorrectly. The majority of the students (81%) gave a correct answer in the seventh question which had to do with the use of copula "are", and only (19%) of them gave a wrong answer.

The second part of the test deals with errors of addition where students add different unnecessary grammatical forms to the sentence. In the first two questions of this part students added the definite article "the" and the indefinite article "a" even though the sentences were already correct. They also had problems with the prepositions and the unnecessary addition of the plural "s" in the sentence where the majority of the students who took the test (79%) gave a wrong answer on this question.

On the third part of the test which dealt with errors of substitution students made a significant number of errors. Starting from the first question of this part which deals with choosing an appropriate word that fits the sentence best, (83%) of the students gave a wrong answer.

Students gave also wrong answers in the second question of this section where (63%) of them chose the wrong part of speech. However, students did better in the last question of this part, in the question which deals with tense use, where only (20%) of them answered incorrectly.

Students did also give a correct response on the last question on the section of errors of permutation where they had to place the elements in the right order. Only (23%) of them answered incorrectly in this question, which means that they have practiced before in these exercises.

As it can be seen from the analysis of this study above the highest percentage of errors that students made in the test were the errors of omission with (48%). The second highest percentage is followed by errors of addition with a percentage of (29%). The percentage of errors of omission is (20%), followed by a lower percentage (3%) of errors of permutation.

### **5.5. Findings of the study**

After having examined all the instruments used to gather the data for this research, it can be concluded that there is enough information in order to answer the research questions of this research, and accepting or refusing the hypotheses.

#### **Research question 1: What are the writing errors that Elementary school students “Eqrem Çabej” in Mitrovica make when learning English as a foreign language?**

Based on the results of this research, it can be seen that the most frequent errors that fifth grade students of elementary school “Eqrem Çabej” make are errors of omission. Thus, these errors included omitting the definite article “the”, the indefinite article “a”, the preposition “to” third person singular, possessive “s” etc. The second highest percentage of students` errors (29%) based on the test are errors of addition where students made unnecessary use of definite article, indefinite article and plural “s”. Students also made a wrong selection of words and the parts of speech in the sentence.

#### **Research question 2: Why do students make such errors?**

Students made many grammatical mistakes in the test. Thus they started by omitting the articles. The omission of the definite article “the” can be interference from their native language; they are confusing because Albanian language, unlike English, does not make use of any preceding morphemes to make a noun definite. They also omitted indefinite articles because in Albanian the use of numeral one (“një”) that refers to the indefinite article a (një vajzë – a girl) is not compulsory when using an indefinite noun.

Students made some other mistakes such as the addition of the plural “s” in the word “children”, which are a result of the misuse of the rules. This shows that some basic rules have been acquired with no additional refinement. Students had some problems in choosing the most appropriate word that fits best the sentence as well, which may occur as a result of a gap in students` vocabulary. Different tense forms of the verb are misused in different kinds of sentences from Albanian students as well, because of the failure to learn the rules under which the conditions apply. Based on these finding it can be said that most of the writing errors that students make when learning English occur as a result of mother tongue interference, but some other occur because they do not practice enough their writing as to learn the rules and apply them correctly in the sentence, or they overgeneralize the rules by using them in different contexts in the sentence.

### **Research question 3: How should teachers deal with their students’ errors?**

Based on the findings of the teachers` questionnaire it is clear that they think writing is an important skill in the language learning process, but difficult to teach as well. Teachers do not have time to correct all students` errors, even though the teacher is the only medium of error correction in class. Most of the students acknowledged that they would prefer all their errors to be corrected by their teachers. However, error correction without marking and stating the type of error is not enough. Teachers should provide their students with marking codes to tell them the kind of error they have made. In this way students learn the correct form and that same error is avoided in the future, because the students have already learnt the correct form by their teachers.

**Hypothesis 1:** Elementary school students' written errors occur as a result of their use of native language.

Based on the finding of this research it can be said that this hypothesis turns out to be true. However not all of the students' errors come as a result of mother tongue interference.

**Hypothesis 2:** If the teacher achieves to identify the source of the errors they can be avoided in the future.

The second hypothesis is also true. Nevertheless teachers cannot always find the sources of all their students' errors, because in order to do so one must have more time to deal with every student's errors.

**Hypothesis 3:** If the teacher knows students' error correction preferences and acts according to them, it can lead to students' improvement in language learning.

This hypothesis is supported with evidence by the results of the students' questionnaire, since some of them would prefer that their teacher corrects all of their errors, whereas some others want the teacher to correct only some of their errors. Therefore, if the teacher does a questionnaire or just ask their students at the beginning of the semester when the course starts on their preferences towards error correction, and the teacher applies it when the error occurs this way the students would feel better and comfortable in English class and progress towards language improvement.

## **CHAPTER 6**

### **CONCLUSION**

This study aimed at identifying, describing and diagnosing the type of errors that elementary students make when writing in English. The participants of this study were fifth grade students, in the age 10 -11 years old. The research was conducted in elementary school “Eqrem Çabej” in Mitrovica. The focus of this research was to identify the type of errors these students make in writing and the causes of their errors. Moreover how the use of L1 in class impacts English language learning was studied as well.

