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The Impact of Corrective Feedback on the Acquisition of English Language Grammar in Middle School Students in Gjilan, Kosova

Abstract



The English language is one of the most spoken lingua-franca in the world, hence it has become an extremely necessary language to know and speak. This phenomenon can be seen in the recent decades with the wide-spread opening of foreign private language schools and how English is now taught in public schools from either the third or sixth grade. As such, language learning is a highly dominant aspect. Considering this, it is also known how language learning proceeds and takes place, adding to learning processes, methods, and stages. One of these methods is corrective feedback. As all humans are in contact with feedback, whether at work, daily life, and most importantly at school. Feedback is given in various manners, through tests, writing exercises, problem solving, and most prominently in language learning. This thesis will consider the impact of corrective feedback when it comes to English language grammar acquisition in middle school students in Gjilan. It will consider qualitative and quantitative research methods, basing from language studies and theorists such as Chomsky, Krashen, and Jams, to then focusing on a questionnaire for quantitative analysis. Theories focus on SLA (second language acquisition), ESL (English as a second language) and EFL (English as a foreign language), sociocultural factors and age factors. Three research questions are raised in search of the effects of corrective feedback. The first hypothesis states that corrective feedback is largely preferred by students. The second hypothesis states that the manner and time when feedback is given does not really matter to the students and their learning. Finally, the third hypothesis states that considering the age of the students', they are sensitive towards the teacher's feedback. Additionally, the questionnaire is distributed to middle schools in Gjilan and 129 students in grades 6th to 9th are considered for this analysis, 50 males and 79 females. Unexpectedly, based on the students' answers, all three of the hypotheses are proved positive and are not refuted. The responses are analyzed and run through the SPSS program for more accurate analysis, with tables including descriptive statistics, percentages, and frequencies of answers.

Keywords: efl, language schools, esl, world.

1. Introduction

In recent decades, the English language has emerged as a global lingua franca, expressing a necessity for its acquisition for effective communication and participation in numerous areas of life. This trend is emphasized by the expanse of foreign language private schools and the integration of the English language into public school curricula as early as the third or sixth grade. As a consequence, language learning, particularly English grammar acquisition, has taken a rather cardinal importance in educational settings. Within this context, the role of corrective feedback in assisting language acquisition among junior high school students validates a need for an examination.

The main purpose of this analysis is to research the impact that corrective feedback on English grammar acquisition has among middle school students in Gjilan. The three hypotheses raised seek to find how effective corrective feedback really is as a pedagogical tool in enhancing the students' understanding of English grammar. Considering studies of Chang and Shu (2000), who emphasize the pivotal role of a supportive learning environment in improving the learning outcomes, the hypotheses put forward that positive and effective corrective feedback positively influences middle school students' language and learning outcomes. These hypotheses align with the findings of Azizinezhad et al. (2013), who suggest that classroom dynamics and the presence of technology significantly influence the effectiveness of instructional methods.

By employing both a qualitative and quantitative research methods, this study draws upon research from prominent and pioneer language acquisition theorists such as Chomsky, Krashen, and Jams. The research considers more of a mixed-methods approach, by considering and combining theoretical frameworks from second language acquisition (SLA), English as a second language (ESL), and English as a foreign language (EFL) studies. Additionally, it considers sociocultural and age-related factors to provide a more comprehensive understanding of the different tones that shape language learning processes. As presented by Leow et al. (2016), a well-designed learning environment play a significant role in motivating students to form learning groups and to engage and collaborate more together, therefore increasing the effects of language acquisition. The significance of this study is emphasized by the lack of other research that could address the effectiveness of corrective feedback in English grammar acquisition, specifically in junior high school students, and particularly in the context of Gjilan. By examining the impact of corrective feedback on language learning, this research aims to contribute and fill the gap in present literature on theories of language learning methodologies. Further on, the results present consequential effects for teacher and curricula creators who are involved in improve and enrich language education programs. Fulcher and Davidson (2007) emphasize the rather popular nature of tests and assessments as methods of knowledge gathering in modern teaching, highlighting the importance of effective feedback when it comes to assessing language proficiency.

An extremely elemental aspect when it comes to effective language teaching is the creation of facilitative learning environments. As emphasized by Chang and Shu (2000), a supportive learning environment encourages student engagement, collaboration, and responsibility, therefore enhancing learning altogether. However, present challenges such as large class sizes and limited technological resources may hinder the promoting of the learning environment, as stated by Azizinezhad et al. (2013). Addressing these challenges is essential for strengthening an environment for facilitating to language learning students, and effective feedback administration. Leow et al. (2016) further assists by stating that well-designed learning environments play an extremely important role in motivating students to create learning groups and engaging in group work, as such, enhancing language acquisition naturally.

Considering the theoretical backgrounds presented, as mentioned earlier, three hypotheses are raised regarding the topic of the thesis. The first hypothesis states that corrective feedback is largely preferred by students. The second hypothesis raised states that the manner and time when feedback is given does not really matter to the students and their learning. Finally, the third hypothesis states that considering the age of the students', they are sensitive towards the teacher's feedback. The survey and statistics run, seek to either refute or prove the statements.

The quantitative component of this study involves a sample of 129 middle school students in grades 6th to 9th, aged 11 to 15 years, representing diverse linguistic backgrounds and proficiency levels. Through tests and assessments, the study endeavors to gauge students' perceptions of corrective feedback and its impact on grammar acquisition. Insights garnered from statistical analysis and survey responses will inform the evaluation of the hypothesis and contribute to a nuanced understanding of corrective feedback efficacy in language learning contexts. Clapham (2000) underscores the importance of language testing in assessing L2 learners' proficiency, indicating the relevance of employing quantitative measures to evaluate corrective feedback strategies.

With the changing times and changing technologies, newer methods have developed and are in expectations of even further developments, yet some teaching methods have not changed. Such as is corrective feedback that is

an extremely prominent language instructing method that has been highly used in the past and is used nowadays as well. When reaching the chapter on the survey's answers it will become better understood why these instruction methods should change as well.

Moreover, to justify this topic and thesis, there is a gap in literature present in relating instruction methods to language acquisition, that is what this paper intends to fill. By placing theoretical evidence in closeness to quantitative research, as well as considering the context that this study is placed in which has not been covered before, it is rather compelling to find how linguistic affinity, sociocultural background, and instruction methods work together. Though the first two hypotheses raised for this paper are refuted by the analysis and survey, as students do not in fact prefer corrective feedback, or any direct feedback for that matter, and the manner and time in which feedback is given does highly affect the student's studies and language acquisition. On the contrary, the third hypothesis is confirmed by the theoretical background and survey's answers as students are highly sensitive towards feedback, especially at the ages 11 to 15 which is the beginning of adolescence and the forming of personality.

2. Theoretical framework

There are numerous ways when it comes to language corrections that are applied during the process of language teaching. One of these ways is corrective feedback. Feedback is a fundamental aspect of the learning process, serving as an indirect push for improvement and developing language skills. When considering second language acquisition (SLA), the role of feedback becomes further more crucial, influencing how students receive and how it affects their language skills. This chapter tries to explore the extensive concept of feedback and, more specifically, dives into the importance of corrective feedback when it comes to shaping the acquisition of English language grammar in middle school students. In its essence, feedback is information given to students in regards to their performance with the intention of facilitating learning and improvement, and its impact can be either positive or negative (Hattie & Timperley, 2007). Within the context of language acquisition, feedback takes on various other forms, including explicit correction, clarification requests, meta-linguistics feedback, and elicitation and repetition. Understanding the more complex nature of feedback lays the basics for a deeper understanding of its impact on language acquisition.

Corrective feedback addresses mistakes and slips in language production and holds quite an essential role in language learning, and further on language acquisition. Scholars like Lyster and Ranta (1997) argue that corrective feedback plays that essential role in the sense that it promotes grammatical flow and accuracy, which assists language learners in identifying language errors and enhancing their proficiency in grammar and vocabulary. Corrective feedback is present in two forms, direct and indirect feedback. Direct corrective feedback considers giving the correct form of speech in a more explicit manner, whereas indirect corrective feedback more mildly acts as a guide to learners for identifying and fixing errors independently (Ellis, 2008). Understanding the differences between these two types of feedback is extremely essential for teacher who seek to enhance the impact of corrective feedback on language acquisition. Considering other different strategies employed by teachers in addressing language errors effectively, varies in corrective feedback. Furthermore, as stated by Harmer (2007), intrinsic motivations of students appear more directly if there is a good rapport created between the teachers and their class, and as such it is of utmost importance for the teacher to have a great understanding of their students and creating a good rapport so that regardless of the feedback given, students are intrinsically motivated.

