The declaration of the authorship

I declare that under my responsibility, this research paper is worked by me, based on the standards that the European University of Tirana has for the doctoral thesis. My doctoral thesis is worked by me, and it is not presented before in any other institution, and contains authentic material despite the materials taken in consideration from the authors and they are quoted.

ABSTRACT

The rapid development of information and communication technology has a significant impact in the teaching process. This happens because of the existence of the advantages that this sphere entails in the pedagogical practices and methods. As such, they are briefly brought to us : easy access to information; increasing interest in learning; more ability to embed it into memory and preserved in the knowledge gained as a result of the inclusion of visual memory improvement; interactive teaching as well as easy exchange of knowledge, etc.

With the aim of identifying the advantages that the technology incorporates in the teaching process of methodology, this paper aims to highlight the role of technology in the teaching and learning process of English , the achievement of the student in the learning objectives and how the technology of information and communication is intertwined in education.

The study's research is about determining what impact technology has in the teaching process, meanwhile the supporting questions raise questions about the advantages of teaching technology as well as the impact on the level of learning of Albanian students.

Study hypotheses, which are expected to be proven to be sustainable or not, are: Technology brings quality-enhancing teaching of English; efficient use of ICT enhances student learning. The study methodology is based on the combination of theoretical and empirical analysis, according to the case study.

Keywords: *Teaching process, technology, information and communication technology, learning, education, multimedia, skills.*

DEDICATION

TO FAMILY!

With the deepest gratitude I wish to thank every person who has come into my life and inspired, touched, and illuminated me through their presence, especially my Family!

Thanks!

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List of cuts.

DVD- Digital Versatile Disc.

USB- Universal Serial Bus.

IWT- Interactive White Table.

CD ROM- Compact Disc Read Only Memory.

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CHAPTER ONE:INTRODUCTION

1.1 Research paper vindication.

Information technology and communication as a case study in the education nowadays. The processes of political, economical and social globalization implicit new initiatives which aim together societies in a smaller world and solve problems and connect easier. The school is considered as a social institution so to help new generations better in order to develop psychophysical overviews for the individual as in important actor in the society. The society of the future never stops and never gets satisfied with the present but it is always in search of the best aiming to make the school a place where students can get wisdom but at the same time education. The future of the humankind is more over depending on the development of the education culture, science and technology from which all the contemporary societies make positive changes for a better future in educating generations. Nowadays we randomly listen about new concepts such as technology, competences, strategies, new lesson plan, innovation but the problem is that teachers are not finding the right way how to adopt these concepts in the classroom. The classroom is considered as a sacred place but also an important mean of helping individuals to face every life existing dilemmas which is considered one of the most problematic situation in education nowadays is that teachers do not know enough the functions and the importance of ICT in the teaching and learning process especially in the pedagogical aspect. The changes that are happening in education make us the teachers, to have a different view of

the interior reorganization of the lesson structure but also teachers are always aware of the fact that these changes affect the exterior structure of the education considering the individual´s behavior in education activities. This means ´´every change in education before and after being planned, means an essential study of the existing situation and the factors which limit a specific change´´. (Osmani 2010) Studying the situation this is a condition for a successful change in order to make a better system of education and also helping individuals to be not only professionals. The inclusion of ICT in teaching and learning process is a very important step especially on education reform system. This inclusion means not only exactness but also preparations by professionals so this innovative issue may be successful. The innovative concepts in education are introduces the last ten years but they were not well-oriented so to swipe up from the old system of education to improve teaching tools, to enhance new methodology, to use contemporary strategies in order to know better the interest of the students. It is very important to know the interest of the students in order to plan, organize and succeed in the teaching process. The inclusion of ICT in the Albanian context is considered as a positive phenomenon from the experts teachers, students, parents but it is existing a serious problem in proving that the student knowledge are more stable and as a result of this the performance of the students should be more satisfied. At the same time, there is a serious problem by the part of the teacher to adapt ICT in teaching process. There are some difficulties in adapting ICT for the different reasons. Teachers should find and get improved in finding the right path so to include means of ICT to introduce a mirror of this situation in Albania and to prove all the above issues, this scientific study based on hypothesis, ICT in teaching influence that the knowledge taken in school are more stable and facilitate the work of the teachers. For a

school to be contemporary it is necessary to find new approaches in teaching, by starting from the methods, textbooks,trainings for the teachers so to adopt the ICT in the learning process. The main objective is to advance ICT and include it in today's education: ICT nowadays has given a new dimension to the teaching and learning process of the foreign languages. The new generation of the students are undergoing with their will to this new era of education. This is seen also as a force giving methodology by the Ministry of Education but not only. At the same time teachers are finding difficulties in perception this new element in the teaching process, despite the fact that the students welcome ICT with such a big pleasure. This research also enforces the use of ICT especially in the foreign languages classes. We will treat the integration of ICT and the professionalism of the teachers using this last concept, but at the same time giving theoretical, methodological and institutional aspects of interactive teaching and learning. The adaption and use of ICT in the learning and teaching process in the high schools in Elbasan. There is no doubt that there are many difficulties that the teachers are facing in using ICT in the classrooms, starting from the missing of the infrastructure, lack internet connections, the non professional teachers, and at the same time the judgment that the mentality enhances.

Many of the professionals, are of the opinion that the main objective of ICT is to adopt new interactive techniques and strategies at schools which reinforce critical thinking, motivate and easily helps the process of learning a second foreign language .But, in the Albanian context these innovative practices don't have the right importance and are given an easy shot to make it clear.

1.1 Theories supporting this research thesis:

Some of the authors have given their professional overview and their theories in ICT integration and use in the classroom , by forcing the idea that the use and integration of ICT means not only to put them in the class and make a new structural lesson plan(Bray,1999:14), and to integrate it twice a week , and not only to use it by ICT means(Dockstader,1999:73) and to fasten this process with the ICT integration, (Bailey, 1998:57), but it very important to know how to adopt them in the right manner sot to have a successful teaching and learning process.(bailey, 1998:62). To my opinion, ICT must be in function of the learning process, but we should find the most professional clothe of the ICT usage and integration.

Some of the authors are of the thought that the ICT integration is a didactical means of teaching, concerning the interactive and constructivist attitude. According to some of the authors Larose and Lafrance "The teachers support a constructivist and a socio-constructivist attitude , which means that if teachers know how to use ICT means and learning how to transmit them to the students in class, everything will be successful and we will have a better contemporary system of teaching and learning a foreign language process"(Larose F; Grenon V and Lafrance S, 2002:27) Educational experts consider learning as an active process that leads to knowledge acquisition, which is long-term and sustainable, measurable and specific to behavioral change (OECD, 2007). The primary function of learning is to encourage individuals to develop skills to solve a problem, as well as to sharpen reasoning as a critical and creative thinker. Learning also helps to develop an individual's self-awareness and awareness of his or her environment. The purpose of the teaching process by ICT is to make learning possible. However, while the purpose of the

There are many theories aimed at supporting the ICT learning and teaching process. Thus, for example, Paivios' theory on dual coding (established in 1986) states that visual and image codes that represent information are used to organize incoming information and to convert them in which knowledge can be taken, stored data, and retrieved for later use. The emphasis on the importance of memory has evolved into broad imaging applications, aimed at accelerating the process of acquiring knowledge.   A foreign language has always been involved in this process, but it was explicitly included as an educational partner when images began systematically to take shape as a picture. However, memory remains a decisive actor, because it is the basis of all knowledge and thoughts. The importance of memory is argued and dealt with more widely, because learning and memory are at the core of educational objectives. In particular, an important element for the dual coding theory and its applications are useful effects in recalling concreteness and images (Paivio, 2006, chapter 4): Learning process means a good state of mind and memory is a very important part in fixing the new information and to achieve this one of the best ways in by concrete experiences and practical tools.. Concerning concreteness, memory performance generally grows uniformly from abstract words (eg. truth, justice etc.), with concrete words (eg. chair, man), for objects (or their images). In the case of language, the effect of concreteness occurs with materials ranging in length from words to sentences, to long passages, to concrete memory, exceeding the abstract memory work with an average ratio of 2: 1. The advantage of concreteness is even more striking in the tasks related to the memory, in which the behavior in the mind of the response elements is caused by the concrete words of stimulation or the pictures. (Paivio A., 2006)

Severin's theory (1967) emphasizes that learning has grown as the number of available stimuli has increased (Severin, W. J. & Tankard, J. W., 2000). The incentives supplied through different channels should be relevant to each other; otherwise it would lead to a decline rather than an increase in learning and knowledge consolidation (Kaur S., Rose HJ, Lazar R., Liang K. &Metherate R., 2005).In 1974, scholars Baddeley and Hitch, in their quest to describe an accurate pattern of short-term memory, laid the foundations of active memory theory. This theory suggested a model consisting of three main components: the central executive, the phonological sketch, and the visual space designer (Baddeley A. & Hitch G., 1974).

In 2000, in the studies on active memory theory, Baddeley added a fourth component of the previous model: episodic buffer (Baddeley, 2000). Concretely, today the components of the model of active memory theory, as presented in the scheme of this model, are:a) the central executive, which acts as a supervisory system, and controls the flow of information from and toward its subordinate systems, which are short-term custodians dedicated to a content domain, such as, for example, verbal and visual spatial;b) Phonological illumination, related to language articulation, preserves the verbal content of vocal and sub vocal repetitions;c) Visual space plotter serves for visual space data, which consists of visual memory;d) episodic buffer, subordinate subsystem, which by its own name determines, supposed to hold integrated episodes or shreds in a multidimensional code. By doing so, this element / component act as a buffers, not only among active memory components, but also connects active memory with perceptions and long-lasting memory. (Baddeley A., 2012)

Sweller's theory of cognitive load (1988) refers to the total amount of mental effort used in active memory within the workload of active memory work while solving problems, thinking and reasoning (including perception, memory, language, etc.). Sweller argued that teaching designs can be used to reduce cognitive load among students (Sweller, 1988). The theory of cognitive load differentiates the cognitive burden into three types: perceived, foreign, and closely related specifically:a) Conjunctive internal load, perceived, is the effort associated with a particular subject;b) Foreign Cognitive Charge refers to how information or tasks are presented to a student;c) Conjecturally related load refers to the work carried out in the creation of a permanent scheme or permanent preservation sector. (Kaur et al.,2005).

The cognitive load theory was designed to provide guidance aimed at assisting in presenting information in a way that promotes student activities, which in turn optimize intellectual performance (Sweller, J., Van Merrinboer, J. &Paas , F., 1998).

Another model on the learning process is set out by the generative learning theory, established by the Wittrock scholar.This theory, first put forward in 1974, recommends less dependence on a professor's lecture while at the same time creating more self-sufficiency among students (Mayer 2005). The generative learning theory is based on the idea that students can actively integrate new ideas into their memory in order to enhance or improve their experience in acquiring educational knowledge. In essence, it involves linking new ideas to the old ones, in order to gain a better understanding of guiding concepts. The

generative learning theory consists of four main concepts that teacher designers can include (four or just one of them), depending on the student's needs and learning materials involved.

1. Behavior in memory - occurs when a student accesses the information stored in his long-term memory. The main purpose of this element is to encourage learners to learn a factual-based content, using the information they have acquired already. Examples of behavioral behaviors in memory may be the repetition of student-owned information or the review of information until the concept is fully understood;

2. Integration - involves student integration of new information with already collected and stored knowledge. The purpose of this component is to change information in that form, in which the learner can easily remember and bring it back to mind at a later time. Examples of the integration activity may be the paraphrasing of the content by the learner or the creation of analogy to explain a concept;

3. Organization - is to establish effective linkage between the knowledge that students have already gathered ("old" knowledge) with the new concepts presented. Examples of organizational strategies may include creating lists or analyzing the main points of a given concept;

4. Processing - implies encouraging students to link and add new concepts to the information they have already gathered, analyzing ideas. Examples of processing techniques include creative writing, expansion into a sentence or thought, as well as visual reflection of mental images. (Pappas, 2014)

An interesting point of view also brings the theory of Richard Mayer's conception on multimedia learning. Mayer's theory of active-learning through selection, organization and integration (selection-organizing-integration - SOI) determines that the potential of multimedia learning is useful for the fact that teachers can use the power of visual and verbal form of speech, in order to promote students' understanding (Mayer 2005).

The principle known as the "multimedia principle" states that "people can learn more from words and pictures than from words" (Mayer, 2009, p. 47). The goal is to use and direct the media in the way the human mind works. This theory proposes three main assumptions when it comes to learning through multimedia (Mayer, 2002):

a) There are two separate (hearing and visual) channels for information processing (sometimes referred to as the Dual Coding theory);

b) Each channel has a limited (finite) capacity (similar to Sweller's notion of cognitive load);

c) Learning is an active process of filtering, selecting, organizing and integrating information based on prior knowledge.

From this theory may have embarked on the design principles of inclusion in the provision of coherent verbal or voice image information, directing students to choose the appropriate words and images, as well as reducing the load for a single information processing channel. (Mayer, R.E., & Moreno, R., 2003).

Another theory, founded in 1983 by Dr. Howard Garner, sets out the model of multiple intelligence (Gardner, 1983). Gagner's theory of information processingdetermines that there are several types or different levels of learning. According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, using the body to solve problems or to do things, understanding other individuals, such as even the self-understanding. Where individuals differ in the power of these intelligences - the so-called intelligence profile - and in the ways in which such intelligences are cited and combined to perform various tasks, solving various problems, and advancing in areas of different. "(Garner, 2013).

Dr. Gardner proposes eight different intelligences for a wide range of human potential, both in children and adults. These intelligences are: language intelligence is about the word); logical-mathematical intelligence (related to numbers and reasoning); intelligence over the spatial extent (which has to do with intelligence about images and figures); body-kinesthetic intelligence; musical intelligence, interpersonal intelligence (relates to the wisdom of people in relationships with others), intrapersonal intelligence (self-intelligence), natural intelligence (Armstrong, 2012).

The multiple intelligence theory proposes a major transformation in how our schools have run and applied pedagogical methods. From the viewpoint of this theory, it is suggested that teachers be trained to present teaching in a wide variety of ways, using music, collaborative learning, artistic activity, role playing, multimedia, field trips, inner reflection, as well as many others (Armstrong, 2009).

The significance of these classifications of multiple intelligence theory is that any type in particular requires different types of guidance. Dr. Gagner identified the five main categories of learning:

1) Oral information;

2) Intellectual abilities;

3) Cognitive strategies;

4) Motor skills;

5) Positions.

Various internal and external conditions are needed for each of the types of learning (Kaur et al., 2005; Mayer, 2005).Constructivist theory states that: 1) knowledge is built / formed, so it is not transmitted; 2) Preliminary knowledge influences the learning process; 3) initial understanding is local, not global; 4) Building useful knowledge structures requires a full and intentional effort (Dr. BADA, Steve Olusegun, 2015).

1.2. Hypothesis and research questions.

H 1: ICT helps and facilitates the teaching and learning process of English language!

H 2:Teachers of English need supports and qualification in order to be professional in integrating ICT in the process of teaching English.

Research questions that support this study are:

- Which is the situation of the physical classes concerning the ICT means?

- If this infrastructure of the classrooms is satisfying, can teachers make them functional

- Are the teachers of English enabled to use the means of ICT and do they know how to adopt and integrate them in the English teaching processes?