To conduct the research various tools were used, such as a questionnaire for the students, a questionnaire for the teachers of this school, and a test designed for the students as well. Thus, a number of different errors were found in their tests mostly errors of omission and these of addition. Students` answers on the test were compared to their mother tongue forms and it can be said that the cause of the errors are interlingual and intralingual reasons, as well as other factors. That means that these students have a long way to go in improving their writing skills. It is the teachers' responsibility and the syllabus designers to work on their students' writing skills since errors in writing require more attention than the others. If students have a good foundation of grammar they will have better writing abilities. It is also important that the teacher knows the source of errors and how to deal with them. Students can also correct their own writing and simultaneously they will improve their linguistic competence by following these strategies. This study reveals that learners make mistakes in writing but they can be improved with motivation that comes from the learner combined with hard work and also teachers' motivation and regular correction of the students' errors. However, this study dealt with a limited number of linguistic aspects and obviously there is much work to be done in this field in the future.

## **CHAPTER 7**

### **LIMITATIONS AND RECOMMENDATIONS**

#### **7.1. Introduction**

The research has been successfully conducted with the help of the students and the teachers who participated on this research. Nevertheless, there are some limitations which will be discussed in the following paragraph. Furthermore, recommendations for further research on this topic will be given as well.

#### **7.2. Limitations**

There were several limitations of this study. The research was conducted in three classes of fifth graders with 112 students in only one school by using questionnaires and a test which makes the sample too small to give definite results. The present study did not use many instruments such as interviews or observations. The goals of this study have been achieved. However it would be interesting to conduct this study on a much wider scale such as with high school students, by using interviews and observations and, this study could serve as a reference for further research in the future.

#### **7.3. Recommendations**

After the limitations of this study were set, there are some recommendations that I would like to give. Teachers should motivate students to practice writing in English in class and at home as well. Students should be asked to read more in English language in order to expand their vocabulary because the words they choose to use in their writing are determined by their vocabulary knowledge. Teachers should also ask their students about their preferences towards error correction as this can lead to a better learning environment.

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## APPENDICES

### Appendix 1 – Students` questionnaire

This questionnaire is completely confidential! The data from this questionnaire will be used for the research purposes only.

Students` gender

Specify your gender: a) Female; b) Male

Item one: Students' writing frequency

1 .How many times a week do you write in class?

a)all the week ; b)twice ; c)once

Degree of difficulty in writing in English

2 .Writing in English is it complicated or easy?

a) complicated; b-easy

Item three: Errors' helpfulness in learning English

3 .Do you think that errors are important to learn the English language?

a) Yes ; b) No

Item four: Helpfulness of the teacher

4 .Does your teacher help you when you make an error?

a) Always; b) Sometimes ; c) Never

Item five- Error feedback preferences

5 .Which of the following do you like best?

a) my English teacher underlines/circles all of my errors;

- b) my English teacher underlines/circles some of my errors;
- c) my English teacher does not underline any of my errors.

Item six: Error feedback practices

6. Which of the following is true?

- a) my English teacher underlines/circles all of my errors;
- b) my English teacher underlines/circles some of my errors;
- c) my English teacher does not underline any of my errors.

Item seven: Marking students' errors

7. Does your teacher tell you what error types ( ex. Verbs, proposition, spelling, etc.) he/she has selected to mark?

- a)Yes ; b)No

Item eight: Correction codes

8. Does you teacher use a correction code when marking your writing (i.e., using symbols like V for verb, adj for adjectives, sp for spelling)

- a)Yes ; b)No

Item nine: Feedback from the teacher

9. Reading the feedback makes me think I can improve my writing?

- 1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

Item ten: Feedback techniques from the teacher

10. In the feedback I get from the teacher, I receive comments on the proper use of verbs, articles, adjectives and adverbs?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

Item eleven : Peer feedback

11. I think my peers are good at giving useful feedback to me?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

## **Appendix 2 – Teachers` questionnaire**

This questionnaire is completely confidential! The data from this questionnaire will be used for the research purposes only.

1. Do you think writing skills are important when learning a second language?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

2. Do you believe that your students should take special courses in writing?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

3. Do you think teaching writing is hard?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

4. Do you think you need more training in teaching writing?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

5. Do you think error correction brings students` progress in writing accuracy?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

6. Teachers are considered lazy if they do not mark all of the students` errors?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

7. Students have to rely on teachers to tell them what errors they`ve made?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

8. If teachers don't mark all errors; students do not know what kind of errors they've made?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

9. Teachers should provide marking codes when giving feedback?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

10. My students like my use of L1 for classroom management (ex. Giving instructions and grouping students)?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

11. My students like my use of L1 in class to explain grammar rules?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

12. When I use L1 in English classroom, students tend to speak more L1 than English in the classroom?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

13. My students feel more comfortable when I talk to them in L1?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

14. My students can understand the lesson much better if I use L1?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

15. The use of L1 should be minimized in English classrooms?

1) strongly agree; 2) agree; 3) neutral; 4) disagree; 5) strongly disagree

### Appendix 3 – Students` test

This questionnaire is completely confidential! The data from this questionnaire will be used for the research purposes only.

Specify your gender

- a) Female; b) Male

Fill in the gaps:

1. John met his friends at \_\_\_ Empire State Building.
2. The police are looking for \_\_\_ 12 year - old girl.
3. Ana usually walks home \_\_\_ school.
4. She respect \_\_\_ parents.
5. The girl \_\_\_ parents were very worried about her.
6. He was studying with \_\_\_ sister.
7. These clothes \_\_\_ very expensive.
8. \_\_\_ most of the families in Mitrovica go to the lake on Sundays.
9. Anita saw her sister on \_\_\_ TV.
10. They visited \_\_\_ London two years ago.
11. Children \_\_\_ are the future of the world.
12. She had made many \_\_\_\_\_ in spelling.
13. His parents spoke to him with a \_\_\_\_\_ voice.
14. Most of the families \_\_\_\_\_ to the parks on Sundays.

Put the words in the right order

15. received/ they/ news/ a/ war/ about/ bad/the.