While focusing on the types of corrective feedback, it must be mentioned that the timing of its delivery also plays a very critical role. Immediate feedback allows learners to quickly and swiftly address and fix mistakes or slips, strengthening the connection between the mistake and its correct form (Russell and Spada, 2006). On the other hand, delayed feedback gives students the opportunity to reflect on their mistakes but it may not be as effective as immediate error correcting. Therefore, balancing the timing of when corrective feedback is given becomes an essential point that must be considered for teachers. Recognizing the diversity of students and their learning styles is crucial when considering the impact of corrective feedback. Individual differences, such as; cognitive abilities, motivation, and prior language knowledge, can influence how students respond to and receive feedback (Ellis, 2008). Calculating the corrective feedback given in order to accommodate these differences enhances its effectiveness, thus contributing to a more powerful impactful in the learning experience.

By foregrounding the extensive and comprehensive importance that feedback has in the learning process of students, and by focusing on the specific significance that corrective feedback has in the acquisition of English language grammar by middle school students, more is understood regarding how important it really is. By considering and understanding the types of feedback, the timing of when they are given, and individual factors associated with corrective feedback, language instructors can and should make use of its potential to enhancing language learning outcomes.

2.1. Sociocultural Factors

Language and globalization in the 21st century appear to be dependent on one another. On the one hand, globalization brings better and equal opportunities for all, and that is done through language interaction (World Commission on the Social Dimension of Globalization 2004). While on the other hand, socializing through language has flourished globalization (Schieffelin and Ochs 1986). Globalization on its own is a process of change and Fairclough (2006) brings forth the notion that language in the aspect of discourse to globalization can be highly controversial. However, when viewing regions, cities and states it is clear how they become more globalized through social interactions and exchange (Fairclough 2006). English remains a prerequisite for better jobs, and almost all official governmental leaders have knowledge of English. English is the most taught foreign language in the world and as such it is the most recognizable lingua-franca, and it is in contact with more languages than any other language. Considering the clash that happens with society and language, a separate form of studies has come forth; sociolinguistics. Sociolinguistics as summarized by Hudson (1996, p.4), is “The study of language in relation to society”. Discipline for indirect method of communicating information about social relationships.

More than just language and society, Spolsky (2003) goes on to differentiate between Micro-sociolinguistics and Macro-sociolinguistics, and how differences in pronunciation lead to judgment of the education of the speaker. This phenomenon is paid specific attention to as it affects language as a whole.

Moving on, sociocultural factors are the most important aspects of language learning. From social attitudes, to beliefs, lifestyles, and many more, they are major factors playing great role in a students’ learning. These as a whole affect the sociocultural factor of education. This aspect goes both ways, how they affect the teachers and how they affect the students. Second Language Acquisition is intricately woven into the fabric of sociocultural contexts, where learners navigate a complex interplay of social, cultural, and linguistic factors (Hudson 1996). By delving into the significance of sociocultural factors in shaping the acquisition of English language grammar the need to consider the broader social and cultural landscape that influences the language learning process it must be emphasized. Vygotsky's Sociocultural Theory posits that learning is a social activity, deeply rooted in cultural contexts (Vygotsky, 1978). In the realm of second language acquisition, this theory underscores the influence of social interactions, cultural practices, and community engagement in shaping language proficiency. When considering the nature of the thesis, the middle school students as active participants in their sociocultural environments, draw upon these influences in their journey toward language acquisition. The peer group plays a crucial role in the sociocultural context of language acquisition. Interaction with peers provides middle school students with opportunities for language practice, negotiation of meaning, and the development of communication skills (Gass and Selinker, 2008). Peer interactions contribute to the construction of language knowledge in authentic social settings, fostering a dynamic and collaborative language learning experience.

The unit of family serves as the primary agent in the sociocultural landscape, influencing language development and cultural identity. Learners often bring their cultural and linguistic backgrounds into the learning environment, contributing to the rich diversity of language experiences (Cummins, 2000). Educators must recognize and value these diverse backgrounds, and incorporate them into the instructional approach to create an inclusive and culturally responsive learning environment. Sociocultural factors also extend to institutional and governmental language policies that shape language education. Policies regarding language instruction, bilingual education, and cultural integration impact the language learning experience of middle school students (McCarty, 2011). Understanding the broader sociocultural context of language policies is most essential for educators, as it influences the educational landscape in which language acquisition occurs. In the contemporary sociocultural landscape, globalization plays a significant role in shaping language attitudes and practices. Considering the aforementioned context, then middle school students are exposed to a globalized world where multilingualism is increasingly valued. Embracing and celebrating linguistic diversity aligns with the principles of sociocultural theory, fostering a positive attitude toward language learning and promoting an awareness of the interconnectedness of languages and cultures (Canagarajah, 2013).

Further on, in the digital age we live in technology acts as a powerful sociocultural influence on language acquisition as well. Social media, online communities, and digital resources connect learners to a global network of language users. Integrating technology into language instruction becomes a means of bridging sociocultural gaps, providing students with authentic language experiences beyond the confines of the classroom (Lantolf and Thorne, 2006).

In laying the foundation for a deeper exploration of corrective feedback's impact on English language grammar acquisition in middle school students, this first chapter seamlessly integrates linguistic principles, feedback dynamics, and contextual considerations. From the intricate branches of linguistics shaping the learning process to the pivotal role of corrective feedback in refining grammatical accuracy, the chapter illuminates the multifaceted

nature of language acquisition. With deeper focus on Krashen's theories of acquisition hypotheses, and Chomsky's conclusions on language acquisition. Moving then to distinguishing between ESL and EFL contexts, we uncovered the diverse challenges and opportunities students encounter, underscored by the evolving landscape of technology in language learning. Furthermore, delving into the sociocultural factors influencing language acquisition, rooted in Vygotsky's Sociocultural Theory, emphasized the interconnected roles of peers, family, policies, globalization, and technology. Conclusively, in this intricate interplay between sociocultural factors and the acquisition of English language grammar is a feature as prominent as ever. As both are interrelated, it goes without saying that there is none more important as both affect and influence each-other. Moving forward to other parts of the thesis, this holistic foundation is positioned to unravel the connections between linguistic foundations, feedback mechanisms, and sociocultural influences, forming the basis for effective corrective feedback strategies in language instruction for middle school students.

2.1.1. Educational Objectives

It goes without saying that every learning aspect has objectives, whether that is learning of science, arts, and of course language. Whether the teaching is done in public or private institutions, the educators should always be prepared and have educational objectives of where they want their students to go. Further discussions on why this is evidently important for students' learning. Educational objectives serve as the guiding framework for language instruction, providing a roadmap for educators to navigate the complexities of second language acquisition (SLA). This chapter explores the fundamental role of educational objectives in shaping language learning outcomes, with a specific focus on their relevance to the acquisition of English language grammar in middle school students. Drawing upon established educational theories and frameworks, the focus now shifts into the interplay between educational objectives, language proficiency goals, and the effectiveness of corrective feedback strategies.

Educational objectives in language instruction encompass a range of cognitive, affective, and psychomotor domains, as delineated by Bloom's Taxonomy (Forehand 2011). In the context of English language grammar acquisition, cognitive objectives involve the comprehension and application of grammatical rules, affective objectives address learners' attitudes and motivations towards language learning, and psychomotor objectives focus on the development of language production skills. Aligning instructional objectives with these domains ensures a more comprehensive approach to language education. Educators must establish clear language proficiency goals that align with the overarching educational objectives. The Common European Framework of Reference for Languages (CEFR) provides a standardized framework for assessing language proficiency, categorizing learners into levels from A1, beginner speakers, to C2, proficient speakers. Incorporating the CEFR descriptors into educational objectives enables educators to articulate precise language learning expectations as well as transparency to the expectations, facilitating a targeted approach to grammar acquisition in middle school students.