- How do the teachers feel about the integration of the technology in education'?

- Are the teacher trained enough to use the ICT in the classroom?

- Does ICT facilitate the learning process of the English language?

- Does Albania have the proper infrastructure to use ICT?

1.3. The problematic clarification of the topic.

This ICT introduction in the classroom and its thematic aspect, are innovative issues through which this study will improve and enhance , motivates and stimulates teachers to respect the past situation in Albanian education but their main objective is to make a better over view in enriching teaching with techniques methods and shapes designing new teaching results , this means enrollment of the learning process . This study is concentrated in the integration and usage of new ICT techniques of teaching and learning foreignlanguages, English in this case, seen in some dimensions in the Albanian context.English teachers face many difficulties in adopting new means of technology. The science and new rules are coming faster than thought. And this situation is not as easy as for the teachers to be competent in practicing all the teaching techniques based on innovation. But studies all over the world on this field have shown that the socio-cultural

and the economic-political context influence a lot in the integration of ICT in the teaching and learning a foreign language. But in our context, in Albania the integration of innovative means of teaching and learning a new foreign language has problematic issues. Some of the problems are:a. the lack of the teachers' trainings, b.the innovative equipments,c.the scale of using ICT in the classrooms in the process of teaching and learning.

These are serious problems concerning the usage of ICT in Albanian classes, and for the above problems, there is a deep study of the actual situation in the classes and also it was needed a research study, based on interviews and experiments. it was very important to get a clear mirror of the scale of the acknowledgements by the part of teachers and students and to extinguish the problematic barriers which lack the process of using ICT. From what was seen in general and in specific situation was that the ICT usage and terminology was seen only in theory but in practice there were things unclear to them. What was of a great importance was to know the disposal of the teachers to accept the new methods and techniques so to get involved in the alternative methodology of teaching. But what was of the biggest interest was the fact that they were not ready to use these new ICT tools because of the mentality existing in Albanian system of education. To this point what was the strongest point of the study was to discover how much and how many times ICT tools used were.

1.4.The scope and the importance of the study.
 The main objective of this research study is not only to present the new technological developments of ICT and their function in the teaching and learning the English language

but also to the facilitation that this usage makes in the process of teaching especially. What were also seen are the advantages and disadvantages of using these tools in the classes, and the barriers? The selection of the schools and the teachers taken in the experiments are a representative case of the Albanian context in general.

1.4. The structure of the research study.

In this research study, it was a long way, which without the help of my mentor Prof.Dr Vilma Tafani , wouldn't be that successful.

In the first chapter, it is introduced a shot brief description of the research study, in which are included the hypothesis, the research questions, the problem inclusion, the scope and the structure of the study.

In the second chapter, it is aimed the panoramic views of the theoretical from the authors on the integration of ICT in the teaching and learning of the English language.at the beginning of this chapter it is discussed the theoretical overview of the ICT usage by different authors such as Ruffier(2007),Legende (1993) ;Dockstader (1999) Mangenot(2000). It tis part there given so manby socio-cognitive and the same time social factors influencing the teaching and learning English language by ICT inclusion in the classrooms. The literature review moreover examines the way that many authors overviewed this case , but more specifically analized the training of the teachers as an important fact and how they

influence in the teaching process through ICT. Some of the authors represented some models from Riel and Peterson and some interactive models of teaching in order to see some differences between the traditional and alternative methods of teaching and learning processes of the English language. In this chapter is also given a mirror of the importance that the training of the teachers so to use ICT in the classrooms of teaching English as a second language.

In the third chapter, there is given the methodology of the research study. This study is focused in the high schools of Elbasan city, and this is done in order to see a full view of how ICT is used and its impact in the teaching and learning process. Through the usage of the qualitative method t it is experimented the real situation in these schools, starting from the identification of the problems, the analysis of the barriers imperfections the ICT usage, and the conclusions given from this practicum. At the same time through the experiments and surveys that I have done I have given two models of teaching through ICT and without it, aiming to compare and give the real situation of learning English as a second language. In this research study there are some actors included such as teachers, students, experts of the education the real situation of ICT system in our country, each of them by giving their experience in this problematic issue. It is very crucial in giving the real situation, seeing the problems in order to clarify the barriers and also giving solutions.

In the fourth chapter, there is given the results of the research. the data collected in the research are analyzed and seen correctly in order to verify the problematic issuesthat are held in the beginning of the research. The results held in the research will help to see the barriers and to improve the ICT usage. The most important objective is to see what does

not help the process of learning the English language though the means of the alternative techniques and strategies

In the fifth chapter there are mirrored all the findings given in the research by giving the results and the conclusions. The main objective is to answers to all of the research questions in the study and to prove the hypothesis. At the end of this chapter there are given some recommendations and models to distinguish and make the difference between ICT in the alternative classe and those of the traditional ones.

The bibliography includes a very enriched literature, updated ones and at the same time very existential ones.

Additives, is an important part accompanied the study.

<u>CHAPTER II. THEORETICAL ASPECT</u>
<u>2.1 Theoreticalcontribution of the ICT usage in the teaching process.</u>
The efforts to bring about more and more innovations that make a valuable contribution in

the field of pedagogy and education are influenced by socio-cultural developments in

general as well as the latest development of information and communication technology in

particular, in achieving a high level of gaining knowledge from younger generations.

The timely development of modern society has overcome the real limits of space and the

human mind, which has made man to be eager to the virtual world and technology.

Scientific innovations and technological innovations are further fueled by the impact of

phenomena such as Europeanization and globalization. Occurrences which at first glance

give the impression of a chaotic society without borders and clear vision.

The convergence of inaccuracy and understanding in social phenomena makes social and

historical research even more interesting. The social world is not chaotic and social

processes are not unrelated threads of events. We can explain social patterns in order to

illuminate social outcomes. At the same time, the social world does not constitute a well-

defined, well-defined system of variables and results, in the same way that quantum

chemistry systematizes the properties of all physical structures. However, in another

perspective, social sciences are an intertwined gap, overlapping groups of theories, hypotheses, causal patterns, idealized facts, interpretative principles, and bodies of empirical findings that can shed light on the search but never may reduce the findings. (Little, 1998)The primary function of learning is to encourage individuals to develop skills to solve a problem, as well as to sharpen reasoning as a critical and creative thinker. The purpose of the teaching process is to make learning possible. However, while the purpose of the lesson is simple, the teaching activity itself is complex. Language has always been involved in this process, but it was explicitly included as an educational partner. However, memory remains a decisive actor, because it is the basis of all knowledge and thoughts.

Concerning concreteness and memory performance in general, it grows evenly from abstract words, with concrete words as well as by presenting the objects in image.

In relation to effective teaching practices and the efficiency of learning, a number of theories have been established, such as those of behavioral and conjunctive attitudes set through theories such as:

a) Paivios' theory on dual coding, which states that visual codes (images) and verbal codes (words) represent information (Paivio A., 2006);

b) Severin's theory stipulates that stimuli supplied through different channels should be relevant to one another (Severin, W. J. & Tankard, J. W., 2000);

c) Atkinson-Shiffrin's model proposes a multiple-memory or multi-memory model (Atkinson, R.C .; Shiffrin, R.M., 1968). According to this theory, human memory is a sequence of three phases:

- sensory or sensory register;

- short term memory;

- long-lasting memory

d) Theory of Baddeley and Hitch, who laid the foundation for active memory theory (Baddeley A. & Hitch G., 1974);

e) Sweller's theory of cognitive burdens refers to the total amount of mental effort used in active memory within the workload of active memory while solving problems, thinking and reasoning (Sweller, J .; Van Merriënboer, J. &Paas, F., 1998) (Baddeley A. & Hitch G., 1974);

f) The generative learning theory, founded by Wittrock, recommends less dependence on a professor's lecture, and at the same time creating more self-sufficiency among students;

g) Mayer's theory of active learning through selection, organization and integration determines that the potential of multimedia learning is beneficial to the fact that teachers can use the power of the visual and verbal form of expression, so to promote student understanding (Mayer RE, Multimedia learning, 2002);

h) Gardner's theory of multiple intelligence (Gardner, 1983), on the processing of information, determines that there are several types or levels of learning. According to this theory, we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, using the body to solve problems or to do things, understanding of other individuals, as well as self-understanding.

The concept of education and educational technology provides a basic theoretical basis for research and practice in teaching and learning. In order to provide a definition of educational technology, it is necessary to distinguish between the use of the term "technology" by engineers and social scientists. Engineers and technicians see technology as a tool for building materials, based on systematic engineering knowledge. Meanwhile, in a different perspective, sociologists see technology as a knowledge-building process based on the organization of knowledge for achieving practical goals.

Also, the notion of the lecture is a form of knowledge transfer in which the lecturer stands and lectures in front of a room with people who listen, trying to understand and keep notes at the same time.

But electronic learning or the use of information and communication technology has turned into a promising alternative to assisting traditional classroom learning.

During the learning process, traces are left by processing and integrating perceived information. This is how memory is activated. Memory itself is a cognitive process that enables past experiences to be remembered, both in terms of getting new information (tracking phase development) and bringing memory information (re-activation phase of tracking performed). So, memory is built on learning and the benefits of learning continue on the memory.

The technology used in the classroom during the teaching process is very useful to help students understand and absorb what they are learning.

Today, technology is involved in a considerable number of teaching methods. There are a number of very good programs that can be used to complement the classroom curriculum. The programs available to students may be such as quizzes, tests, activities, and study questions that can help students continue the learning process even when they are out of the classroom.

Learners can use the computers to come up with presentations and also use the internet to conduct research on a variety of essay topics and their tasks.

With the constant advances in the technological world, students are improving in such educational opportunities. Developing new technologies, such as audio and video recordings, CDROMs, DVDs, personal computers (PCs) or iPods, are often followed by efforts to adapt them for educational purposes. Many web 2.0 applications on the Internet, such as wiki, blogs and podcasts, have also been adapted for educational purposes by professional educators.

The process of recording and publishing video lectures is divided into five steps: 1) preparation; 2) registration; 3) editing; 4) production and 5) distribution. As a result, we have three types of data, i.e. photos or videos, audio documents and presentations in "PowerPoint" or PDF documents are synced to an application in Flash format.

Access to multiple IT tools as well as the facilities that technology provides in disseminating information in a short time has attracted an audience of different ages and social categories.

According to a report published by "Milken Exchange on Education Technology" on the impact of education technology, at the beginning of the time, when technology and information development had just started, studies were conducted on the impact of this component on society and mainly on pupils , in order to see the usefulness of technology in the digital age (Schacter, 1999).

On the impact of the implementation of information technology tools in the teaching process, numerous studies have been conducted, such as the tablet and the pad.

The spread of iPad classroom will continue to expand as these powerful devices have proved to be very efficient in the teaching process, both for teachers and students, due to countless educational applications and comprehensive access to information .

Theorists have maintained different attitudes about the advantages and disadvantages that bring the introduction of technology to the implementation of educational methods. Authentic studies, based on analysis of various factors and experiments, have proved that the development of today's society requires innovation both in terms of education and education.

The Strategy Paper considers that the Albanian society is evolving and is preparing to challenge the deviations that confused not only by reorganizing the foundations and redefining the educational goals and its strategic priorities in this sector.

One of the main objectives of the system of the education nowadays is to form individuals who are prepared for the life. It has changed the idea that the school is the institution I which there is given only some scientific information. Lately the ICT is considered a

system of means in which we get support to reach the only and the most important objective: to teach and learn English language easily and in the most successful way.The integration and the usage of the ICT has passed through different steps, and starting from the very first point as an unknown theoretical stream, and then the serious acknowledgement of these terms and up to the identification of the problematic issues which make the inclusion of ICT , very problematic and unsuccessful.

The role of the teacher is very important in the process of the teaching and learning process, especially in the process learning a foreign language, and he or she is seen in the role of a manager or an orchestra leader who manages the class. Seen from the didactical point of view , the integration of ICT in the process of teaching and learning English language , is considered as a facilitator in the process. The inclusion of ICT in the learning and teaching process is based on the autoformation principals is somehow compatible with the organization of the scholar institution . The obligatory and heretical nature of the teaching process can partially explain the research made in the didactical nature of the integration and usage of the ICT in the Albanian context. The research made by me, to my opinion is very useful for different reasons. First of all it is useful because it is worthy to see the actual situation of the integration of ICT in the educational system in our country, and especially in the English learning and teaching process. At the same time, this research is very important so to distinguish the problematic barriers which make the class process very difficult or impossible through ICT , and so to improve and facilitate this process. At the end, this research is very important so to recommend for a better teaching and learning process of the English language. The recommendations will be given in coordination with

the latest development of the educational system in our country and the latest improvements from different authors in and outside Albania. It is well known the fact that at any time in every political situation, Albanian educatory system has adopt the international samples and with the inclusion of ICT in the teaching and learning process of the foreign languages. The teachers are the coaches of every context of the developments made in the field of the education because its their duty to decide whether to practice these changes in the classes or not. If the ICT tools are guided to be practiced in the classes but they are not used correctly then we have to deal with a big risk. being based on some world level research Zhaon dhe Tellan (2002:1-15) made some developments in adopting the ICT mechanisms in the clasess of teching and learning process.

2, 1. What are ICT and its integration?

The term *"information technology and communication "* it is usedto include a series of services and applications referring to some tools which function to enhance and facilitate a specific process through webs and telecommunication. Referring to Gerbault (2002:13) ICT is referred as " a unit of the most development technologies to treat and modify the information in a synchronically way through voice,figure, or animated images and text. In a world divided by clashes of cultures and beliefs, the potential ofthe new media for fostering intercultural understanding and exchange is enormous. In the history of mankind, access to information and knowledge has never been so straightforward at a local, regional, national, or global level. Judicious deployment of ICTs can encourage and sustain cultural and linguistic diversity in individuals and in society in general. Facilitating access to other cultures and languages is the chief goal of the language teaching profession, and using ICT resources effectively in their teaching represents one of the chief challenges facing

language teachers today In their contribution to this study (Modeling a Field-Based Internet Resource for Modem Foreign Language Learning: the Case of RussNet), Dan E. Davidson and Maria D. Lekic demonstrate the potential of ICT-driven language learning, highlighting the flexibility of the media available.

According to Chris Abbott (1998;197) the ICT is considered as a " set of numerical technologies , which are based on the usage of the computer with the only objective , so to spread the information and to maximize the effect and impact of the communication" There is also an Albanian contribution on the "standard of the ICT teachers standards which in fact clarify the usage of these in the system of education in Albania. ICT is considered as the set of the electronic devices to collect, work with and also to represent the information gicen to the users so to facilitate their work .