Educational objectives are fundamentally considered next to theoretical frameworks that give way to methodological approaches. Krashen's Input Hypothesis foregrounds rather well the importance that comprehensible input has in language acquisition, emphasizing the role of exposure of the learner to the language, even to language slightly beyond the learner's current proficiency level (Krashen, 1985). Moreover, Vygotsky's Zone of Proximal Development (ZPD) proposes the position of educational objectives by highlighting the importance of challenging, yet attainable, learning goals (Vygotsky, 1978). These theories act as a guide to teachers when it comes to formulating objectives that align with concepts proven to enhance language learning. Corrective feedback strategies should be tangled and mixed into educational objectives to enhance the said language learning outcomes. Formative assessment, as presented by Black and William (1998), provides ongoing feedback to conform adjustments in instruction methods, to ensure that learners progress towards the desired language proficiency goals. Creating corrective feedback to address specific educational objectives, enhances its effectiveness in promoting grammatical accuracy, especially in middle school students. By recognizing the diversity of language learners, then educational objectives should allow for different instruction methods that accommodate individual learning styles and needs (Tomlinson, 1999). In the context of corrective feedback, this means considering strategies to address the different language proficiency levels, motivations, and cognitive capabilities of students; in this case, middle school students. By aligning corrective feedback with personalized learning objectives, teachers create a more inclusive environment that cultivates a more personalized and effective language learning experience.

In this digital age, technology serves as an important tool for achieving educational objectives as this has been mentioned previously as well for different language learning factors. Digital resources, interactive platforms, and language learning apps can be strategically integrated to enhance language instruction and align with educational objectives (McMillan and Rivers, 2011). The use of technology not only facilitates engaging and interactive learning experiences but also provides teachers with valuable data to take instructional decisions and construct language learning objectives.

The importance of educational objectives in language instruction, with specific focus on English grammar acquisition in middle school students, emphasizes the alignment of objectives with cognitive, affective, and psychomotor domains, as well as with language proficiency goals outlined by frameworks like the CEFR. Additionally, by highlighting the significance of tailored corrective feedback strategies and accommodating diverse learning styles and needs further direct objective expectations can be distinguished. Finally, the role of technology in achieving educational objectives through digital resources and interactive platforms is mentioned yet again as a highly central factor in modern language learning.

2.1.2. Considering the Teacher's Perspective

Language teaching in the context of foreign language (FL) has achieved its tendency to be learner-centered and this happens to be especially the case within EFL, indicating that teaching materials should primarily focus on the learners (Willem 1986). There are considerable elements that the teachers should consider as well as elements that course books should consider such as; structuring classroom interaction, time and language learning (Tsagari and Sifakis 2014). In addition, more encouragement by the teacher could be set on creating more authentic material in class as to help with a more natural language communication (Peacock 1997). In other words, the material being evaluated is able to offer sufficient language input and promote gradual language fluency, however that is done through proper academic facilitation from the teacher as well as support and guidance that is all student centered (Richards et al. 2002).

Each lecturer has their own persona, and each student has their own personality. These two make a difficult puzzle to put together. However, the lecturers have a harder time adjusting to the students' needs. While some stand out and overshadow the rest, some are repressed and self-conscious. The educators need to be able to make a distinction between and adapt to their needs, restrain the outgoing and encourage the subdued. Because teachers are viewed as important figures that provide guidance and play a critical part in a student's life, they should try their hardest to live up to that. Therefore, good teachers should be able to turn unpredictable moments around and make them into something useful to the students' convenience (Harmer 2007).

The teacher's perspective plays a crucial role in the effective implementation of educational objectives, particularly in the context of language instruction. By considering the strategies employed by teachers and examining the direct and indirect approaches to introducing and applying educational objectives, more on the teaching processes can be discovered. Additionally, when considering the distinctions in this process when teaching younger children versus teenagers, the unique dynamics and instructional considerations that accompany each age group must be recognized.

Directly introducing educational objectives involves explicit communication of the goals and expectations to students at the beginning of a lesson or unit. This approach, grounded in transparency and clarity, allows students to understand the purpose of the learning activities and the specific language proficiency goals (Wiggins & McTighe, 2005). Teachers who consider a direct express articulate the objectives verbally while speaking, present them visually by using tools such as projectors, and may engage students in a discussion to ensure comprehension and understanding. This approach enhances a shared understanding between the teacher and students, a rapport as well, regarding the learning outcomes, and promotes a more focused and purposeful learning environment. On the contrary, an indirect approach involves immersing students in learning without explicitly stating the objectives. The teacher guides students through different activities and gradually reveals the objectives as the lesson unfolds. An older study from Bruner (1961) confirms that this approach aligns with cognitive theories of learning, emphasizing discovery and inquiry base of teaching. The indirect method sparks curiosity and encourages exploration as objectives are unknown, educators must create a balance to ensure that the learning objectives become explicit at another later point

When teaching younger children, teachers often find themselves learning towards a more explicit and interactive approach when introducing educational objectives. They make use of visual aids, simple language, and hands-on activities which enhance engagement and comprehension of the students (Ertmer and Newby, 1993). Utilizing games, stories, and other interactive elements helps create a positive and dynamic learning environment, making sure that the younger students understand the language proficiency goals through the context of more enjoyable and age-appropriate activities, kind of like playing games. In classes with teenagers, different from younger students, teachers may blend explicit and indirect methods by considering the cognitive development in the older students. Teenagers can benefit much more from a degree of autonomy and self-directed learning. Balancing teaching with students' autonomy assists to the age-agreeable needs of teenagers which promotes a sense of responsibility for their own learning (Erikson, 1968). Teachers must also consider that each individual is different and therefore there are different needs and learning styles within one classroom. Giving educational objectives then includes making changes in order to cater to varying proficiency levels and interests. This may include providing additional support

for struggling learners, offering other opportunities for growth for advanced students, and incorporating various instruction methods to address diverse learning preferences (Tomlinson 1999). By adapting instruction methods, teachers are able to create a learning environment that accommodates the unique characteristics of each student.

Incorporating technology offers teachers a powerful tool for introducing and applying educational objectives. Digital platforms allow for interactive presentations, gamified learning experiences, and real-time feedback, enhancing the overall teaching process (Ertmer and Newby, 1993). Further on, teachers can make use of educational apps, online resources, and multimedia elements to reinforce language proficiency goals, making the learning experience more engaging and aligned with the technological preferences of modern-age students.

Whether adopting a direct or indirect approach, teachers play a rather significant role in shaping the learning experience for students. By recognizing the distinct needs of younger children and teenagers, and differentiating instruction methods accordingly, ensures that educational objectives are effectively applied and communicated. As technology continues to evolve, its further integration into teaching empowers educators to create more dynamic, inclusive, and technology-enhanced learning environments. This enhancement sets the stage for understanding how the teacher's perspective interlinks with corrective feedback strategies in promoting English language grammar acquisition.

2.1.3. Considering the Students' Perspective

The success of language teaching depends not only on the teaching methods but also on the students' engagement and understanding of the educational objectives. The degree in how much students are made aware of these goals and objectives makes them more willing to follow and comply to them, therefore this is a very important factor to consider. By understanding the students' perspective, teachers can change the teaching methods in order to help students better understand them, stay motivated throughout all of it, and manage to learn more effectively and positively. Clear communication from the teacher's side, by using both speech and visual aids, assists in the students to understand the purpose of each lesson and the language skills that they need to achieve (Wiggins & McTighe, 2005). By repeating these goals during each lesson, in a non-direct manner, keeps the students aware.

Numerous factors can affect how well students can understand learning goals. These include; mental readiness by considering their prior knowledge and the level of thinking skills, can affect just how easily they understand and remember information (Piaget, 1977). Motivation plays the key role; students who perceive the goals as important to their own interests are understandably more aware of them (Deci & Ryan, 2000). A positive and inclusive classroom atmosphere can also help students in staying engaged and aware (Brophy, 2006). Moreover, students are more likely to follow and keep up with the learning goals if they see them as important and relevant to their own personal learning goals. The clearer the connection between goals and language skills is, the more likely students are to follow and comply (Dörnyei & Ushioda, 2009). Teachers can enhance this aspect by incorporating interactive activities like, real-world applications or different types of learning activities that suit with the various learning styles found in a classroom, and making sure that students are actively involved.

Students' willingness to follow learning goals depends on their age which affects the methods in how they should be taught. Younger children often exhibit a natural curiosity and want to please their teachers, so they respond well to clear and engaging goals (Vygotsky, 1978). For teenagers, a sense of autonomy and independence may influence their willingness to comply, with an emphasis on the relevance of objectives to their future goals and interests (Erikson, 1968). Acknowledging these age-related differences allows teachers to tailor their approaches to the unique needs and motivations of each group. The social dynamics within a classroom, particularly peer interactions, contribute to students' compliance with educational objectives. Positive peer influence, collaborative learning experiences, and a supportive classroom community foster a sense of shared responsibility for learning goals (Bandura, 1977). Teachers can capitalize on peer interactions to reinforce the importance of educational objectives, creating an environment where students collectively strive towards language proficiency goals. In the digital age, technology serves as a powerful tool to enhance student awareness and compliance with educational objectives. Gamified learning platforms, interactive presentations, and multimedia resources cater to varied learning preferences, fostering a more engaging and technology-enhanced learning experience (Prensky, 2001). Technological integration aligns with the preferences of contemporary students, enhancing their motivation and participation in achieving language proficiency objectives.

Regardless of the teaching methods and technological involvements, the one aspect in which student's perspective become shrouded and less understood by their teachers are during testing. Testing as a method of questioning a student's knowledge up to a certain point, becomes a fundamental moment in their lives. As such, when considering student's perspective, it is worth considering the manner and how the testing is done. A summative test as it

encapsulates all that is learned up to a given point, with respect to the overall achievement of a student (Taras 2005). However, Harlen and James (1997) state that for the purpose of knowledge being assessed, despite a test being summative or formative, it is vital for the learner to use their knowledge and relate that to real contexts, not the recalling of isolated or decontextualized chunks. Moreover, when it comes to validity and reliability, the test appears to assess accurately what is intended to be assessed. In this aspect, the two categories of validity; content and criterion-related, are taken as the focal theory (Shepard 1993).

In the end, student awareness influenced by cognitive readiness, motivation, and classroom culture, significantly impacts their engagement with learning goals. Recognizing the variability across age groups and the influence of peer dynamics allows educators to tailor their approaches, ensuring that students are not only aware of educational objectives but also ready to actively comply. As technology continues to evolve, its integration further empowers educators to create dynamic and technology-enhanced learning environments that resonate with the preferences of contemporary students. However, though technology evolves and further teaching methods are innovated and incorporated, the testing methods and the whole concept of tests remains the very same. This is not necessarily a preferable feature from the student's perspective.

3. Literature Review

This paper considers many previous older studies to better understand the theory behind the analysis. The literature review explains the theories and frameworks that guide the study on corrective feedback and learning English grammar in the students of junior high school in Gjilan. Although the first part of the paper takes under considering past studies and is, it also is of qualitative nature as it discusses and analyses these studies into more depth, before applying the theories to the survey or the responses.

Corrective feedback plays an extremely crucial role in language acquisition as it helps students come to terms to know their mistakes and learn how to fix them. Research by Lyster and Ranta (1997) suggests that this feedback helps correct errors and improve language skills by making the students aware of the rules that language has. Furthermore, Ellis (2009) argues that feedback serves to help learners pick up grammar and language patterns through repeated exposure. When learners interact with native or fluent target language speakers and receive feedback, they learn language norms and can improve in their communication skills. Moreover, the effectiveness of corrective feedback is based on numerous factors, including the type, timing, and delivery of the feedback. Schmidt (1990) distinguishes between the different types of corrective feedback, such as explicit correction, recasts, and clarification requests, which all have different effects on the learners. Long's (1996) interaction hypothesis states that feedback during meaningful communication helps more than isolated feedback. As such, teachers can make feedback more effective by using it in real communication activities.

In addition, new technologies have added more ways in feedback delivering. Computer-assisted language (CALL) tools help provide more personalized feedback that is based on each learner's and proficiency levels (Chapelle, 2001). Research by Li and Lomicka (2013) suggests that feedback by incorporating visual, auditory, and tactile forms, can help students understand and remember corrections better. Technology has changed language teaching forever by offering new tools to enhance learning. As noted by Alsied and Pathan (2013), making use of computers and projectors offers a more interactive lesson for learners of English as a foreign language (EFL). By making use of these technologies, teachers can create engaging lessons for different learning styles of the students, aligning with modern teaching trends as well (Tomlison, 2014; Gilmore 2012). Effective language teaching should consider a student's age, interests, and language skills. McDonough and Shaw (1993) stress the importance of aligning lesson plans with the students' interests in order to keep them thoroughly engaged. In a similar manner, Biber (1991) highlights the focus on speech and group discussions in order to facilitate language learning. Furthermore, Phillips (1993) then brings forth the idea that fast learning of vocabulary and phrases by young learners is best achieved through repetition and especially giving context.

By making use of Bloom's Taxonomy into language teaching promotes high-level in thinking skills. Anderson and Krathwohl (2001) describe Bloom's Taxonomy, stating that the highest level is creating, where the learners can freely create new language structures. Forehand (2011) then links this to second language acquisition, making a suggestion that free speech and discussions can boost language creativity and skills. In addition, Ellis (1986) also supports that using interactive activities in class helps improve said language learning. This study draws ideas from prominent theorists like Chomsky, Krashen, and Jams. Chomsky's Universal Grammar theory states that humans have an inborn quality of language knowledge. Krashen's input hypothesis brings forth the need for understandable language input, Jams' sociocultural theory emphasizes the role of social interactions and cultural context in language learning.

The second chapter of this paper, theoretical backgrounds, foregrounds and puts more importance on the history and background of linguistics and second language acquisitions, how the two are co-related and how they affect and influence each other. Linguistics can be described as the field that explores the structures, meanings and usage of language. When considering linguistics in the context of second language acquisition, then the learning process becomes rather intriguing. As mentioned previously, how educators address linguistic errors matter gravely, and differs in corrective feedback. In addition to that, grammar rules of different languages are learned different and at different paces depending on the learner and the learner's background. Further on, delving into how the foundations of how base linguistic knowledge is relevant affects middle school students in acquiring English language grammar, with the primary focus on corrective feedback.

Linguistics as a study field is enriched through different branches where each contributes and fulfils an aspect and the overall comprehension of language (Lantoln and Thorne 2006). Where phonetics analyzes the sounds of speech, phonology on the other hands focuses on the patterns of sounds. Syntax examines sentence structures, and morphology distinguishes the meanings and structures of isolated words. In the end, semantics examines the meaning that is given to a word, phrase or sentence, and pragmatics explores language in different contexts. By working together, these components collectively form the framework for understanding language acquisition. Considering this, it goes without saying that linguistics plays a rather pivotal role in language learning. As students move on to learn new languages and even acquiring a second language, they must subconsciously navigate the complexities of linguistics structures both intrinsically and extrinsically. Linguistic foundations are crucial in understanding how students internalize and apply its' principles in the process of language learning.

Second Language Acquisition a language learning process that is influenced by various factors, such as age, cognitive abilities, exposure, and instructional methods. Understanding the stages of second language acquisition provides insights into the processes faced by learners (Ellis 1985). Worldwide known linguist Stephen Krashen proposed the input hypothesis, which emphasizes the significance of comprehensible input in language acquisition. This theory foregrounds that the exposure to language, although slightly beyond the learner's current proficiency level considering early ages even prior to the teenage years, can promote language development. In the context of middle school, students are at a critical stage in their cognitive and linguistic development. As such, foundations laid during this period significantly can impact their language skills in the later years.

Moving on to a deeper dive into second language acquisition, it can be considered part of the "theoretical linguistics". As previously mentioned, linguist Krashen points out that much like scientific theory, it consists of a set of hypotheses accordant with experimental data. "Theory is abstract, and does not attempt to be practical" (Krashen 1982, p.8). Considering this, second language acquisition according to Krashen consists of five hypotheses that will be discussed. The first hypothesis is The Acquisition – Learning Distinction and according to Krashen it is the most fundamental of all. This is because a language is only acquired when the grasping and understanding of it is done in a subconscious manner, anything learned by classic methods is not acquisition. Adults tend to have two distinct and independent ways to develop proficiency in a second language, the first process is language acquisition and the second process is language learning, which brings us back the first point on making a distinction (Krashen 1982).