As far as we see and read about the ICT we come to the conclusion that this is a set of electronic devices and means to transmit the information wanted. ICT in education is used in order to manipulate and also to attract the attention of the students so to make a more interesting class, but at the same time it facilitates the work of the teacher not only to be a better performer in the class but also to help him / her to make and practice a contemporary methodology viewed from the didactical point of view. In a visual manner we can show the ICT means:
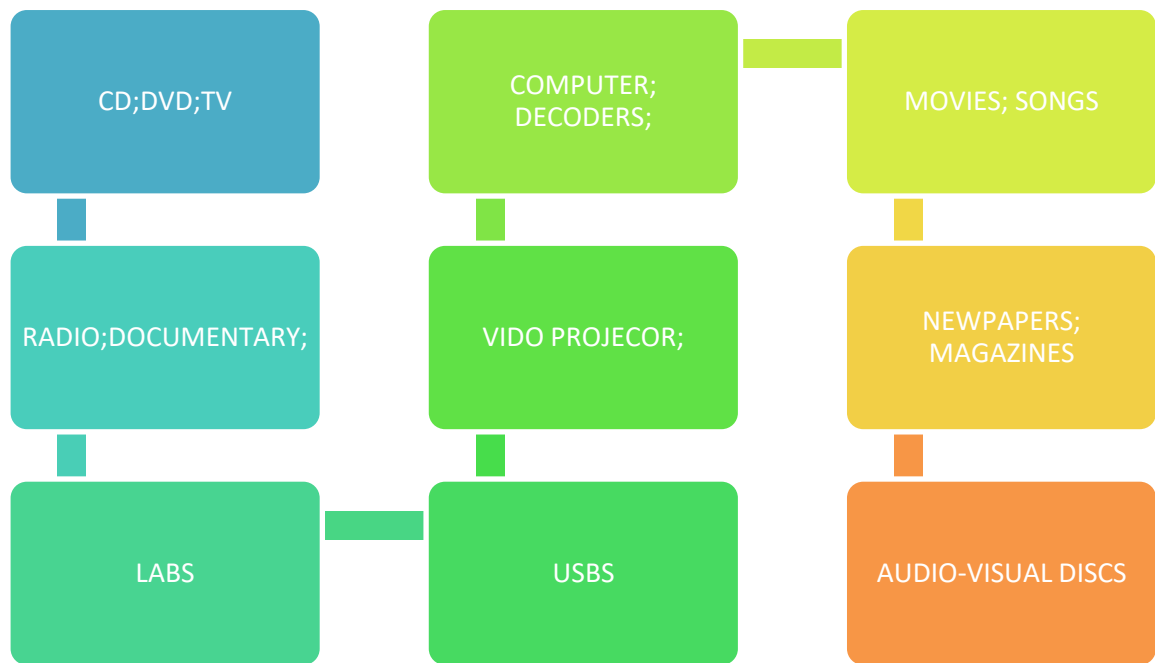
Fig.1. ICT means used in the class

The concept of educational, educational technology provides a basic theoretical basis for research and practice in teaching and learning. The field of educational technology is relatively new and has fought to create its boundaries (Luppicini, 2005). According to the Association for Education Technology and Communication (AECT, 2015), it is possible that education technology is defined as "ethical study and practice to facilitate learning and improve performance by creating, using and managing processes and appropriate technological resources" (Richey, R., Ely, D. & Silber, K., 2008). In order to provide a definition of educational technology, it is necessary to distinguish between the use of the term "technology" by engineers and social scientists. Engineers, technicians and technicians see technology as a tool for building materials, based on systematic engineering

knowledge. Sociologists see technology as a knowledge-building process based on the organization of knowledge for achieving practical goals (Luppicini, 2005).

Luppicini (2005) defines education-oriented technology as an approach to problem solving by utilizing tools, techniques, theories and methods aimed at (1) efficiently designing, developing and evaluating human and mechanical resources and effective, in order to facilitate all aspects of learning as well as (2) guiding and transforming educational systems and practices in order to contribute to the impact on change in society.

Lecture is a form of knowledge transfer in which the lecturer stands and lectures in front of a room with people who are listening, trying to understand and keep notes at the same time. The discussion starts from the days when printed materials and text copies were not widely available to students. Nowadays, technology allows us to copy, print, scan and digitize information to easily save the materials and texts. However, traditional classroom discourse is still one of the most common teaching methods we use today. Traditional lectures have several advantages, such as:

a) Provides the space for students' socialization to talk to people who have the same interests;

b) Lecturers / teachers accompany emotional involvement with materials, e.g.Gestures, expressions etc.

c) Provision of direct communication, eg. Addressing and answering questions.

Electronic learning or the use of information and communication technology has turned into a promising alternative to helping traditional classroom learning. It has also become one of the trends in education (Zhang, D., Zhao, J.L., Zhou, L. &Nunamaker, J.F., 2004).

According to the attentive study of ICT we can clarify and divide the ICT means of usage in some categories:

The video projector: it is a new object that we randomly see in the classesnowadays. This tool helps the teachers to transmit what they want , and also it helps to present all the works in the field of education.

Fig.2. A video projector image.

Computers: the computers are most used tools nowadays I every institution especially in the educational ones. By having a computer, the teacher has an easier manner to save, search, and transmit all the information needed for a specific reason in order to reach the didactic objectives. The presence of the computer in the class helps and motivate the students to be more active in the class, especially to be an important part of the lesson process. Recently, the computer is seen as a necessity in every class, despite the grade or the level of the class.

Fig.3. A computer image

DVD (digital Versatile disc) it is an optic disc used to save the data and it is present worldwide after 1998 and it is presented after the videocassette and the laserdisc. It is a numeric disk in order to save the materials such as videos, data, different folders with music etc. This is considered a random too to motivate the students to be active in the participation in the lesson and to be a student's centered class. The DVD is used to present the work of the students, too.

They can present a work or a research of their own in the lesson.

The internet (Interconnected Networks). This term shows the worldwide sources of telecommunication. The internet is multifunctional and it helps people to get connected independently the space and time. The ISOC –internet society is a regulator basis through the Protocol Internet or otherwise called the IP regulates and helps the people to navigate for every reason and objective. We know and are aware of the fact that the internet is used in schools, offices and nowadays all the state offices function through the use of the internet. Students use the internet to make course papers, to find information, to get in

touch with professors, schools and students all over the world. Even the teachers use the internet in the classes in order to be included in the contemporary style of teaching. This is the main use of the ICT in the classes. To get in touch with innovative systems of teaching and learning. There is also an advantage with the use of the internet in the second language learners. In order to learn better the English language they use the internet, whose language is English. Bt also th informarmation can be translated otherwise.

USB or also called the Universal Serial Bus is one of the latest technologies which saves the papers, the information, photos ,different data. They are very useful in the system of education, through which the teachers present the material in the class, or the students present what kind of work they have done home and then to present it in the class to the rest of their friends.

Multimedia. This is a very wide term which includes different means of image and sounds. In different aspects in the class multimedia means the transmitting of different materials for the students to get better the information which is accompanied with image sound and animation. In fact this is very interesting and influence in the motivation of the students.Students are eager to watch a 10minute material than reading endless papers . it is proved that they can get more information than reading the same.

Hypertext or the hypermedia is usually used in the classes with many students. Their mechanism within the information is the same. These terms ate informative processes that reach the reconnection of the words, paragraphs, images, and sounds

The motor of the research is a complexity of connecting the informative application and the access of the data in CDROOMS or DVDs and their sources such as webs, starting from the keywords.

Television

*"Television is a new, hard test of our wisdom. If we succeed in mastering the new medium it will enrich us. But it can also put our mind to sleep. We must not forget that in the past the inability to transport immediate experience and to convey it to others made the use of language necessary and thus compelled the human mind to develop concepts. For in order to describe things one must draw the general from the specific; one must select, compare, think. When communication can be achieved by pointing with the finger, however, the mouth grows silent, the writing hand stops, and the mind shrinks."***RUDOLF ARNHEIM,* Film as Art**

The television is a very wide world, in which there is a complexity of information. All the information is accompanied with image, voice and text. In this way, this biome function in the way that the viewers get easier the message from the information transmitted. Through the television there are given different emissions, films, documentaries, reports and other genres through the information are transmitted. There are many cases when the students watch different documentaries and learn foreign languages most of the times the students can learn English because there are many films in the TV which are in English. There are also many channels in which students can learn authentic English. Even the teachers can use a TV documentary with the main objective, to learn an enriched vocabulary in English language. Independently, there are many cases in which we as teachers should be very

careful to choose authentic material in an authentic language, because the wrong choice misleads to the comprehension of the language competencies.

Radio. Tesla Nikole was the first to discover a medium in which people can get the information and the first to get the first frequencies was an Italian who was named Markoni, (Bologna 1987).

The radio is one of the most powerful medium of information in which students can improve the listening competencies, especially in a foreign language. There exist many cases when students can speak and learn English languages by listening to songs on the radio. Meanwhile there are so many cases that students can learn how to develop English public speaking competencies by listening to Broadcasting news channels on the radio.

2.2.What does "Integration"mean?

After consulting many dictionaries, the most well known ones, integration is a set of new human processes , which after being modified psychologically owes a new equilibrium , updated one and is set in a new context with a specific coherence and cohesion. According to HARRAPS and MACMILLIAN dictionaries the integration is considered as a "foreign

means"which is united to the welcoming system and it is accompanied with updated techniques in use.

Legendre (1993.14) integration means "the action which interacts different elements to form a harmonically and high level interaction" . Each teacher acts according to a theory or theories of learning and within the context of a philosophy about what education should be essentially (Moore, 2000).

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Electronic learning or the use of information and communication technology has turned into a promising alternative to helping traditional classroom learning. It has also become one of the trends in education (Zhang, D., Zhao, J.L., Zhou, L. &Nunamaker, J.F., 2004). Advantages of using information and communication technology include the facts that:

1. It is a flexible, accessible, convenient learning process;

2. Offers savings in cost and time (especially for students);

3. It is focused on learning through more active participation;

4. It is easier to manage content, easier to manage and update data (information);

5. Provide the ability to link content with other learning resources;

6. Offers a variety of methods for measuring learning success.

Among the disadvantages are the facts that:

1) Technological learning cannot be achieved without the possession of equipment and tools to access information technology;

2) Technologies and tools are not always quite reliable;

3) Not everyone has the opportunity to use technology as a method component in the practice of the teaching process.

Technologies have played a dictated role in the field of education. Researchers have demonstrated advanced technology in regular classes supported by high-level learning and thinking skills among students. It has proven to have positive effects on foreign language learning and become an integral part of education where and contributes as a learning tool in language learning. (Tsou, Wang & Tzeng, 2006). It is of great interest to learn more about the potential use of ICT in schools. Pelgrum (2001) has identified several reasons why technologies in general and computers in particular can be important to schools. These logical bases involved in social and economic interests, such as reducing education

spending, supporting the computer industry, preparing students for work, and living in a technology-packed society, and making school more attractive to its potential students. Public initiatives aim to spread the use of computer technology in schools by implementing computer labs and introducing digital technology to help and support learning in current classes (Kozma, 2003).

In recent years, ICT has experienced development. With multiple forms of representation, some research suggests that providing content using ICT components can be more effective in motivating learners to learn than what is provided in traditional classes (Abdous & Joshimura, 2010).

Coleman's (2006) research shows that ICT can stimulate, motivate, and encourage students' appetite to learn and help create a new culture of success. According to him, this can be demonstrated by their increasing commitment to the tasks, the interest and the sense of learning achievement while using ICT, and to increase their respect for themselves. Some should avoid the idea that ICT is not in fashion, but it is a necessity and its very helpful to reach the pedagogical objectives.

Teachers should get aware of the fact that the integration of ICT helps the deepening of the knowledge taken, especially in increasing the motivation in the students. Many authors and ex professors have highlighted the importance that the integration has.

2.3.Are there any conditions in using the ICT?

1. *A long term of usage*. This means that it is needed a long time of experience and proof. An innovative means requires a long terms of use since the moment that it is

introduced to the cathedra. The beginning is always difficult as a start of putting in practice every innovative means. The starting of putting in practice means mistakes, fear, and in competences. This is why the integration of ICT needs time and experience. There is needed practice for a long time by having the right expertise. The teacher is eager to have space, time and experience to each the pedagogical objective even though the teacher is able to evaluate the technological behaviors. It is also worthy that it is known the conditions and levels even the professionalism of the teachers so to know in what level the integration of ICT can be successful in the teaching and learning process.

2. *The pedagogical judgments in ICT integration*. All the actors involved in the teaching and learning process should be aware of the use of ICT and its advantages. There exist many accesses in using the ICT in the pedagogical means. Some of the teachers ask themselves why to use ICT when it would be easier not to use it in the class so to be more traditional some of the teachers do not know the real functions and the reliability that the integration of ICT has in education. The teachers should invest many times in dealing with the ICT problems. In this time they should deal with the problems faced during this time, to get on well with all the strategies and techniques used in the classroom environment. The teachers should win the efficacy in the pedagogical aspect in order to innovate the methodology, and the use of ICT in the learning process. By using the ICT in the lesson process the teacher does not only learn how to use it with perfection and responsibilities but also try to identify the problems and barriers during this integration. The teacher should be aware of the fact that there might not be any integration, when the institution wishes that all

the programs are logistically based, but they should be substituted into a teaching

which manages the interactive time in the foreign language learning and also at the

language itself. By proposing new programs bout foreign language teaching and

learning, many centers created their autonomy in applying these new programs in

order to learn the foreign language based on the innovative methodology. These

centers were equipped with new logistic means of teaching and at the same time

they were judged because of the means of the pedagogical leadership. The ICT is

midi-existent when there is no connection between the teachers and the activity

given in the class. It might be understood that the ICT does not mean putting the

equipments in the class or to go to the laboratory of the informatics , or even to use

the computer as a paper sheet, or event ot teach how to use the means of education.

2.4.Models of using ICT in the class.

The Moersch model (1995,2001-22) insists that there are seven levels of which a teacher

should pass in order to integrate the ICT in the class .

- Zero model, represents the non use of the ICT in the class for different reasons. This may happen for different reasons such as the non access of the internet or any other different problems.

- The sensibilisation means the phase in which the teacher is in contact indirectly with the means of integration of ICT.

- The exploration is the phase when the teacher uses ICT to search extra information in order to solve the problems in the lesson process.

- The infusion is the phase where the teacher uses the ICT means in order to support the pedagogical activities, in order to reach the decision taking. For example the teacher may use the ICT means in order to illustrate any problematic issue in the class, for the students to get better the ideas in the class to connect the theory and the practice.

- The integration means the use if the ICT means in order to identify the real problem solving connected to a real situation problem.

- Expansion means that the teacher interconnects with the people outside the institution where he or she works in order to reach the pedagogical objectives.

- Perfection. In this stage the teacher makes the student be the main protagonist of the lesson class. The student is the one who checks for the information he wants to use in the lesson. In the case of the English learning , the students decides what information to search for. For eg. In the case of the Present Simple learning , the students in order to learn in better and faster, searches for a text, such as a fairy tale

or a song text with lyrics in present simple. He is not obliged to learn it in the textbook during the class.

There exist another model which explains the phases of the ICT integration in the lesson class. This model takes the name from the person who invented it as useful to be known by the teachers in order to get accomplished with this integration. It is called the Morais model. This model includes two phases.

- The first stage is called the "starting point"and it is divided in two other subphases "compatibility and the " the practicum. In the first, the teaher should be very attentive in order to see what is the perfect strategy to use in order that the lesson is student-centered. The second one deals with the teacher, because he is the one who tries to use the ICT means for two reasons. The first is connected with the personal usage of ICT in order to adopt the method used in he class. The teacher also decides what to use in the class in order to reach the specific objectives. The second one it is on the teacher to decide what material to choose for the specific class and theme , and if it the right means for the class to be used.

By bringing these two models we come to the conclusion that the teacher who is motivated to use ICT in the English teaching process, should be very professional in following the right steps. This is what is lacked in our Albanian context in the system of education. Teachers are misleaded and confused because they do not follow the steps needed. What teachers have to do is to start from the personal conscience to use ICT for "personal usage"

and then to use some of these means by following the way of the "professional usage " and to reach in the "professional usage" only in this manner , the teachers are going to be professional and didactical.

2.5.What are the methods of teaching?

Teaching methods and techniques are standard procedures that teachers use in collaboration with students to present and develop materials and learning activities to achieve learning goals and objectives. Teaching methods are divided into two large groups: the methodology that teachers and learners have in mind. In the last decades of the last century, priority has been given to the skills that give priority to the student's activity. This trend has begun to be felt even in Albanian schools.

Methods centered on the teacher aim to provide information that will provide the basis for developing further thinking. This group includes: explanation, lecture, conversation, deploring, questioning.The student-centered approaches aim at meeting the learning goals and objectives by actively enabling the learner. These methods are divided into two subgroups: group work methods and research methods.

Because of the characteristics of the class group, some of the most successful methods and techniques are those that relate to group work. These techniques influence the student's higher activation in the learning process, changing attitudes and ideas. These techniques increase the effectiveness of teaching, as learning outcomes are high. This subgroup includes discussion, debate.Research methods have as main characteristic, information exploration and conclusions drawn by students themselves. This subgroup includes:

research project, survey, excursion. To use the methods successfully, the teacher should know well their characteristics, methodical progress, select them in accordance with the subject they develop and the student's particulars. One of them should not be overstated, but should be used in combination.

Learning methods are ways, ways, steps, and didactic processes that use the teacher's teachers in the process of teaching and learning abroad for the transmission and acquisition of knowledge, skills and habits. Historically, they have changed, been perfected and modemized in relation to the transformations of the society, with the intentions and interests that it has presented to the school at different times, as well as with the specific changes of the school itself, of various sciences: psychology, pedagogy and sciences the other.Teaching methods are conditioned by the content of the lesson, but also by the forms used in the organization of the learning process.

To make the selection of the methods well we need to have some pedagogical criteria:

First, they must be selected in accordance with the nature of the subject, with its content.

Secondly, in accordance with the place where the classroom, cabinet, laboratory, in-kind, or somewhere else outside of the school will take place.

Third, in relation to the age of students, with their psychological traits.

Many criteria have been followed for classifying teaching methods. In the school tradition, it was the principle that the learner's knowledge, skills, and habits were learned, what was their burden. Under this criterion, the methods were divided:

The verbal method, where the source of knowledge was the word of the teacher and the book. These included: denunciation, conversation, explanation, lecture, etc.

The concrete methods, where the source of knowledge was, the means of conquering, accompanied by the explanation of the teacher. Include: observations, demonstration, etc.

Practical methods where the source of knowledge was the independent work of students such as exercises, practical work, etc.

Another principle is the one that takes the student's work and activity, explanatory-illustrative methods, problematic and research methods into account.

Today, classification is based on the idea that teaching is a common process of teacher and student work. Methods are divided into methods for the transmission of knowledge, skills

and habits of the teacher, that is, methods of teacher work, and methods related to the student's work to improve knowledge and to develop skills and habits.

Teaching methods are divided into two major groups:

• Methods that focus on teacher activity.

• Methods that focus on student activity.

2.6. The students centered methods
In the "Education Dictionary" teaching is defined as the teaching act in an educational institution; is the activity and direction of the teaching process by the teacher.

Teaching is always a deliberate process where the set objectives must be achieved. As any deliberate activity, teaching does not happen by chance, it is a planned process, which implies the effective realization of this process. Teaching is: a) transmitting the knowledge from the teacher to the student, associated with the question "what?" What I will teach him; b) The organization and direction of the student's work, which is accompanied by the question "How?" and facilitation of learning (What will learn and how will the learner learn)?

Teaching is an active process in which a person shares information with others to provide them with knowledge that leads to behavioral changes. Rather emphasizes that teaching is a tripartite process, involving the teacher, the student, and the learning situation and leading to changing student behavior.

Teaching is a process or an interpersonal activity where the teacher interacts with one or more students and affects them, but also impacts the students' influence on the teacher. In the broad sense, teaching is the direction of the learning and learning situation that includes:

a) Preventive decision-making process for designing, designing and preparing learning and learning materials, for diagnosing student needs, creating the learning environment, for utilizing lesson time;

b) Interaction process, direct teacher-student cooperation, use of teaching methods;

c) Post-Phase, which summarizes:

- ❖ Assessment,
- ❖ Self-assessment,
- ❖ Redirection,
- ❖ Risk;
- ❖ Setting out procedures for evaluating learning,
- ❖ Grades,
- ❖ Evaluating the curriculum,
- ❖ Evaluating teaching materials.

Discussion is the teaching method in which students combine together in order to share information about a topic or a problem or to seek answers to a problem based on possible evidence.

Through the discussion is achieved: discovering the existence of a problem that can be solved with understanding; determining a problem; analysis of a problem to find the facts and circumstances that accompany it, solving the issues, drawing conclusions.Discussion, as a teaching procedure, is conducted either with a group of students or with the entire classroom.

There are four types of discussion, which are distinguished by the degree of control of the teacher.

1. Discuss the structured and directed questions of the teacher.

2. Discussion of semi-structured questions during which students are encouraged to show the degree of understanding of important concepts.

3. Reflective discussion, which implies a whole set of slightly structured ideas. Students think critically about problem solving.

4. Discussion in small groups. The class is divided into groups of leaders, which have certain responsibilities in the discussion.

In the discussion all participants think in their own way and have the opportunity to express an opinion regardless of their status.

Discussion is an opportunity given to students to

- To practice thinking,

- To present their own thoughts,

- To devise and apply principles,

- Toget an assessment of their work

Discussion represents the highest degree of interaction among participants.Discussion can be used in each subject.

Debate is a method that is characterized by a normal procedure for filing arguments on a case by two opposing members in front of the listener, following a standard performance. One of the groups is pro-problem, the other against.To develop a debate, there is a need to have a problem, two debate teams and a procedure to decipher the case.

The debate gives the opportunity to speak and prepare the arguments. Each team consists of two or three contenders. Debaters make a formal presentation and argumentation of the matter within the specified time.

The debate has a leader, who introduces the topic and the speakers. After the debate is over, the moderator can conduct an open discussion in which the followers of the debate can express their opinions or ask questions. The one who marks the time takes care of the respect of the appointed time, but of each contender. Debate is a method that is used most in high school. It can also be used as a cross-curricular activity.

Survey is the method that puts the student in the role of the observer, seeks to observe and keep track of everything that is happening during the observation process or to photograph special cases during the survey, to process and publish the findings.Today's teaching is

undoubtedly being used as a tool to facilitate learning processes and individual student development as recipients in this process. As such, today's contemporary teaching is being viewed as a way to encourage and train students to be active in the learning process. However, it is still worrying that today, most students fail to come up with evidence-based conclusions, as in most cases they are taught what to think, while few of them know how to think (Musa, 2003). This may well be a consequence of what critical thinking is not effectively taught in the traditional school environments, which relies on memorization.

Role Playing

Role Playing is the teaching method by which students take or think of a scenario, accept certain roles, and interact with their characters. When put in the role of others, students can understand more. The role of the teacher is to help create a real context often and through participation in role play itself and to guide students to realize roles. Before role play starts, role playing rules are defined and students are encouraged to feel good about playing. The teacher should determine which knowledge, skills and attitudes should be learned by the students during the role play.

Role playing in two ways. The first way, when students know the role they have and have learned its content that they will play. The second way is with tabs. The teacher distributes to the students the tabs where the roles are marked and then begins the interpretation. Role files should reflect data about the body image such as age, name, status, and historical data. Pupils need enough time to familiarize themselves with roles, to embrace the language of the role, to ensure the agreement between the students who will be in the role. Pupils

usually work in pairs or in groups just as in real life. Acting roles can be captured so that students can evaluate their appearance. Role play can not be used when the student is emotionally charged and the role causes psychological stress to the learner.

The role play promotes active learning, interaction among students and thus increases motivation for learning. Provides creative opportunities for student engagement in real-life tasks and situations. Encourages emotional development. On the other hand, the role play if it is not well organized can create a noise. For this, the teacher should organize the role play in short activities to extend the role play to different students, ensure that the students understand the situation in the role sheet, set the time limit of the role play, enabling students to make agreements between them for the role.

2.7.Exploratory Teaching

The idea that learning a student is complete and understandable when he discovers and exposes his / her own knowledge, rather than when giving them through explanation is not new. Exploratory teaching is the "heart" of today's learning, based on the didactic principle. Student learning at school should imitate the thinking of the scientist and future researchers. If the teacher gives the students the opportunity to draw conclusions to draw conclusions then the benefit of the students is undisputable.

Essential element in revelation is drawing conclusions from students, generalizing them or applying them to new situations, this can be achieved in two ways.

Providing students with the information they need to come to conclusions. So, for example, you can see the students argue one or more proofs to come to a conclusion. In this way, students independently draw conclusions through deductive or inductive thinking. Pupils argue themselves or some of the evidence then draw conclusions based on the data they arrive. This type of discovery teaches its contents. The students themselves are able to search, explore and discover. Pupils consciously apply the principle and make generalizations. Even when students apply something in a particular situation based on principles they have learned or discovered before, they are discoveries. Much of the issues in the discovery lesson can be a combination of inductive and deductive teaching. To be successful in revelation, the teacher should build up the problem situation, utilize the experiences gained before, which will help in the presentation of essential elements such as problem solving, questions etc, to draw conclusions in the form of generalizations or concepts and apply them. In revelation, the role of the teacher is to guide the learning process rather than tell the learners what to do or discuss. Teacher should enable students to ask questions, encourage them to do research, support them, emphasize positive achievements, encourage exchange of thoughts, accept reasonable hypotheses, warn and make suggestions when you see their search or disclosure is in the wrong direction and help them analyze and evaluate their ideas, thoughts, and interpretations. Exploratory Teaching encourages independent and creative thinking. For this, the teacher should examine the ways of collecting data from students, ask questions that lead to the objective they are aiming, investigate how obedient the student is in the arguments that he gives during the discovery lesson and confront the student with the opposite opinions, assess the assumptions and other factors that may lead to a reassessment of their thinking. Compared

to traditional teaching methods, the discovery lesson has several advantages. It offers activities that motivate students. It enables students to learn and practice intellectual skills.

The philosophy on which traditional methods of teaching and learning are built refer to teachers as being more knowledgeable than students and as their primary, sometimes single, source of learning for them. In this regard, traditional classes are seen as more ceremonial places where students sit in rows as spectators while the teacher sits in front of them. In other words, traditional methodology places the responsibility for teaching and learning primarily to the teacher and it is believed that if students are present in the lesson and listen to explanations and examples of the teacher, they will be able to use these knowledge in life their daily lives.

Unlike traditional methodology, contemporary methodology is more like a student in the center, otherwise teaching with the student at the center. Teaching with the pupil in the center focuses more on the interests of children and their learning. The primary role of the teacher is to help learners in the learning process by enabling them to work quickly, not giving them long explanations, and encouraging them to be an active part of the process. The teacher is here not to explain, but to encourage and help students explore and test things and make the teaching process interesting to the students.

The characteristic of contemporary teaching methodologies is interactive student learning such as work in a couple or group, where the active participation of the student is the primary. Classroom space is another feature of contemporary methodology that supports

critical thinking. While in traditional classrooms, classrooms are often arranged so that they face the teacher as with a style like theater, critical thinking classes, the teacher moves and moves tables and other furniture to the classroom, whenever it is possible, to enable students to discuss their ideas in the group.

The philosophy on which contemporary teaching methodologies are built are based on the assumption that students learn best when they learn to do so. In this regard, students and teachers are the key partners in learning the lesson. The role of the teacher is mainly to orient, assist and support their efforts in the learning process (MEST, 2011). The teaching methodologies and materials used by teachers need to adapt to the new needs of students to meet their expectations.

It is understandable that shifting from traditional to contemporary methodology is not an easy process, especially for teachers who have already created a long experience in applying traditional methods of teaching. The difficulty in shifting from traditional methods and hesitation to change in general is one of the main obstacles described in this report. Therefore, the readiness of teachers to change access to their teaching is a very important aspect that can make this process not only easier but also more successful.As a teacher, you will need to use this method in the fields of social education. This means that the survey as a method has its own subordinate features. of the subject you are going to use. If you look at, for example, communication problems in the classroom, then more time is required, means to document the threat (camera, tape recorder, etc.).Success at school requires an active, refreshed, content and formative learning process, which finds concrete expression in using contemporary and inclusive methods and strategies.

An individual benefits from a certain process when he becomes part of this process. Only in this way can he gain steady knowledge, independence of thinking and acting.

Student-centered teaching is about teaching as an act of interaction, dynamic, flexible, and open between teacher and student. This teaching has internal and fundamental interpersonal qualities, which is a process of teaching and learning. The basic function is learning. Student-centered teaching is a two-way process of continuous interaction where the teacher plays important role as a partner in direct and indirect interaction with students. The core of student-centered learning are activities performed by the students themselves. In anticipation of this, the greatest attention should be paid to methods and techniques that lead to the realization of interactive activities. In the primary cycle classes, a range of interactive student-centered learning techniques are implemented. Some interaction indicators that describe the student-centered teaching process are:

- ❖ *Communication*: During communication interaction it provides opportunities for students to learn through speech, reading and writing processes. Opportunities are created for students to discuss each other, understand, give and think to help and promote one another's successes.
- ❖ *Exchange of ideas*: Students' questions and answers during classroom development and classroom activities are forms of exchange ideas. Through the questions, it is possible for the students to answer by adopting the oppositionor by modifying the answers of other students. The exchange of ideas is a positive indicator of the activation of student interaction.

❖ *Emotional atmosphere:* Emotional reactions are an indicator of the relationship between personal experience and activity that takes place during the learning process. They demonstrate personal attitudes such as consent, disapproval, interest, usefulness, and so on. Interactive students are friendly, accept and give help, preserve behavioral tactics, and show respect for others.

❖ *Initiative*: This is manifested in different ways and different phases of the learning process. Attention is focused on the behavior of students who express this initiative in the efforts to organize people in groups, in sharing the tasks within the group, in selecting the materials to be used, in the presentation of individual or group work.

❖ *Collaboration*: It is a process that helps all students benefit from each other because they exchange ideas, develop discussions, help each other, and actively engage in the learning process.

❖ *Decision making*: Student decision-making in the group is a valid indicator of interaction, because by deciding what they will do, where they will start and how to complete the activity, educates the student about the feeling of tolerance, consensus, and collective responsibilities.

❖ *Assessment:* Student assessment and self-assessment during the learning process provides opportunities to discuss that they have achieved their goals, identify learning needs, and determine actions that will help them achieve more success.

❖ *Reflection*: When students reflect, they look at things in a new light, think deeper, and create a more accurate understanding of themselves and the surrounding world. Interaction students appreciate knowledge and ideas, weigh the arguments, argue, show willingness to challenge and strive to achieve balanced judgments.Interactive

teaching is defined as: a two-way process in which students are expected to play an active role by answering questions, contributing to discussions and explaining and demonstrating their classroom methods.

In essence, interactive teaching is to give students something to do, taking what they have done, and then assimilating it yourself so that it can be decided what will be better to do then. There are three reasons why teachers should choose student-centered or otherwise interactive teaching.