The second hypothesis is that of The Natural Order. Here Krashen points out that acquisition of grammatical structures happens in a predictable order. Learners acquire some grammatical parts earlier, and others later. Easier and more frequently used parts are of course acquired early on, leaving more complex structures to be grasped later.

The third hypothesis is The Monitor Hypothesis, where it is stated that learning has one function only, as a monitor or as an editor, and conscious learning is available only as a 'monitor' (Krashen 1982). Further on, monitor hypothesis implies that conscious learning plays a limited role in a second language learning, and that there are three points of function, time, focus on the form, and knowing the rule, proving the conscious learning and not acquiring.

The fourth hypothesis ins The Input Hypothesis that focuses on the question of how do we actually acquire language. To this Krashen answers that acquisition is done by 'going for meaning', which then results in acquiring structure and so on. It is worth mentioning that this hypothesis strongly focuses and relates to acquisition, not learning.

In the end, the fifth hypothesis is that of The Affective Filter Hypothesis. It was initially proposed by Dulay and Burt in 1977, and research conducted confirms that affective variables end in a successful SLA. These studies can be placed in three categories, motivation, self-confidence, and anxiety.

Another aspect of high importance to be considered is the Critical Period Hypothesis of acquisition. The critical period hypothesis is the subject of a long-standing debate in linguistics and language acquisition over the extent to

which the ability to acquire language is biologically linked to age. Another world-renowned linguist Noam Chomsky points out that children are born with an inherited ability to learn any human language. In 1967 Eric Lenneberg presents that children only have a certain amount of time to acquire language, until the age of the 13 when language is present in both hemispheres, and afterwards that ability is lost. His reasoning is based on notion of brain lateralization, a biological factor related to age. Yet, every child has a “Language Acquisition Device”. In the early 1960’s. Chomsky had launched his idea that humans have an innate language capacity and around the same time Eric Lenneberg accepting Chomsky’s claim.

When considering language acquisition, then as much as corrective feedback serves as a crucial element in language learning by instruction, it may clash with previous claims of subconscious structure acquisition. Yet, within the context of middle school students who being acquiring English language grammar during the critical period, corrective feedback positively facilitates the grammar acquisition process. Moreover, Bitchener and Ferris (2012) argue for a limited role of corrective feedback and place more emphasis on the importance of a supportive learning environment. Nonetheless, feedback promotes grammar accuracy, and the dynamics of linguistic principles, second language acquisition, and corrective feedback, all work and stand together with the aim of improving and developing language skills, especially in the case of middle schoolers aging perfectly between the critical age period.

Following up on Second Language Acquisition (SLA), it manages to manifest uniquely in diverse contexts, with English as a Second Language (ESL) and English as a Foreign Language (EFL) representing two prominent frameworks and raising a discussion of comparison between the two. What exactly are these two means of learning and how do they differ, in addition to how is SLA achieved through both modes?

ESL and EFL contexts of English learning are mainly distinguished by the setting and need in which the target language is learned and how the needs are facilitated. In this context the linguistics theories of L1 as the student’s mother tongue and native language, and L2 as the target language, will be discussed further on. In countries where English is taught in an EFL context, students do not necessarily have a lot of contact with native speakers, therefore using the target language in group learning can be vital in language acquisition, as well as it can be an excellent way to draw the attention of the learners to the use of the target language in real life situations (Jeon and Hahn, 2006; McDonough and Chaikitmongkol, 2007, cited in Waluyo 2019). EFL settings assist learners in acquiring English most often for academic or business purposes, whereas on the contrary ESL contexts, English is acquired in a manner of immersion where it serves as the predominant language of a community and is used in numerous purposes in daily life (Russell and Spada, 2006). This renders ESL taught at times as a means of survival as this case is highly present in instances of immigration and the learner must be immersed with the culture through language. ESL environments foster continuous exposure to English through daily interactions, media, and community engagement. This immersive experience contributes to the naturalistic acquisition of language skills, aligning with Krashen’s Input Hypothesis (Krashen, 1985). In the context of age in learners, middle school students in ESL and EFL settings encounter distinct challenges and opportunities in their language acquisition journey. ESL learners benefit from the natural integration of language into their daily lives, but may face challenges related to maintaining their first language proficiency. EFL learners, while receiving more structured instruction, may struggle with limited opportunities for authentic language use.

Considering the nature of EFL and ESL in SLA, it goes without saying that while facilitating and stimulating the L2, the L1 should also be paid attention to. McMillan and Rivers (2011) bring forth the idea that the use of L1 can be perceived as counterproductive, specifically in an environment where communicative language teaching is being practiced (cited in Sa’d and Qadermazi 2015). According to Phillipson (1992), English language teaching in the context of EFL represents a monolingual advancement, that is to not completely avoid the students’ L1. In addition, in both ESL and EFL contexts, the role of technology in language acquisition cannot be understated. Digital resources, online platforms, and language learning apps offer supplementary support, facilitating independent practice and enhancing language exposure (McMillan and Rivers, 2011). Integrating technology into language instruction becomes a crucial consideration for educators navigating the evolving landscape of language learning tools. With the modern development of phones and apps, numerous languages and applications have been made of assistance to people. With the right use of these technological advancements, not only will lessons be more productive and effective, but it will assist in learners acquiring English in both ESL or EFL contexts, while fostering their L1 in the process.

Conclusively, through language learning frameworks in the context of language acquisition, middle school students in ESL settings benefit from the organic integration of language into their social and educational spheres, influencing the dynamics of language acquisition. Conversely, EFL contexts necessitate a more structured approach to language instruction. English is often taught as a subject in schools, and learners may have limited opportunities for authentic language use outside the classroom. The role of the teacher becomes paramount in shaping the language learning

experience, emphasizing the importance of pedagogical strategies that cater to the unique challenges posed by the foreign language context (Richards et al. 2002).

4. Methodology of the Study

The survey is separated into seven sections in total. The questions are separated in different parts as well, and the answers are of a close ended nature with a rating scale from 1 to 5; 1 being strongly disagree whereas 5 is strongly agree. Therefore, the students are asked to place a number next to a statement sentence depending on whether they agree or disagree with it on the bases of relatability. The survey was distributed to 129 students of middle school level (junior high school, but recognized in Kosovo as middle school); 79 female and 50 male students from the 6th to the 9th grade, in Gjilan.

The first two sections focus on demographic information of the students' such as their gender, age, and grade, followed by proficiency and previous knowledge of the English language. The third and fourth section focus on explicit and elicitation corrective feedback, while the third section having ten questions and the fourth having nine. These sections question the preference and comfort that students feel when being corrected and redirected through instructions as well as how much they manage to practice their English in class and how.

The fifth section questions metalinguistic feedback, how helpful grammar explanations are and how much they feel that they improve through this feedback. This section consists of five questions in total. The sixth section, clarification request and repetition feedback, with only four questions challenges how teacher and student speech repetitions of mistakes in order to fix them affect the latter.

Lastly, the seventh section on psychological effects consists of nineteen questions and is one of the most important sections of the survey. It mainly seeks to find answers to how the students feel when seeking direct or indirect help from the teacher and their peers and how much that can affect their motivation and language grammar developments.

Essentially, the survey consists of 47 questions from the third to the seventh section which are the important and relevant parts to calculating statistics for the thesis. The questions follow the same form structure of giving a statement sentence and having the students place the numbers 1 through 5 as a rating scale as to how much they relate to and agree with the statement. The answers are assessed through the SPSS program for databases, and the descriptive analysis and bar charts will be shown in the following chapter.

5. Results and Discussions

As previously mentioned, the survey was distributed to 129 students aged 11 to 15 in grades 6th through 9th of middle school in Gjilan. Out of the 24, 50 students were males and 79 females. As the second section requires information on language knowledge and skills, the students' answers show that all of the students have had contact with English language over three years and rated mainly 4 or 5 on the scale as to how confident they feel in their skills. Apart from three students that answered 'No' in whether they have received English classes outside of school, the rest of the students showed that they did receive additional classes. The remaining students stated that they did receive additional classes and also noted the language level that they are at, that is from A2 to B2.