First, this is an attempt to see what actually exists in the students' brains. This is the "summary" aspect. It's the easiest aspect to understand and this is best described in literature. But it is far from being the only prospect.

The second reason is "formative", where the teacher intends through the assigned task to guide the mental processing of students along a proper path to "conceptual boon". The goal is, as students think through the necessary issues in overcoming the road, the resulting mental building that has developed in the student's head will have those features that the teacher is trying to teach the students. As Socrates has revealed, a good question can achieve this result better than simply giving the answer.

The third reason can be called "motivating". Learning is a tough job and a motivational injection at the right moment can bring all the change. A motivational factor provided by the interactive teacher is the demand for a response to a lively task in the classroom. This serves to bring the student into action, to draw his brain out of bed, that is, to speak. Other delicate and pleasant events continue immediately after capitalization at the moment

created by this initial outbreak. One of these is a result of our human social tendencies. When teachers ask students to work together in small groups to solve a problem, a discussion arises that does not only serve to build stronger knowledge structures but also to motivate. The anticipation of immediate responses in the form of reaction from their fellow students or by the teacher is a very strong motivator. If it is not shameful or threatening, students want to know desperately whether their understanding is advancing or is simply going without any purpose in the conceptual space. When they realize that they are not allowed to deviate or get out of the way, this gives them extraordinary energy to continue. According to scholars, interpersonal (student-centered) teaching is mostly used to refer to regulation classroom environment, in which all class students are expected to behave in the same way.

The term "interactive classroom teaching" was presented as a way to show how they felt capable teachers achieve high-level international outcomes, holding classes and student development through learning materials together.

Some argue that it is not the key cluster organization model to increase the quality of learning, but the quality of teacher-student interaction. Other scholars argue that effective interaction teaching is characterized by uninterrupted change between teacher and student, including sharing ideas more than traditional teaching. They suggest that respondents allow the teacher to control students' understanding of the subject, allow students to practice and improve the skills involved and clarify their thinking, allowing teachers to provide the learning platform.

Authors suggest: using questions to see basic learning at the beginning of the lesson and stimulate reflection on what they have learned at the end of the lesson; creating a climate where students feel encouraged to answer questions; the involvement of high level questions and strategic questions, open questions and process questions; Recognizing students' answers and providing clear feedback, especially if students are reluctant; encouraging students by refraining or rejecting the question of whether there is an incorrect answer or if it is not at all; long reluctance of a student to formulate a response before you encourage it; asking another student to answer before the teacher answers the question.

Asking questions is not the only way to generate interaction, although it is acknowledged that discussion can be effective in attracting students, helps develop understanding, and helps develop communication skills.

There are several different ways of categorizing classroom interaction, but all kinds of interaction are important to engaging learning and creating well-educated young people inside and outside the classroom. The following types of interaction are distinguished:

• Student-teacher interaction,

• Student-student interaction,

• The interaction of a small group

• Interaction of a class

To avoid excessive emphasis on the theory and the memorization of the material presented in the class, the teachers emphasize the use or implementation of classroom interaction to

give students the opportunity to think critically, to focus on details of special and to practice what they have learned. Teachers have access to or access to many methods of creating an interactive class. Common methods include classroom conversation, question replies, loud reading, and role play.

Teaching with the entire class with the lowest level of interaction is the lecture. There can be no interaction between the cognitive processes of the students and the teaching in the lectures. Every interaction is internal and, although under student control, does not affect the development of teaching, which is under the control of the teacher. Skeleton is limited to the choice chosen by the teacher of metaphors, allegories and diagrams, etc., which are predetermined to relate and support the cognitive processes of students.

The metaphor of the scaffold is often used to describe the intervention of an adult or the approval of the most competent colleagues in the learning process to act "as a form of awareness experienced up to that time, so that the learner can own his action through his conscience and control ". However, construction is misdiagnosed, with a pier and a person another questionable question mark. Indeed, in some respects, metaphors suggest a predetermined rigid frame within which recognition should be built. The second level in the interaction hierarchy presented by Tanner and others includes a rigid form of simple-base, low-level transitional questionnaires. On the move, it is the teacher who chooses thinking strategies and controls the decision-making process that leads to discussion of a predetermined solution. They also find that this is the most common form of interaction where most teachers 'questions require short, factual responses of a relatively low cognitive level designed to pass students' responses to a certain response. The third level in Tanner's

hierarchy and others is based on a loose shape of the scaffold in which the individual contribution of students to interaction is given great importance as the teacher extends and sustains the dialogue through exploratory questions that deepen the evaluation function within the three- , to allow formative assessment decisions to be made by both students and teachers. Through their more consistent involvement in formative assessment, students begin to gain a degree of control over interaction, although within a loose structure the orchestrated passage from teacher training estimation, based on such rich questions is related to work improved. In contrast to the solid scaffolds provided by transitional questions, the other level in the Tanner hierarchy and others is based on a more dynamic shape of the scaffold in which students and teachers interact more collaboratively in building knowledge. The aim is to develop a discussion about a problematic in which differences in angles are welcomed and encouraged. The most important participant in the discussion is the teacher who assesses the situation and uses focusing questions to control his general direction. Focus questions attract the attention of the class to aspects of student contributions that are important. For example, attention may be drawn to strategies, explanations, useful knowledge, or problem characteristics that are not yet understood. Then the class evaluates the strategies and explanations, solves collectively any concerns that have been created, or gets new ideas to further develop them.

The highest level in the hierarchy presented by Tanner and others is based on collective reflection. The focus of this form of interaction is on evaluation and reflection. This usually occurs when the teacher deliberately builds a reflective reflection on the activities, to encourage self-assessment and reflection in the process. The important feature common to

these activities is that they provide social conditions to encourage students to engage in reflection and self-esteem.

The term "interaction" appears in two distinct contexts of research discussion in education: the first concerns pedagogy and the other new technologies in education. Here we are dealing with the concepts of "interactive teaching" and "interactive technology", pointing out that the intersection between technical and pedagogical interaction is the combination of interactive teaching and interactive learning, supported by technological tools. Designing systems with an internet connection provide a window on the world for students and teachers. Expanding this concept with two innovations creates an interactive learning environment. Combining these tools creates an interactive window on the world, giving teachers the opportunity to work in an interactive learning environment. The new generation of education technology is shifting to models and theories that are expected to reveal the necessary analysis to drive the pursuit of educational technology. Technology should be used as a means by which to learn. Like technology, education changes steadily. There are changes in values, new curricula are introduced and new technologies are redefined over what we teach and how we teach. The use of technology in the classroom has existed with tools such as TVs and projectors. These presentation systems provided new hopes for better teaching delivery. The transformational nature of technological integration changes the teaching and learning process by turning it into an interactive learning environment.Interactive teaching begins with a philosophy of teaching through technology and ends with a new teaching and learning process. The combination of

constructivism, interactive panels and tools is a model for further conceptualizing new ways of teaching. In this context, both students and teachers are central to the process.

Three main ways are set by which ICT is currently supporting interactive teaching. ICT can be used as:

1. *The interaction object* (that is, the resources that can interact with - ICT provides a collective reference focus as a video clip or a student writing model).

2. *A participant in interaction* (that is, a partner with whom you can interact - ICT assigns tasks and requires immediate reaction, such as

eg, a game, quick or simulation).

3. *A tool for interaction* (that is, a method by which you can interact)

ICT helps to track goals, (eg, by colluding collectively a map of photosynthesis concepts, or by building individually a written or oral sentence for interpreting, discussing, and editing a partner).

The first category is a family feature of the traditional classroom, but the acquisition of ICT brings new forms of ideas show, especially dynamic forms, which enable teachers to present more clearly some of the most difficult ideas to understood by students. It also enables teachers to have a wider range of easily available resources and gently cross between these resources during one lesson.

The second category is specific to the learning environment equipped with technology, where

Resources are capable of responding in a way that depends on the learner's action, unlike traditional sources. This category can be subdivided into examples in which the ICT source begins the interaction (such as a quiz or challenge presented by software) and examples in which the learner begins the interaction (such as simulations, where the user controls the variables and observes the results of the simulated process). Of these, the latter seems to provide more opportunities for interaction. However, it is the third category that can best utilize the ethical potential as a means of conversation teaching. Of course, a lot can be achieved with "traditional" sources: a large piece of paper and a color pencil package provide the potential for a group to co-operate in a task and are far cheaper than an Interactive White Board (IWB).different authors present their concept of interactive teaching. They point out that when we talk about interactive teaching, we need to understand teaching as a dynamic, flexible and open interaction process between teachers and students, but also among students themselves, where everyone has the right to make decisions and choose roles that fit. Interactive teaching requires new interactive roles, both inside and outside the school environment. The source of this type of teaching and learning becomes the whole of today's social, regional and wider context, which conveys dense, fast and new information whose place should be as early as possible and as close as possible to the content of the school curriculum and the large family of teaching methods that give life to this school content give the profile and the required quality. Interactive teaching requires the use of new technologies in the right quality and ambitious educational goals. For this, the teacher should look at himself as a learner for himself and for others, for his pupil. Finally, in the vast range of the above requirements for interactive teaching, the foundation

of the teaching that we want to create at the center of which the student stands is the foundation.

Work in small groups

The activities that the teacher develops in the classroom are varied. They perform through a variety of strategies, methods and teaching techniques, where students collaborate with different forms of organization. One of the student-centered teaching principles is the creation of an active classroom environment. For this reason, it is suggested to interactively learn by organizing the classroom in small groups of students who can work in harmony together, expand their learning ways and create an atmosphere characterized by the exchange of information. Organizing group work helps in the efficiency of teacher work and the creation of constructive student learning.

The teacher directs the work of the groups in such a way that they all become active and express their opinions. In order for the activity not to go out of control, the teacher should provide clear instructions for each step of the activity. Working in groups requires students to communicate, discuss, analyze ideas, develop their thoughts through conversation. Working with groups improves students' ability to think, creating opportunities to raise hypotheses, verify and analyze them.

Working in groups is organized in 3 stages.

Phase One: This is the "silent" phase, no pupil suggests to a friend what he should do. In this way, the respect for the companion's work, as well as the responsibility of each in front of the group's friends, is nurtured.

Second Phase: Students of each group chat together, make corrections, give arguments, and eventually decide on the final decision they post on the chart as their group work. During this phase, setting some rules is indispensable. Pupils should respect each other. They should listen carefully to the companion's arguments to provide convincing and compelling arguments. In working with groups, students feel the need for communication with courtesy, with no impunity and respect. In the sense that responsibility is solved by group members, relationships of optimism are created in the organization. In this way, the group turns into a miniature of an effective organization.

Third Stage: The affairs of the groups posted on the blackboard are subject to group review. The teacher chooses a student of any group to respond to the remarks of other groups. Students ask questions to other classmates. The climate of debate and exchange of arguments is more hot. In these two phases each student has the moral responsibility for the proficiency representation of the work of the group he has participated.

Organizing group activities brings a variety of benefits to the student's teacher. The student is more likely to communicate with each other. Pupils are more focused on learning because each has its own task and responsibility, from which to determine and the outcome of the group. Pupils feel cheaper and safer than when asked before the whole class. Increases the amount of time each student has to speak. Working in groups helps the

student to shy away from expressing thoughts. Students with difficulty feel better, they ask more freely about a friend than a teacher, cooperate with them, follow them with interest and feel less of their mistakes.

Working with groups is organized so that students interact with each other. Groups are formed with four to seven students, where they have the opportunity to exchange views and express ideas, communicate freely and discuss. Groups can also be formed according to the preferences of the audience. Groups are usually heterogeneous, so they have learned.

The teacher must adapt the method that is more efficient for one lesson. Each of the methods has its own benefits and shortcomings. Of course the more knowledge the teacher has, the more skilled will be to make decisions about any situation that is created in the classroom. The skilled teacher chooses the learning method that best suits the teaching situation. A number of factors have been taken into account:

1. Learning Objective: The techniques and strategies used in one lesson vary from one lesson to another hour. Students can get information from the teacher but the concepts should be developed, allowing students to observe, feel, touch, otherwise examine the idea and in a number of contexts, skills develop in practice. Guided practice is preferred and attitudes are developed slowly, providing models and techniques that add to their desires.

2. Student: The good teacher appropriates the teaching method to his student. They use the answer that interests the pupils, who are neither light nor difficult, but related to their lives. This process is complicated by the fact that the students are different from each other. They do not have the same interests, ability skills, and mother's ways. The individual not only

differs from others, but it varies from day to day. So the teacher needs to understand the nature of the students in general and the students in particular.

3. The nature of the group: The teacher should recognize group dynamics, teaching strategies that work well in group A are not effective for group B.Teaching and learning are processes that are realized through communication. In fact, communication is deeply rooted in the behavior of man and society. It is difficult to think of the lack of communication in social events or behaviors. Indeed, communication is applied to the common behavior and space of every gathering of things, be they human or not. From the etymological point of view, "communication" (by "communicating") literally means "to put together", "to share with others". The term initially meant sharing tangible things; food, land, goods and property. Today, this notion is often applied to knowledge and information processed by computers or living beings. We can say that communication is about transmitting information. (Wikibooks, 2013).

2.8.Theories on the interactive learning Process

Educational experts consider learning as an active process that leads to knowledge acquisition, which is long-term and sustainable, measurable and specific to behavioral change (OECD, 2007). The primary function of learning is to encourage individuals to develop skills to solve a problem, as well as to sharpen reasoning as a critical and creative thinker. Learning also helps to develop an individual's self-awareness and awareness of his

or her environment. The purpose of the teaching process is to make learning possible. However, while the purpose of the lesson is simple, the teaching activity itself is complex.

There are many theories aimed at supporting the learning and teaching process. Thus, for example, Paivios' theory on dual coding (established in 1986) states that visual and image codes that represent information are used to organize incoming information and to convert them in which knowledge can be taken, stored data, and retrieved for later use. The emphasis on the importance of memory has evolved into broad imaging applications, aimed at accelerating the process of acquiring knowledge. Language has always been involved in this process, but it was explicitly included as an educational partner when images began systematically to take shape as a picture. However, memory remains a decisive actor, because it is the basis of all knowledge and thoughts. The importance of memory is argued and dealt with more widely, because learning and memory are at the core of educational objectives. In particular, an important element for the dual coding theory and its applications are useful effects in recalling concreteness and images (Paivio, 2006, chapter 4). Concerning concreteness, memory performance generally grows uniformly from abstract words (eg. truth, justice etc.), with concrete words (eg. chair, man), for objects (or their images). In the case of language, the effect of concreteness occurs with materials ranging in length from words to sentences, to long passages, to concrete memory, exceeding the abstract memory work with an average ratio of 2: 1. The advantage of concreteness is even more striking in the tasks related to the memory, in which the behavior in the mind of the response elements is caused by the concrete words of stimulation or the pictures. (Paivio A., 2006)

Severin's theory (1967) emphasizes that learning has grown as the number of available stimuli has increased (Severin, W. J. & Tankard, J. W., 2000). The incentives supplied through different channels should be relevant to each other, otherwise it would lead to a decline rather than an increase in learning and knowledge consolidation (Kaur S., Rose HJ, Lazar R., Liang K. &Metherate R., 2005).

The model of Atkinson-Shiffr (1968) proposes a multifaceted or multi-memory storage model in terms of memory structure.

According to this model, human memory is a sequence of three phases (Atkinson, R.C .; Shiffrin, R.M., 1968):

1. Sensory or sensory memory / sensory, where sensory information enters memory;

2. Short term memory, also known as "job" memory or short-term memory, which receives and keeps data from both registers, both from the sensory and the long-term;

3. Long-lasting memory is the sequence where the information, which has been repeated in the short-term memory phase, is maintained and preserved indefinitely.

In 1974, scholars Baddeley and Hitch, in their quest to describe an accurate pattern of short-term memory, laid the foundations of active memory theory. This theory suggested a model consisting of three main components: the central executive, the phonological sketch, and the visual space designer (Baddeley A. & Hitch G., 1974).

In 2000, in the studies on active memory theory, Baddeley added a fourth component of the previous model: episodic buffer (Baddeley, 2000). Concretely, today the components of the model of active memory theory, as presented in the scheme of this model, are:

a) the central executive, which acts as a supervisory system, and controls the flow of information from and toward its subordinate systems, which are short-term custodians dedicated to a content domain, such as, for example, verbal and visual spatial;

b) phonological illumination, related to language articulation, preserves the verbal content of vocal and subvocal repetitions;

c) visual space plotter serves for visual space data, which consists of visual memory;

d) episodic buffer, subordinate subsystem, which by its own name determines, supposed to hold integrated episodes or shreds in a multidimensional code. By doing so, this element / component acts as a bufferist, not only among active memory components, but also connects active memory with perceptions and long-lasting memory. (Baddeley A., 2012)

Sweller's theory of cognitive load (1988) refers to the total amount of mental effort used in active memory within the workload of active memory work while solving problems, thinking and reasoning (including perception, memory, language, etc.). Sweller argued that teaching designs can be used to reduce cognitive load among students (Sweller, 1988). The theory of cognitive load differentiates the cognitive burden into three types: perceived, foreign, and closely related specifically:

a) Conjunctive internal load, perceived, is the effort associated with a particular subject;

b) Foreign Cognitive Charge refers to how information or tasks are presented to a student;

c) Conjuncturally related load refers to the work carried out in the creation of a permanent scheme or permanent preservation sector. (Kaur et al., 2005).

The cognitive load theory was designed to provide guidance aimed at assisting in presenting information in a way that promotes student activities, which in turn optimize intellectual performance (Sweller, J., Van Merriënboer, J. &Paas , F., 1998).

Another model on the learning process is set out by the generative learning theory, established by the Wittrock scholar. This theory, first put forward in 1974, recommends less dependence on a professor's lecture while at the same time creating more self-sufficiency among students (Mayer 2005). The generative learning theory is based on the idea that students can actively integrate new ideas into their memory in order to enhance or improve their experience in acquiring educational knowledge. In essence, it involves linking new ideas to the old ones, in order to gain a better understanding of guiding concepts. The generative learning theory consists of four main concepts that teacher designers can include (four or just one of them), depending on the student's needs and learning materials involved.

1. Behavior in memory - occurs when a student accesses the information stored in his long-term memory. The main purpose of this element is to encourage learners to learn a factual-based content, using the information they have acquired already. Examples of behavioral behaviors in memory may be the repetition of student-owned information or the review of information until the concept is fully understood;

2. Integration - involves student integration of new information with already collected and stored knowledge. The purpose of this component is to change information in that form, in which the learner can easily remember and bring it back to mind at a later time. Examples of the integration activity may be the paraphrasing of the content by the learner or the creation of analogy to explain a concept;

3. Organization - is to establish effective linkage between the knowledge that students have already gathered ("old" knowledge) with the new concepts presented. Examples of organizational strategies may include creating lists or analyzing the main points of a given concept;

4. Processing - implies encouraging students to link and add new concepts to the information they have already gathered, analyzing ideas. Examples of processing techniques include creative writing, expansion into a sentence or thought, as well as visual reflection of mental images. (Pappas, 2014)

An interesting point of view also brings the theory of Richard Mayer's conception on multimedia learning. Mayer's theory of active-learning through selection, organization and integration (selection-organizing-integration - SOI) determines that the potential of multimedia learning is useful for the fact that teachers can use the power of visual and verbal form of speech, in order to promote students' understanding (Mayer 2005).

 The principle known as the "multimedia principle" states that "people can learn more from words and pictures than from words" (Mayer, 2009, p. 47). The goal is to use and direct the

media in the way the human mind works. This theory proposes three main assumptions when it comes to learning through multimedia (Mayer, 2002):

a) There are two separate (hearing and visual) channels for information processing (sometimes referred to as the Dual Coding theory);

b) Each channel has a limited (finite) capacity (similar to Sweller's notion of cognitive load);

c) Learning is an active process of filtering, selecting, organizing and integrating information based on prior knowledge.

From this theory may have embarked on the design principles of inclusion in the provision of coherent verbal or voice image information, directing students to choose the appropriate words and images, as well as reducing the load for a single information processing channel. (Mayer, R.E., & Moreno, R., 2003).

Another theory, founded in 1983 by Dr. Howard Garner, sets out the model of multiple intelligence (Gardner, 1983). Gagner's theory of information processingdetermines that there are several types or different levels of learning. According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, using the body to solve problems or to do things, understanding other individuals, such as even the self-understanding. Where individuals differ in the power of these intelligences - the so-called intelligence profile - and in the ways in which such intelligences are cited and combined to perform various tasks, solving various problems, and advancing in areas of different. "(Garner, 2013).

Dr. Gardner proposes eight different intelligences for a wide range of human potential, both in children and adults. These intelligences are: language intelligence is about the word); logical-mathematical intelligence (related to numbers and reasoning); intelligence over the spatial extent (which has to do with intelligence about images and figures); body-kinesthetic intelligence; musical intelligence, interpersonal intelligence (relates to the wisdom of people in relationships with others), intrapersonal intelligence (self-intelligence), natural intelligence (Armstrong, 2012).

The multiple intelligence theory proposes a major transformation in how our schools have run and applied pedagogical methods. From the viewpoint of this theory, it is suggested that teachers be trained to present teaching in a wide variety of ways, using music, collaborative learning, artistic activity, role playing, multimedia, field trips, inner reflection, as well as many others (Armstrong, 2009).

The significance of these classifications of multiple intelligence theory is that any type in particular requires different types of guidance. Dr. Gagner identified the five main categories of learning:

1) oral information;

2) intellectual abilities;

3) cognitive strategies;

4) motor skills;

5) positions.

Various internal and external conditions are needed for each of the types of learning (Kaur et al., 2005; Mayer, 2005).

Constructivist theory states that: 1) knowledge is built / formed, so it is not transmitted; 2) Preliminary knowledge influences the learning process; 3) initial understanding is local, not global; 4) Building useful knowledge structures requires a full and intentional effort (Dr. BADA, Steve Olusegun, 2015).

Conjunctive theory suggests that recognition can be seen as a schematic or symbolic mental construction (Klippel, A., Richter, KF, Barkowsky, T. & Fresca, C., 2005), while the theory of behaviorism states that learning is nothing more than gaining new behaviors (Weegar, A.-M. &Pacis, D., 2012).

2.9. Historical context on education

Education is an early process that has been rooted in ancient times in primitive kinship communities and has spontaneous, limited, and primitive character. Thus, in the matriarchy society, the children were all of them, and for this reason their appearance cared for all the members of that society collectively. The children were acquainted with the tribe's customs, tribes, rites and so on. But with the outbreak of primitive society and the emergence of private property, education continued to remain spontaneity in the family. The privileges of intellectual work were those that gradually led to the birth of schools and special education institutions for children. (Dewey, 2003)

Throughout the Middle Ages, just as every aspect of life and society, school, education and education were all concentrated in the hands of the clergy, trader, or government clerks.

But humanism, as a movement for individual education, was against the medieval framework of education. Since religious understanding was dominant, humanity did not dissociate itself from religion, but religion simply lost dominant importance, and the ideal of humanism was included in every social layer, whether it was the upper layer or the simple human being. Humanistic pedagogy emphasized the most important issues, such as: educational purpose, personality education, personality and community attitudes, education as a factor of child development, motives of behavior with children, educator influence, independence of the educator to learn in the process of teaching etc. (Kraja, 2006, p. 22).

At a later stage of history, the system of socialist education had as a fundamental task the creation of socialist consciousness, where education was orientated by the party-state in a centralized and unique manner, based on Marxist-Leninist ideology. In this social system, education and schools have been considered as tools of a political character, as well as the emergence of education for adults in combating illiteracy. However, democratic processes across the globe have also dictated to the former socialist dictatorships of the proletariat, fundamental changes in the overall reform of education, ranging from new practices in pedagogical methods, free communication, school curricula, etc. (Koliqi, 2000-2003)

The Albanian school maintains on its foundations the rich experience of distinguished Albanian teachers and educators, who grew up with ideas of the enlightened Renaissance, their philosophies, as well as the world's valuable experience in the field of education. Therefore, with democratic changes, the Albanian school should be reformed in terms of its doctrine, philosophy and pedagogical methods, by:

a) Affirming new concepts for the society and the economy in the masses of students, the secular physiognomy of a modern and democratic school;

b) Recognize and apply basic human rights as well as seeking to reflect them as soon as possible in school documentation;

c) Implementing new practices in the development of social subjects, especially of moral, civic, democratic education in philosophy, literature, history and knowledge of society;

d) Reflect changes in school documentation at all levels to purge ideological elements in them, and by setting scientific criteria in incorporating philosophical, literary, historical, etc. concepts;

e) Deeper democratization processes into admission criteria in schools;

f) Conducted immediate improvements, with the aim of enhancing the educational system and pedagogical methodologies. (Kraja, 2006, p. 58).

2.9.1.Education, and the impact of ICT facilities

Pedagogy itself is science about education itself, the legitimacy of education and education, which deals with the study, education of children and youth in particular and man in general.

Education is one of the social phenomena that differentiates human society from that of other living things. As an activity, education is the process of forming human beings as human beings of physical, mental, moral, technical, aesthetic, the main objective of

education is to convey human experiences to younger generations, by acquiring knowledge, skills and skills, achievements in various fields such as art, technique, science, etc. (Murati, 2004).

Education is a fundamental condition for the preservation and development of the human society. This notion, education, is a conscious, deliberate, organized, planned, systematic and persistent activity, inseparable from society and its continuous development. On the other hand, education is closely linked to social, scientific, political, cultural, economic development, characteristics of the nation, etc. Thus, education is an activity that is carried out in the family, in school, but also in life, as life itself is a school (Gering, H. Kraja, M. &Osmani, Sh., 1997).

The notion of education means an organized activity aimed at the appropriation and mastery of the system of facts and sciences, knowledge from different fields of science, art, production, technique and formation on the basis of those new knowledge, skills, habits intellectual, cultural, health, working, physical and psychological nature of man, for strengthening and developing his / her potential in the application direction, (Osmani, 2003).

Education essentially aims at acquiring knowledge, skills and habits, while education on the other hand aims at sharpening the positive qualities of the personality of human beings, but as the positive qualities of the personality are closely related to the learned knowledge, the sharpened skills and the acquired vocabulary shows that there is a very close link between education and education. For this reason, educational work is a unified process in

which educational tasks are carried out, both in schools and in any other educational institution.

The pedagogical and lucrative teaching methods are closely linked to these criteria:

a) Age of pupils (pre-school, school, university and adolescent pedagogy);

b- Place of educational work (family, didactic, institutional, leisure, etc.);

c- The time at which the educational work is carried out (history of world pedagogy, history of education and national pedagogical thought);

d- Working conditions (industrial, rural pedagogy, sports, art, military, etc.) (Rrapti, 2004).

The environment is an actor that plays a fundamental role in the formation of the individual and the society in general. The very notion of environment is categorized in two aspects: in micro-environment and macro-environment.

The micro-environment represents the concrete circumstances and conditions in which children, teenagers and young people live and live. Where they spend a great deal of time. We encounter these micro-waves everywhere, such as in a street, school yard, squares, playgrounds, cafes and clubs, etc., where they discuss high and low tones for everything that awakens their interest like the game , art, culture, the world of spectacle, online media and social networks. Such conversations are also conducted in the family as well, but in the family perspective, or in school according to the school optics (Rohen, B.F. & Snowman, J., 2004). So, everything is done according to the case and exactly this spontaneity also

characterizes the socio-pedagogical micro-environment. However, the micro-environment can not stand outside the situations that the school, family, city or country passes. The efficiency of micro-environment in the education of children should not be treated as a limitless freedom for them, should not be overly indifferent, especially the negative impacts of this micro-environment should be avoided.

Macro-environment, on the other hand, broadly encompasses the environment of a neighborhood, neighborhood or village, city or a global plan, national or regional environment.

However, micro-environment is strongly influenced by macro-environment, as at macro and micro-social levels, individuals are affected and affected by others. So at these levels is the presence of social, apparent or casual, visible or invisible, straightforward or vicious influences. (Tamo, A. Rrapti, E. & Karaj, Th., 2005, p. 174)

In order to overcome the negative impact of micro-social factors and to harmonize this impact with those of the special educational institutions, two alternatives have been presented:

a) Pedagogy of macro and micro-social factors;

b) The ability of the school institution to perform a prominent social-pedagogical function (Kraja, 2006, p. 172).

This commitment implies a pedagogical basis of action on macro and micro-social factors, relying on pedagogical factors as well. Also, the strengthening of the material base, the

repair of sports facilities, cultural centers, the operation and the addition of libraries, the knowledge of the activities of children and their parents (Prendi, Voltiza 2007) are elements that influence the upgrading and improvement of pedagogical micro and macro environment.

2.9.2.What is ICT?

Already it has become a habit of listening with arguments that the use of technology in education will be the key to increasing quality. In fact, technology education enthusiasts argue that using ICT will boost communication skills among students, hence quality in the process of teaching and learning will continue to grow rapidly, creating a "new educational culture".

The main questions I would discuss about this topic are: What is the effect of using computer in teaching and learning? How can computers, students, teachers and administrators help the computers? -When should computers be used in the classroom?

At the end of this paper, I think I can conclude that: ICT-aided learning is an important method for acquiring knowledge, gaining information transmission and time-saving, referring to quantity and quality of learning, but without ignoring the weaker side of ICT, that everything will have positive results, if we take care of our best, that we should not allow everything around us to be digitized to the extent that we do not have what to do If technology enters even more in school than imagined, then virtual classroom will be

created. Students will become dependent on technology and it is not known where it will lead us.

The teacher-student relationship will always have human and non-robotic and didactic relations, as well as electronics and technology itself comes stiff and worn and with no emotional colors that are fully reflected and with a worldview only with the presence and the very world of nice teacher-student. Hence, for a successful teaching and learning, the presence of technological technological innovations and the human world and the daily meaning of life would be necessary.Education and teaching are important issues of our everyday life. We are all partici- pants and we have great interest in teaching and learning development. We are in a world that is in a daunting development with regard to technology. we have to follow the same speed to capture dynamics and not remain in the last status of this express train. Culture and learning are dynamic and changing at all times.

The first forms of cultural development appear in different caves with drawings of animal and stone bones, to come to the discovery of paper, handwriting and books, the discovery of the printing house in the 15th century from Gutemberg to the use of the burial ground In 1940, we entered the audiovisual era with the introduction of radio, television, video projectors, to come in 1990 in the era of computers where electronic smartphones, laptops and internet increase.