It is of importance to mention that the majority of schools in Kosova introduce English language as a school subject from the 3rd grade, however some schools include English from the 6th grade. Considering that students of the 6th grade wrote that they have been learning English for three years or more, and are on A2 level, proves to show that they began learning English from the 3rd grade and started additional language classes around that time. The very same goes for students of the 9th grade with again over three years of learning and being placed in level B1 or B2. Considering this, the following charts and tables of the questions will seek to bring out an accurate percentage of the students' answers in order to answer to the hypothesis; corrective feedback is largely preferred by students, the manner and time when feedback is given does not really matter to the students and their learning, considering the age of the students', they are sensitive towards the teacher's feedback.

5.1. Section 1: Demographic Information.

The first section of the survey has three questions only regarding the students' demographic background information; gender, age, and the grade they are in.

Table 1.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	38.8	38.8	38.8
	Female	79	61.2	61.2	100.0
	Total	129	100.0	100.0	

Table 1.1.

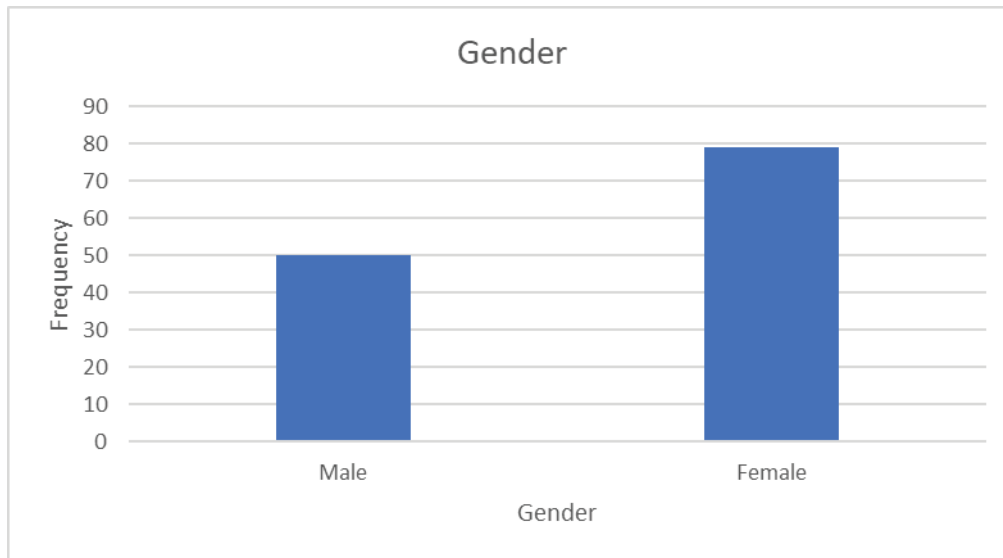


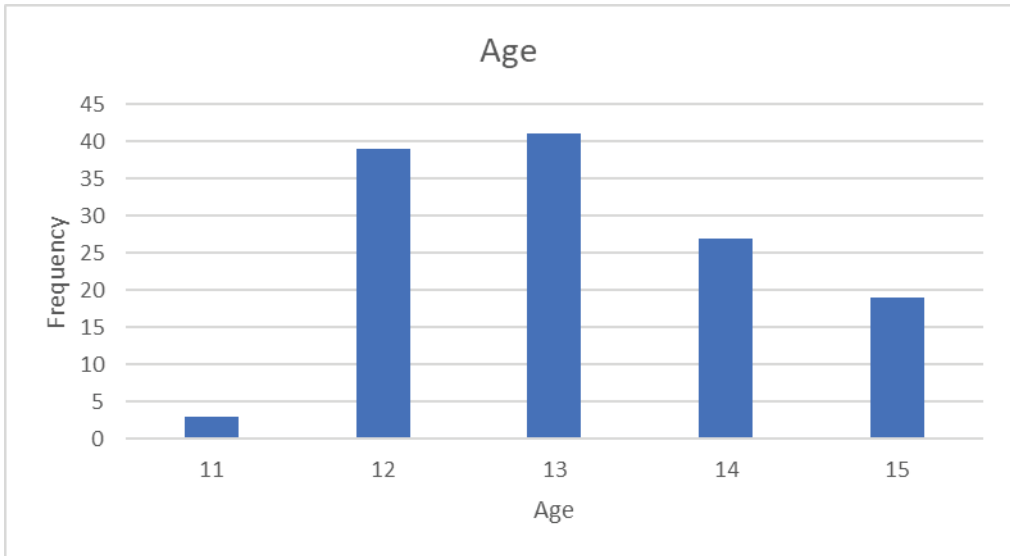
Table 1 and 1.1 show the statistical views of the survey takers, with 129 students in total; 50 or 38.8% being male, and 79 or 61.2% being females and the majority.

Table 2.

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	3	2.3	2.3	2.3
	12	39	30.2	30.2	32.6
	13	41	31.8	31.8	64.3
	14	27	20.9	20.9	85.3
	15	19	14.7	14.7	100.0
	Total	129	100.0	100.0	

Table 2.1.



In table 2 and 2.1, the percentages and numbers of the age of survey takers are presented. The total of 129 students were aged from 11 to 15 years old, and it can be seen that the majority were 13 years old with 31.8%, and the minority were 11 years old with only 3 students and 2.3 percentage. The rest include, 29 (30.2%) students being 12 year old, 27 (20.9%) being 14 year old, and only 19 (14.7%) students that were 15 years old.

Table 3.

Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6th Grade	30	23.3	23.3	23.3
	7th Grade	28	21.7	21.7	45.0
	8th Grade	32	24.8	24.8	69.8
	9th Grade	39	30.2	30.2	100.0
	Total	129	100.0	100.0	

Table 3.1.

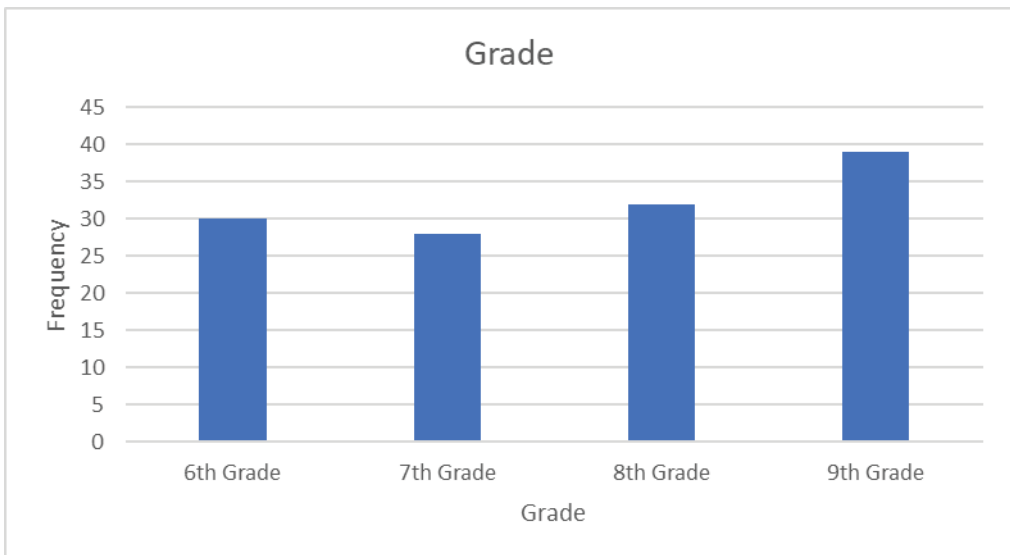


Table 3 and 3.1 show the grades of the survey takers. As students were in grades 6th through 9th, based on the answers, the majority of students were in the 9th grade, with 39 students (30.2%). On the contrary, the minority were in the 7th grade, with 28 survey takers (21.7%). The rest were, 30 (23.3%) students in 6th grade, and 32 (24.8%) in the 8th grade. The spread of students in grades appear quite evened out and balanced.

5.2. Section 2: English Proficiency and Background

Section two of the survey contains four questions regarding the background and English proficiency of the students. They are divided as; how long they have been learning English for, how confident they feel in their language skills and whether they have taken additional classes outside of school

Table 4.

Proficiency in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than a year	6	4.7	4.7	4.7
	1-2 years	12	9.3	9.3	14.0
	2-3 years	23	17.8	17.8	31.8
	More than 3 years	88	68.2	68.2	100.0
	Total	129	100.0	100.0	

Table 4.1.

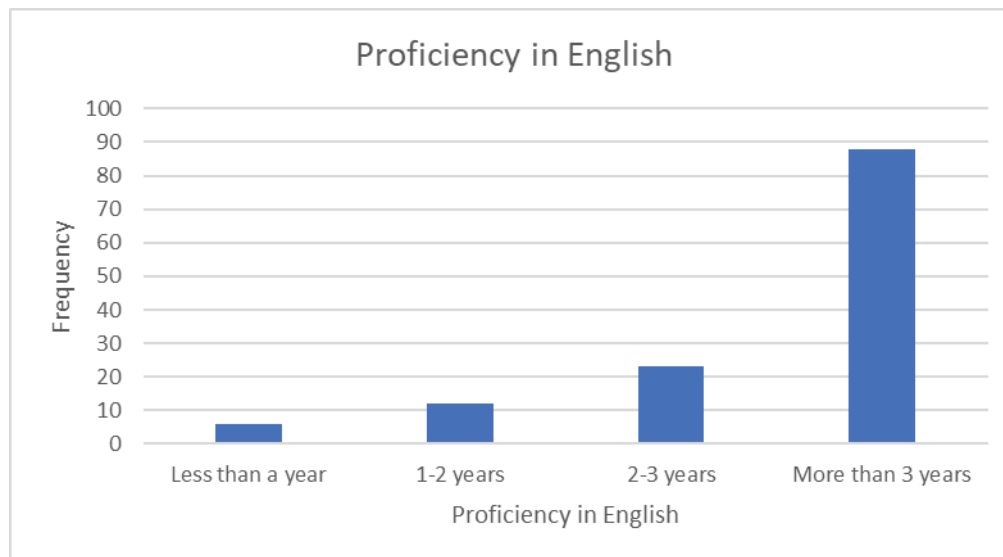


Table 4 and 4.1 show that the majority of students stated that they learned English for more than 3 years, precisely 88 (68.2%). The minority answered that they have learned English for less than a year, having only 6 students (4.7%). The rest answered; 1-2 years had 12 (9.3%) students, and 2-3 had 23 (17.8%) students.

Table 5.

How confident do you feel in your skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not confident	1	.8	.8	.8
	A little confident	6	4.7	4.7	5.4
	Neutral	16	12.4	12.4	17.8
	Confident	50	38.8	38.8	56.6
	Very confident	56	43.4	43.4	100.0
	Total	129	100.0	100.0	

Table 5.1.



Table 5 and 5. show the statistics of the students’ answers regarding how confident they feel in their English skills. The students were asked to rate their confidence on a scale from 1 to 5, from not confident to very confident. Based on the percentages, the majority answered very confident with 56 students (43.4%). On the other hand, only 1 answered not confident (0.8%) and being placed as the minority in answers. 6 (4.7%) answered with a little confident, 16 (12.4%) remained neutral, and 50 (38.8%) answered with only confident.

Table 6.

Have you attended English classes outside of school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	99	76.7	76.7	76.7
	No	30	23.3	23.3	100.0
	Total	129	100.0	100.0	

Table 6.1.

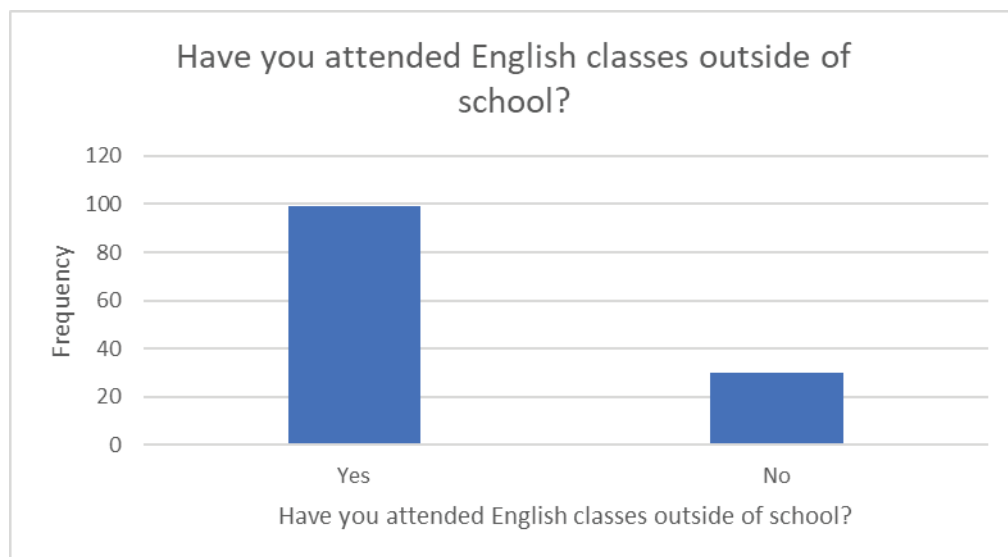


Table 6 and 6.1 show the responses to whether students attended English classes outside of school. Out of the 129 students, 99 (76.7%) reported to having attended additional English classes outside of school, while 30 students (23.3%) did not. This indicates that a significant number of the students have received further language instruction beyond their regular school curriculum, possibly to further enhance their language skills and confidence as well as to receive official language certificates which the school does not grant.

Table 7.

If yes, please let us know your level of English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No CEFR level	3	2.3	2.3	2.3
	A1	5	3.9	3.9	6.2
	A2	27	20.9	20.9	27.1
	B1	63	48.8	48.8	76.0
	B2	31	24.0	24.0	100.0
	Total	129	100.0	100.0	

Table 7.1.

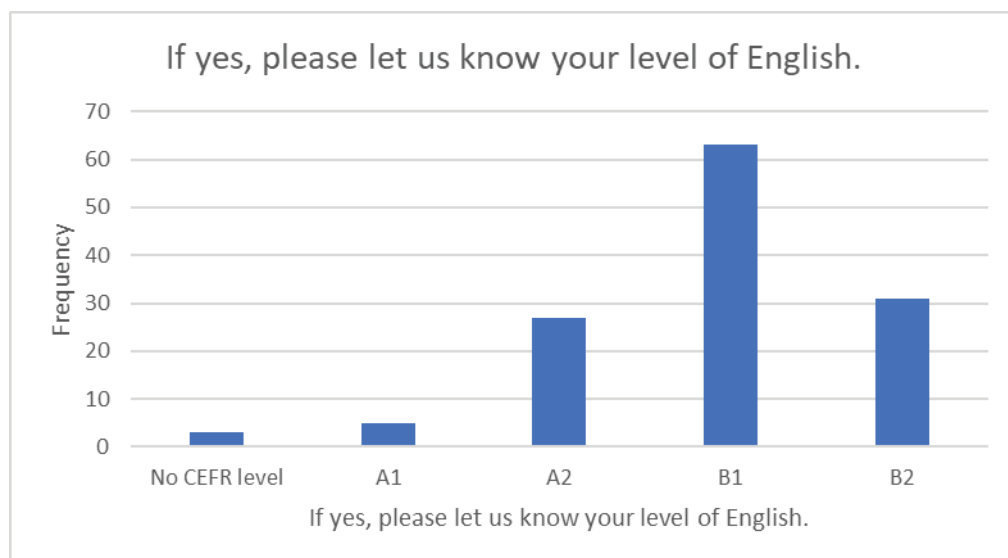


Table 7 and 7.1 show the English proficiency levels of the students who attended additional English classes, based on the Common European Framework of Reference for Languages (CEFR). Out of 129 students, 3 (2.3%) reported to having no CEFR level, meaning that they have not received any extra classes. Whereas, 5 (3.9%) were at level A1, 27 (20.9%) at level A2, 63 (48.8%) were at level B1, and finally 31 (24.0%) reported to be at level B2. The majority of the students, nearly 49%, were at B1 level, which indicates a rather intermediate proficiency in English.