Achieving a meaningful use of computer technology in the field of education can be influenced by many factors. One of these factors is the attitude of teachers in the use of technology in the process of teaching and learning. Research shows that the success of

using technology in educational settings largely depends on teachers' attitudes towards using technology (Albirini, 2006, Baylor and Ritchie, 2002). These attitudes are considered as a major predictor of the use of new technologies in educational settings (Albirini, 2006). Thus, their attitudes toward the computer can play an important role in the acceptance and actual use of computers. The successful use of technology in the classroom depends largely on teachers' attitudes toward these tools (KLUEVER, Lam, Hoffman, Green and Swearinges, 1994). Thus, an attitude plays an important role in determining the response of people in certain situations. A review of psychological literature reveals different definitions of attitudes. Allport (1935) defines it as .... "a mental and nervous state of preparedness, organized by experience, exercising a dynamic guidance or influence on the individual's response to all the objects and situations to which he is connected" (p.810). Other researchers determine the attitude as a positive or negative emotional reaction to a certain situation. Moreover, Fishbein (1967) defines the position as "a disposition predisposed to respond to an object consistently favorable or unfavorable." Attitudes are key factors for teachers to accept computer as a teaching tool in their teaching practices. Namely, a large number of studies have been conducted to determine teachers' attitudes towards using the computer. Harrison and Rainer (1992) conducted their research using data compiled by a survey of 776 employees of 1990's knowledge and information from a major university in the United States in the southern part of the continent. They found that participants with negative attitudes to the computer were less able to use the computer and therefore were less likely to accept and adapt to technology than those with positive attitudes. Albirini (2004) conducted a study to investigate the attitude of EFL teachers in Syrian high schools to technology in education, qualitative and quantitative methods to

collect data. He found that the results from quantitative and qualitative data point out that teachers had positive attitudes towards using technology in education

ICT enables individuals to make certain choices in an activity and affect learning outcomes. As a result, the individual feels competent and determinant, and activity has greater personal meaning and an inner interest. (DeCharms, 2000).

Cox (2007) has argued that regular use of ICT across all curriculum subjects can have a beneficial motivational impact on student learning. Similarly, Kington (2002) added that learning online engages de-motivated and completely dissatisfied students. Moreover, Passey (2000) noted that using ICT for students improves' confidence, motivation and self-esteem for students with special educational needs and unsatisfied students. Students who have used educational technology at school feel more successful in school and are more motivated to learn and have increased self-esteem and self-esteem (SIIA, 2000).

According to research by Van Daal and Reitsma (2002), computer-led behavior has increased significantly during the classroom session, after using multimedia for reading and spelling programs. Rockman (2003) also stated that laptops motivate students to work longer. Kaye's (2005). Studying students using an interactive learning environment shows that computer networking features can support core discovery, student centering, and learning through a variety of collaborative and individual activities. Follansbee et al. (2002) found that students with online access report more frequent use of computers and develop an intellectual learning experience. A comparison between the use of ICT and the use of traditional approaches to classroom, Smith and Mayer (2009) noted that students are in a

more stimulating and more-enhanced learning environment, where students are at the center and not as in a traditional classroom. Similarly, Duckworth (2011) added that there are evidence of attentive behavioral attitudes toward hyperactivity, a disorder that also occurs when using digital video. He further claimed that low motivated pupils and feelings of insecurity about their learning abilities could show more positive behavior during learning using computers than traditional lessons. Impact of ICTs with motivating power on students is more positive when it comes to pedagogy (Balanskat, 2006).

Research has described how ICT has positive effects on student achievement when used appropriately to complement existing approaches from a careful pedagogical research teacher. "Technology interacts with many changes: preparing and motivating students as a learner or teacher using the best technology and environment to support efficient learning. Instead of asking what impact ICT has on student learning, we ask how we can attach the best known principles about teaching and learning, using technology as a tool for innovation, because ICT enhances student motivation to learn. "(Spurlin, 2006).

ICT use has a positive impact on student achievement, motivation, and learning process. Although classrooms are considered a learning environment, it is still faced with the installation of ICT equipment such as web tools and other technologies that positively affect the mood and learning of students.

 "Classrooms with ICT learning equipment whether entirely on the Internet or mixed, on average produce stronger learning outcomes and motivation, than face-to-face learning" (US Department of Education, 2009). In addition, ICT motivates teachers and students.

There seems to be no consensus that both teachers and students feel that using ICT in the class greatly contributes to student motivation and engagement.

"A large number of teachers around 86% around the world agree that students are more motivated and attentive when computers and the Internet are present in the classroom ... ICT has strong motivational and positive effects on behavioral abilities learning, communication and student process. " (Balanskat, 2006)

Teaching is one of the most difficult professions in our society today where knowledge has expanded rapidly because modern technologies require the use of information and communication (ICT). ICT has become within a short time one of the basic blocks of building a modern society. Many countries now consider the understanding of ICT and its core concepts as part of the essence of education (UNESCO, 2002b).

ICT monitors suggest that the use of increasingly sophisticated technologies will continue to the extent that technological education will become a fundamental functional requirement for our social work and personal life. The National Council for Curriculum and Assessment, UK (2004), points out how the pace of technological development continues to grow, children in our schools today will live in a world where ICT is increasingly embedded in their daily lives.

Using computers in education is not a new phenomenon. In 1970, it was alleged that they would transform education (Lockard & Abrams, 1994). Towards the end of 1980 saw a shift towards computer integration that emphasized the curriculum rather than the tools. Her proponents thought students would learn the new skills needed to make the computer

work for them. The computer can now be seen more as a partner than a competitor. (Lockard & Abrams, 1994). In 1990, he focused on increasing the use of computer technology in the classroom. Increasing attention and pressure on implementing technology in education is coming from many directions, including parents and the business sector, not just the education departments. One of the most important features of technological time is the Internet. Hargittai (1999) defines the Internet technically and functionally as a worldwide network of computers and people interacting together. Many studies now support the claim that technology has great potential to provide new types of learning opportunities and enhance knowledge and learning experiences of teachers and students (O "Connor and Polin, cited in Fleming McCormick, et al However, the ICT effect on teaching and learning has not yet been fully established, but the need to prepare students for the information age is a repeat educational theme around the world.The issue of ICT recognition and implementation in teaching in a macroeconomic context poses an integration challenge for Albanian society. We say this considering the multi-faceted potential of the tools of this technology and the increasingly crucial role they are taking in reshaping human relationships across the globe. Moreover, integration can not simply be conceived as a signing of agreements between states, it is a long process of change, reform, challenges, which are finalized through a written document, when innovations become an inherent part of the worldview of a society. This is also happening with the Albanian society at this long, but necessary, economic - social - intellectual - cultural and spiritual approach towards Europe.

In this context, teaching, especially foreign languages, through Information and Communication Technology, takes on a double value not only for facilitating and accelerating the process of acquiring knowledge and skills in foreign language and culture, but above all , for building bridges of communication and global coexistence that will advance the integration process. Referring to this context and adhering to our goals and objectives set out at the beginning of this study, we intend to explore in depth the contemporary Albanian reality in the field of teaching foreign languages, trying to shed light on the complex learning experience faced by the teaching actors and the concrete place occupied by the internet tools in it, to illuminate the problematic of the learning process of foreign languages in the Albanian educational settings, to synthesize the approaches and institutional policies related to the integration of ICT into MNR, moreover, to make known the contextual reports of the key actors of the MNGE with the integration of some technological tools into the curriculum, to appreciate the achievements so far and the challenges for the future.

In this way, we think that we will provide a more complete and objective framework for the learning context of foreign languages in pre-university and university education in our country, which is considered necessary to determine a real platform to be supported study. For accurate identification of the situation, the analysis will be elaborated in three different directions, such as: a. Exploration of legal support areas, medium and long term education policies as well as concrete projects by specialized policymaking structures in the function of ICT integration in the MNGE. b. Analysis of the profile of Albanian students versus the teaching of foreign language with ICT. c. Foreign Language Teacher Profile Analysis

Facing the Integration Challenges of ICT in the Classroom and Beyond it. (Adriana Sula, 2010) The first management review is based on the information gathered from the documentation made available by the relevant central MAS structures and the rest is certainly the work with this study, based on the information I myself from questionnaires distributed in schools, from which I made a detailed analysis of how ICT helps increase student performance, and who are the tools with which ICT enhances this performance.

2.9.3Learning English

Since the early 1960s, effective and psychological factors have been identified as having an impact on second language teaching (Pike, 1967, Gardner and Lambert, 1972, Heyde, 1979, Watkins et al., 1991). The ban, for example, has long been considered a factor that prevents students from acquiring second language (Guiora et al, 1972; Guiora et al., 1980). With an increase in age, ego growth becomes an influencing factor in reducing the work of students to absorb second language. Being frightened of poor performance in front of other people, students tend to be silent in the classroom. This is particularly noticeable in English and in English language classes. In 1990, studies suggest that students who are shy in face-to-face discussion and those who were considered to have low achievement in language learning became more active participants in classroom discussions with computer aid (Beauvois, 1992; 1995 ; Kelm, 1992). Small-ego students may exhibit better language learning performance (Ehrman, 1993). The Internet has the potential to provide a new learning environment that has rich digital, graphic, audio, video and other interactive features for learning both language and culture (Muehleisen, 1997). The Internet has been

considered as a key factor in increasing student motivation for bilingual learning (Lee, 2000). In recent years, foreign language teachers have explored ways in which they can be hired to learn the language through more effective and motivating ICT for learners (Vallance, 1998; Donaldson & Kotter, 1999, Yang, 2001; Chien & Liou, 2002). According to Muehleisen (1997), the reasons for using the Internet in English classes are as follows:

• Learning by using computers gives a strong internal motivation to learn English;

• Internet puts English in an international context;

• Internet projects are interactive;

• Internet usage facilities are often available.

Various studies show that using network computers, students can be empowered by technology capabilities and become communicators. (Belisle, 1996, Al-Kahtani, 1999). Communication between computers is different from conversations in the opposite direction in some ways. In an asynchronous communication, for example, it is often a time lag between the initial posting of a message and the response it generates. Interactivity may delay the ease of reading the answer. In addition, communication messages are scripts that are archived. By integrating ICT in learning foreign languages, new types of activities, such as electronic communication via email or chatrooms, have been developed to help students. Various modes including synchronized emails, webchat, moos, interactive asynchronous IRC-multimedia activities, webbased and task-oriented activities. Each mode promotes another kind of language competence and requires different skills (Negretti, 1999, Liou, 2000). Communication between the computer, for example, provides an interactive

learning environment to promote communication language learning and search opportunities using network computers. Pupils can be empowered by technology capabilities and become a good problem solver and communicator. (Belisle, 1996, Al-Kahtani, 1999) Communication between computers is different from face-to-face conversations in several ways. In an asynchronous communication example, it is often a time lag between the initial posting of a message and the response it generates. Interactivity may delay the ease of reading the answer.

English language teachers should take into account the technological skills of reading and writing so that students can make effective use of ICT. When teachers develop and implement an electronic reading approach, they should address a number of questions:

• How should English language teachers make the best use of new Internet opportunities, study and language practice, while also helping students develop communication skills and basic computer literacy skills, listening and reading?

• Which communication strategies and networking should be taught by students?

• What goals should the foreign language teacher aim and what types of online projects can the students perform to accomplish these goals?

• What are the most important electronic resources and tools that teachers need to enable them to learn their students?

• How can teachers encourage students to continue learning how to communicate, conduct research and present their ideas effectively using communication and information technology?

2.9.3 Why is ICT supportive and a facilitator.

The ICT complexity stands in the fact that there exist a set of means which are used to manipulate the information that we want to transmit in the lesson process, so we do have a combination of a threesome: communication, information and technology. The integration of the ICT in the Albanian classes has changed a lot. When it was first implemented in the Albanian system of education, even the educators were not able to explain the minimum of these means explanation, nor to use them in the classes. But, lately the concept of integration ICT in the system of education has changed a lot. In order to clearly to integrate these means the main objective is to transform the classes from traditional to contemporary ones. By using the right means or the right techniques we influence in the motivation and desire of the students to be an active part in the class. In the alternative classes, the student is the main actor in the class. That's why we have named a student centered class. The students is the one who directs the class hour, this means that when he is faced to the information, he decides what to select from this information, so he selects the material he wants to learn, by working with it. The teacher is the director of the class, saying otherwise the manager in the class hour. In order for the learning process to go well there is needed also that the teacher be professional. Being professional means also that the teacher should be equipped with the right technological means and abilities. The teacher should use the computer as a source of technological orientation, the USB as a means of saving the information by leaving the CDs and DVDs as an old manner of saving, the internet as an

infinite way of searching what students need to learn and the teachers want to present in the class, the video projector as a necessity in the teaching process, by serving as a very useful didactic technique.

2.9.4 The innovative teacher

To be an innovative teacher, in the most of the classes, his teaching procedure starts with the summary of the new concepts , in order to connect the new ideas with the old ones. In order that the students understand all the new concepts. The students must put in the logic order all the information taken. The hangman activity is for example one of the techniques used so to remind the students the past vocabulary taken.

It hasproven to be effective that sometimes is better that the students discover by themselves from the figures, videos, songs, or online materials and then in an inductive way to discuss the materials presented with the rest of the class. It has proven by different specialists that this is he mos effective manner to reach an effective process of teaching and learning English by the students. We will not have mechanic students, but we will have interactive and creative ones. If we want that the education nowadays be more effective and innovative, we have to encourage the integration of ICT in the teaching and learning English language. The idea of introducing innovation in the class makes also in disposal the use of new interactive methods and techniques and only in this way we will have a new different methodology in the process. The only objective is to grow the level of critical thinking during the process of learning. For the students, the integration of ICT represents not only a new source of information, but also the gaining of new skills.

The role of the teachers of the high schools is being difficult if they don't use ICT methods. If we see in a retrospective way, we don't have only the traditional key words in education: blackboard, the chalk and the textbook, but now we do have more words connected to the process of teaching.

If we study carefully in the teaching curricula the key word is the teacher, even in the annual programs,but not only, has the responsibility fallen on the teacher even if we see the methodology and the techniques used in the class. So the only responsible actor to successfully function the relation between the information- and the students is the teacher, whose personality is linked to the educative and scholar functions by making itsrole unsubsitutional.(kraja 2006).

The first professors in the field of education used to be Pestaloci, Hugo,Gaudigu, etc and they gave a big contribution to make the first shapes that a lesson class should have. It has been a long time, and changes have happed drastically, but the first origins were from these wise people. Their opinion was that the students could learn by himself, or the so called learn by doing, imitating, role-plays, exercising, repetition, audio-visualization. There were the first models that were introduced in the aspect of learning and teaching, but do not forget that the teacher should stay strategic in choosing the new alternative methods based on ICT, but they should also bear in mind that he should be very careful in adopting these methods to the group age, the psychological aspects, and their actual skills.

The profession of the teachers is very complex, and also it should be seen broaden to the class hour and his performance in the class. The professional skills of the teacher are based

on his general information, and the way he transmits the knowledgefrom the texts to the target object, the students. It is said that the innovative methods should be included in the lesson, but the main thing not to be forgotten is the scientific aspect of the subject. (Musai, 2010:115). The teacher is obliged to use his expertise and scientific preparation by adopting new things in the class in order to facilitate his work and also the student's process of learning, taking in consideration that the role of the teacher remains as a facilitator.