5.3. Section 3: Explicit Corrective Feedback

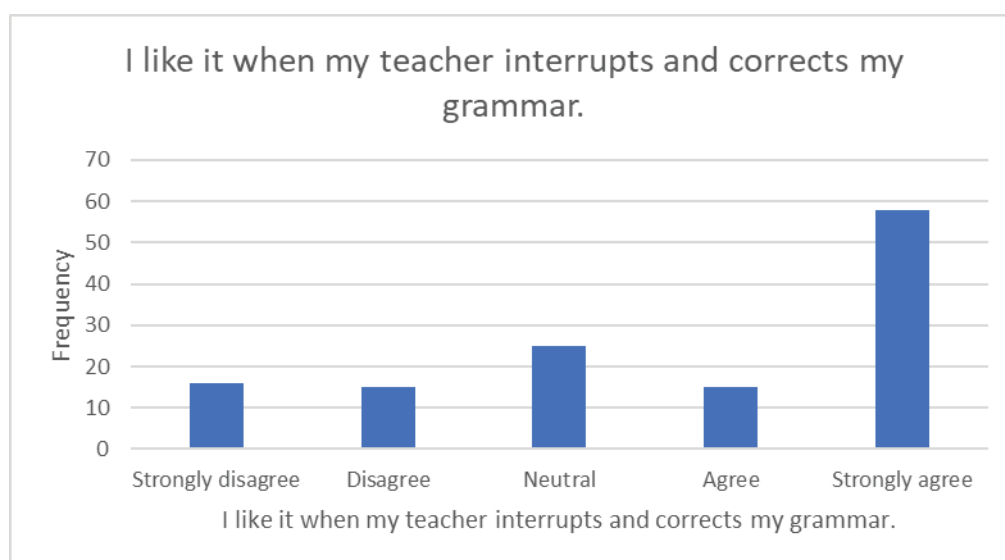
Section three of the questionnaire is separated into two questions asking students to rank the undermentioned statements from 1 to 5, strongly disagree to strongly agree. In total, Section 3 contains ten statements that were ranked, thus containing ten questions.

Table 8.

I like it when my teacher interrupts and corrects my grammar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	12.4	12.4	12.4
	Disagree	15	11.6	11.6	24.0
	Neutral	25	19.4	19.4	43.4
	Agree	15	11.6	11.6	55.0
	Strongly agree	58	45.0	45.0	100.0
	Total	129	100.0	100.0	

Table 8.1.



Tables 8 and 8.1 show that the majority of students have expressed a positive attitude towards teacher intervention for grammar correction when talking. Specifically, 58 students (45.0%) strongly agreed with this statement. Additionally, 15 students (11.6%) answered to agreed, while 25 students (19.4%) were neutral. On the other hand, a smaller proportion of students disagreed or strongly disagreed with the statement, with 15 students (11.6%) disagreeing, and 16 students (12.4%) strongly disagreeing.

This indicates that students in fact prefer interruptions when it leads to grammar correction, as although it is not a very high percentage of positives, it is over half of the total. This would be considered as immediate feedback.

In essence, as mentioned previously, the survey was shared with 129 middle school students in Gjilan, Kosovo, and it covers seven sections in total regarding different aspect of feedback in learning English. This is done with the intention of finding just how much feedback facilitates language acquisition. Using close-ended questions with a 1 to 5 rating scale, the survey seeks to find the students' preferences, experiences, and thoughts on various feedback methods.

A majority of students had stated that they had been learning English for over three years and placing their skills from A2 to B1 level of the CEFR. The results show that students generally do not prefer the direct method of corrective feedback, instead they prefer indirect methods like grammar explanations and repetition of the correct forms. This preference is shown to be consistent across different ages, genders, and proficiency levels, leading to highlight the importance of indirect feedback. The students who had taken private English lessons had similar feedback preferences. Furthermore, the different teaching methods in various classes suggest that the students' preferences lean more toward general teaching trends rather than specific teachers. Keeping that in mind, the survey highlights the importance of student-centered feedback in effective language learning.

From all the data collected, the results show that the first hypothesis claiming that corrective feedback is largely preferred by students is supported partially, as the students do generally prefer corrective feedback. A rather high number of students expressed a preference for various forms of corrective feedback, by answering the strongly agree or agree categories. As an example, many students (70.5%) turned out to like it when their teachers help them fix their English. In a similar way, most students (84.7%) appreciate when teachers explain grammar rules after mistakes, and 88.3%, a rather large percentage, feel motivated to improve their grammar through feedback. However, it is worth mentioning that a small number of about 8% did not find corrective feedback effective. Yet, as stated it is a very small number compared to the majority of students answering positively.

The data finds that it partially supports the second hypothesis as well, which claims that the manner and time when feedback is given does not really matter to the students and their learning. While a majority of students express preference for immediate corrective feedback (e.g., when asked if they prefer their teacher to provide explicit corrective feedback immediately after they make a mistake), there are still notable percentages who either disagree or feel neutral about the timing and manner of feedback. For example, 37.2% of students either disagree or strongly disagree that they prefer their teacher to explain grammar rules immediately after they make an error. Similarly, 27.1% of students either disagree or strongly disagree that they prefer their teacher to use clarification requests and repetition for giving feedback on their grammar.

This third hypothesis, which states considering the age of the students, they are sensitive toward the teacher's feedback, turns out to be supported by the data as well. The majority of students have expressed positive sentiments towards their teacher's feedback, indicating that they are sensitive to it. For instance, on a positive note, when asked if they feel happy when they understand and use English rules during class activities, a vast majority (94.3%) responded with either agree or strongly agree. Alike, 89.4% of students agree or strongly agree that they feel comfortable asking their teacher to explain things again if they do not understand.

Overall, students prefer to be given corrective feedback and are sensitive towards the teacher's feedback, however, their preferences for timing of feedback and method in which it is delivered (personally or in front of the class) can vary among students. This conclusion suggests that personalized feedback might be better when it comes to meeting individual learning needs in order to achieve better language development and proficiency, as well as acquisition.

6. Conclusions and Further Recommendations

In conclusion, this thesis presents a thorough examination of how middle school students learn English grammar, by making a combination of both theoretical insights and further findings. By making a connection of theories with classroom practices, the study makes a contribution to the discussions on language learning methodologies. Moving forward, the findings gained can help develop better and more effective teaching practices for improving English grammar learning in students of middle school in different educational settings.

This thesis explores the complex process of English language grammar acquisition among the middle school students in Gjilan. It considers language theories, corrective feedback dynamics, and sociocultural factors, aiming to better understand the process of language learning and acquisition in the students. Starting with theorists like Krashen and his acquisition hypotheses, and Chomsky's second language acquisition studies, an essential foundation was established in understanding of language acquisition dynamics. Furthermore, the study draws comparisons between ESL and EFL learning contexts, thus foregrounding the different challenges faced and opportunities provided. The study presented the importance of educational objectives or goals as a means of guiding the teachers, as well as the absolute need of student engagement and motivation. Additionally, it examined how the age factor can affect

teaching methods and bilingualism that appears more and more in the digital age we are living.

By going through the analysis, it lays the groundwork for effective corrective feedback strategies that should appear in teaching. By considering a combination of linguistic theories, feedback methods, and sociocultural factors, the study provides further insights into the process of language learning, and preferably, acquisition. Throughout the writing, it can be viewed that these aspects of the analysis will try to act as a guide for potential future studies and assist in improving language instruction, ultimately contributing to the advancement of English language grammar acquisition in middle school students.

As needed for the statistical analysis, a survey was shared to a total of 129 middle school students in Gjilan, Kosovo. This aims to add more practical insight in addition to the theoretical aspects. Comparing and running the results through the SPSS program, it turns out that most students prefer indirect feedback such as, grammar explanations and repetition of the correct forms. Yet, it does mean that they are not inclined to direct corrective feedback. In fact, based on the results and calculating the answers, it turns out that by percentage all three hypotheses are confirmed; students prefer corrective feedback, they are sensitive to the feedback, and the time of when it is delivered does matter and makes a difference. These preferences in answers appear consistently regardless of age, gender, and language level. In students that had taken additional private language classes outside of school answered similarly in terms of preferences. Ultimately, the survey brought forth the importance of the student-centered dynamic of feedbacks in terms of creating rather effective and progressive environments.

In the end, as this paper intends to fill the gap in literature and research, it manages to achieve an answer to the hypotheses raised. However, in this context there could definitely be more to be researched and adapted in the future, this paper only gives foundation to more that could be researched. For future studies, other forms of feedback and lesson giving could be considered as well as distributing homework and how effective homework is. Further studies could even consider high school students or elementary studies in grades 1st through 5th. Moreover, it would be extremely interesting to conduct a future study on bilingual aspects that present themselves in children nowadays and what truly affects this phenomenon to happen in a country where English is not a second language.

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