Randomly we hear some teachers being unsatisfied by using the same thing every academic year and this bring the monotony in the process. From the other hand the process of learning is facing difficulties also, and the number of unprepared students has fallen. What should be done si that the teachers should be trained in order to be contemporary, by using new literature, and they should also be advised by the specialist of education more and more in order to have prepared teachers and the new things be adopted easier from the teachers.

"The teacher is not the only source of information, but he is the right hand for the students to search from different sources of information" (Bagley, 1992). According to him, the new dimensional teacher should need to know that some of his duties are:

- To know how to orient the students knowledge.

- To see the skills and the difficulties of the students.

- To evaluate his student's performance in the class based on the competencies.

- To know how to use effectively the methods, techniques, and strategies in his teaching process.

- To be able to make the students be interactive.

The teacher of ICT based teaching; know how every student are separated from each other and each of them needs a special treatment. One of the things to be known so to manage te class is the age they belong. In different age group a teacher should know that not every strategy used in the class is efficient. So, the teacher should be very careful and professional so to choose the right method in order to enrich critical thinking and solve the problem. A student should be able to reach the problem solving on his own and in this process the teacher only helps and facilitates, so that the students learn not only the information but also learn how to be prepared individuals for the society. That is one of the reasons that we considerate the teacher an *artist*, because despite the fact that he transmits the knowledge by respecting what it is said above, he also manages and direst the class to the right information. In this context, the environment in the class should be dynamic, and full of interactive moments among the students , but what is important to know is that the curricula and the annual programs should be respected with a lot of force.

Some of the other duties that the teacher has in teaching English based on ICT are:

- ➤ To use the methods base on ICT.
- ➤ To be able to evaluate the students based on these methods.

- To use new techniques in order to facilitate the process of English learning as a foreign language.

- To motivate the students in the class.

- To attract their attention in order to be interactive.

- To direct the knowledge received in the class.

- To warm up the class in order to have interest in the process.

- To make the students able in order to direct question to the teacher and to their co-mates.

- To make the students be involved in role-plays, imitation, critical and creative thinking.

- To organize a student centered class.

- To make clear the requests and needs that the students have for the process and to adopt them

- To make students be attracted to the new things, and to use them practically.

- To direct the class not in the context of the leadership but as an orchestra that by working together and collaborating in pars or in groups to come out with the product at the end of the process.

- To advise the students in the extra materials based on ICT, and welcome them.

- To make the students use the information in the real situation.

- The teacher should be a researcher.

The key word to the today's methodology of education is the teacher. But what is more valuable is the research. Research is the key to success in the student based teaching also integrated ICT. The research is an important part of the wise people who are always in search of wisdom and new things. By doing research, the life is easier and concrete, but at the same time it is part of the teachers' activity.

To make an updated lesson activity, the research is the only way to bring new things, updated theories so to make an innovative process of teaching. Research also is profitable for the students so to be part of the independent activity in order to learn by themselves.

"Being a researcher, the teacher reaches to be the center of the independent learning and also makes the students good individuals"(Tamo, 2005). According to him, all the new techniques needed in research influence in the faster way of learning the new information. The teacher by researching during his profession he makes the students to:

- ❖ To learn and practice the intellectual skills
- ❖ To learn how to think in a logic manner
- ❖ To learn the processes that happen in their minds during teaching
- ❖ To think critically and creatively
- ❖ To select and make valuable the information taken

The teacher using new techniques based on ICT is not boring. On the contrary, the traditional teacher is repetitive and monotonous, by making the students not concentrated and not motivation. That is why, the ICT and updated techniques enhance the motivation

on the students, and the motivation is the starting step in the class. The students need to go in the class motivated and eager to learn in a satisfying environment.

2.9.6 The teacher as a part of the curricula changes.
"The curricula, a Latin name meaning *going towards the object* is an important part of the pedagogy,"(Kraja, 2008). The program of the curricula is made of a system of knowledge and practices of the program planning. The teachers should be in Participation of the changes or the planning or activities assigned by the school connected to the extra - curricular and outside curricular innovative themes, with the main objective to be adopted to the lesson program for the students especially for the students with special needs.

The teachers are part of the concepts of the curricula and have an important role in its application. The participation of the teacher in its appliance has a positive role. This doesn't mean the it is only the teacher taking part in the appliance of the curricula but there are other actors, because there are a lot of people, the school staff, directors, university specialists, the government etc.

The teachers are free to decide the distribution of the class hours within the academic year. The problem solving and the confront of the new challenges are very important for the students to learn more and to gain the skills and the abilities that they should earn at the end of the academic year. According to Kraja , (2011) even the students should give their opinions in order to improve the curricula, especially during some reforms made. But, the teacher is the person who is obliged to be an active participant in working over the curricula, to make changes based on necessities and to make them be practical.

2.9.7 ICT on the pedagogical aspect.

We have talked a lot about what ICT is its benefits and barriers faced. But what is of the more importance to watch out is the ICT in the pedagogic aspect. To clarify the meaning that ICT has in the pedagogic aspect it's worthy to make an analysis based on some schools of thought. By doing this we will understand better the evolution that the integration has made in the pedagogical aspect and the benefits it has in the process of teaching and learning English language.

- ❖ *Behaviorism* is one of the schools of thought which deal with the psychology of the behavior, aiming to improve and fasten the knowledge and the skills of the students. The lesson objectives are defined and deal with the observation of the behavior. The contents are divided in short chapters and the assessment is made through placement tests. The duty of the teacher is to secure that the environment in the class is friendly and opeaceful, so that the mental condition of the students is well and he or she feel comfortable to learn as much as they can.

- ❖ *Cognitive theory* is of the idea that what is important in the lesson procedure is the internal processes of the students and this one is seen as an active system of information, the cognition and the regaining of the information taken in the class. What is also important is that the students should gain some skills which can take the student in the process of the problem solving. Based on this theory, the students should:

  - o Select the information and the codify it and being able to connect the new information to the previous one.

- The information should be organized, read and gained so the students can make questions so to understand better what is taken and also to put extra information.

- The student by organizing the information, due to the internal mechanisms will promote the log-duration memory.

- The stimuli affecting the students should be exact in order to build the theoretical bounding and to be able to put it in the practice.

- The teacher in the role of the mentor and collaborator is very important in order to lead the students towards the authentic material.

The Constructivism considers the learning process as a mental activity, but everything starts from the previous experience in the way to build the right information that is going to be taken. Learning is an active process , where the students consider the world based on what they have experienced and in a way or another the knowledge become efficient if the situation is being well built.

In the technological aspect the constructivism offer different programs in which the students create hypothesis and try to do the outmost to prove them to be true. The behavior of the teachers nowadays are embarrassing the behaviorist theory, otherwise there are a goup of intellectuals who support the constructivists which favors the modification of the practices of teaching and learning.

ICT models differ from the other innovative means for different reasons. The first is that ICT represent a big system of mean used and are always being updated. ICT:

- The first contact between ICT and the target group so the students, is in the free time when they use one f the means , for e.g. the IPad, or the radio for entertainment.

- From using ICT in the class ,students will be able to form speeches, and presentations.

- The ICT means are always in evolution and update. As far as the technology evaluate, also the means will be more innovative and always facing challenges.

- In fact, the evolution of ICT in teaching and learning English language arevery important because through this integration a teacher of English can reach a successful management of the class, full access of the materials during the pedagogical interaction (interactive board) full access in authentic materials. ICT can improve the access in different online activities through images, videos etc. At the same time the students after selecting the information they manipulate it and put the information in the contexts that they want. There are differs cases in which students interact worldwide through the computer in the class, through websites such as Wikis, Youtube, Blogs etc.

- Let's give an example, it is said that by using only ITC means three components participate at the same time. By using the video projection the function is to deliver or to present in an audiovisual way the material or the new information but as far as every function has an objective and a source of usage in this case the aim is to make

students able to delivers the information presented by the video projection by profiting the most important parts. The video projector may be used by the teacher and sometimes by the students. At last, the intergradations of the ICT cannot be used by substituting one means with another one in order to do this a modification of pedagogical interaction is needed.

ICT IS MORE PERSONAL OR PROFESSIONAL?

Sometimes there is a difference between using ICT for personal profits and professional once. In these two cases ICT is very important, its integration means access and faster learning. In the two cases the means are the same but the aims are different. In Albanian contexts teacher of English are those who use more these means especially from the young ones. A teacher of English uses more different webs in order to find videos or short films, so to make the students to understand better the material given in the texts book. A teacher of English can download texts which are standardized so to make students exercise a placement text. Nowadays in Google teacher can create an account, called Google Classroom in order to develop interaction, concentration, speed of answers, critical thinking, debate and creative thinking.

According to Kraja, creating a manner to gather in critical thinking makes on the didactic principles. Teaching English means one of the forms of cognition by putting all the information in the contexts, family school, and social life. Gaston Mialaret thinks that this concept has two or more meanings. Google classroom can be seen as a small institution of education and an aimed process of cognition through with the individual by learning

English takes not only education but also learns how to be good individual. Robidas is an another author who has written about Google Classroom as a means in move which helps not only teaching and learning process but also influence the personality of the students. Randomly we hear about the digital age and nowadays in Albania there are listed up to 45% of young teacher using ICT more than the other teachers. The teachers who are at the end of their profession risk misleading the ICT integration.

2.10. The importance of the ICT in teaching and learning English

In 1960 the social factors imposed a second language (Gardner, 19729) as far as English is the official worldwide language even in Albania learning English has a strong impact in the society. The internet made possible for the people to be more in contact with this language (Lee, 2000) The integration of ICT has proved to be e positive, the traditional classes the only source of the information are the textbooks but the motivation was in low levels. With ICT the sources have generated and the students are more motivated than before. By using ICT in alternative classes, the curiosity and satisfaction are evident. By using alternative methods based on ICT the audiovisual means can make the works easier, the teacher severs as a facilitator and the way to problem solving is easier and through ITC the teacher can make the class be interactive, the main objective is to stimuli the curiosity, the imagination and the creation. Meanwhile on ICT bases the students are autonomous and are connected to a new culture, to a new history and to a new language. Viewing from the pedagogical aspect the ICT integration the students are in contact with the real materials , new

linguistic enrichment and with the new system of integration by using the computer and not a blackboard we can enhance communication. Using the blackboard the motivation is zero because there is lack communication and flexibility. What is needed in the English classroom nowadays is vivifying and active environment, only in this way we can reach in easier process of teaching and learning. When students are free and motivated even the degree of the mistakes is low. Making an online tests, teacher of English can reach an easier way of assessing, a new interactive dimension of learning and producing, show progress only because the standardized language. What is worthy to be mentioned is the using ICT can create self-confidence to the students. By having self-confidence the students will be satisfied to learn grammatical aspects of the language, which in fact are the most difficult ones to be taught in traditional classes, the student is eager to search for sites and in this way what he has learned are linguistics competences, intercultural ones and social English terminology. One of the aims of the ICT is also to integrate the student to different sites with historical, cultural, economic material so for them to be more competent in exploring the English language. Seeing by the teacher prospective the integration of ICT facilitates their work. The Web can serve as an informative source of information and then as a didactic technique. The first confront with ICT means may be difficult and it is on the web were teachers explore and get informed before using these means. Thanks to different licensed sites even the teacher gets information about what to use and when to use a specific means in the class. There exist some media frequencies which mean the variability of the huge system of ICT means. Through these frequencies the teacher is faced with different sites, blog, social media in which English as a second language is taught easier. To sum up, ICT is used by teacher but also helps them to be clear and competent as

professionals. English as a foreign language and its importance in the society is being studied by several authors. The references used for English language are various but the common thing is the function of language and the competences. To explore them better, the teacher should analyze and access the aspect such as: level of language (beginner, intermediate, advanced) the chances of explorations in the class (ITC means), the characteristic of the material (theoretical, cultural, linguistic, semantic etc).

Moreover what is valuable to mention is the initial step in learning: motivation. According to Musai (2012) "motivation is a need to go ahead with learning and designing the behavior". Nowadays motivation is considered as a necessity and indicator of the student's level. The highest the motivation is the better students will be. The internet rises the level of motivation because it offers the connection to the internal world, it attracts the attention, it fuels with information and knowledge.

2.10.1 BARRIERS FACING WITH ICT IN THE CLASS:

Despite these positive aspects there are also some barriers which affect the performance of the students. Taking in consideration the technical aspects there are cases that in our school there is no internet connection and moreover there are not many computers in the lab for each student so teacher is conditioned to apply group works. So in each computer are two or more students working on listening, reading or writing. The fact that in front of the computer the students are together, they are not afraid in facing problems because they work in groups. Even in the listening skills, the students can collaborate with each other and make some proofs, in this way by repeating they will better memorize. Referring in the psychological aspect,only the fact that ICT is somehow difficult to be used, the teachers

feel incompetent in using these means freely. If one of the computers in the lab does not work it becomes embarrassing for the group working there do not feel comfortable in the class.

In the pedagogical aspect there exist a matching between media and methodology. The individuals do not have the same behaviors in front of different sources. The same medium can be used for two or more skill of English.

<u>CHAPTER III. RESEARCH METHODOLOGY</u>
<u>3.Methodology.</u>
Methodology in this chapter there are mirrored some cases connected to methodology

stated with the procedures data collection of the analyses and interpretation.

This research has a strong connection with the reality because the data collected can be

measured, compared and analyzed perfectly. This research is based on qualitative methods

and mixed ones. To answers the questions of this study the instruments are observations

interviews and experiments. By using these instruments the findings from the research are

near to the reality and more confident.

3.1. The objective of methodology

The objective of this research is to verify that the integration of the ICT facilitates the

teaching and learning of English language. What was more important was treating the

physical infrastructure of ICT, the professionalism of the teacher of English, how much and

in what ways ICT in this process. So the objectives in this research were not only to mirror

the fast development of ICT but also the role and the impact that they have. The center of

this research is high school education in the city of Elbasan. Moreover I think that teaching

and learning through ICT is considered cohesive. The study is being concrete through

observations.

The observation is a sense process. The observation is realized "with ears and eyes" (Tirta, 2006) the observation ability is considered as a skill. Adam Smith refers to the observation as the soul of the research (Winter, 2006). This method is suitable to search the external behaviors of the individuals. The observation is a kind of glance which is connected to the main objectives of the research. There are different kinds of observation: planned, direct, indirect, active, individual, in community. There are some steps in observation; firstly the observation is used with other method of research to verify the data taken. Secondly, the observation includes facts related to the objectives. Third, the observation should be documented with recorders, voice recorders.

3.2 Methodology

In this research there are used interviews. The interview is one of the two important qualitative methods. The interview serves to collect parallel information to verify the data which in fact are authentic. The interview as a research method is a conversation among to or more people (Sokoli, 2009). From one hand, the conversation is not casual, it is done on purpose. The information comes from one side, from the one who is being interviewed to the interviewer in the so-called "sensounico". The value of the information from the interviews depends on from the quality of the conversation. There are different kinds of interviews in complex study all the kind of the interviews can be used together. The classification of the interviews is based in some criteria. First of all, the interview can be realized among two or more individuals, the interview can be structured, semi-structure, no structured, group or individual, direct, non-direct. The interview should be recorded and the data should be protocol with the register data.

3.3.Hypothesis and research questions.

H 1: ICT helps and facilitates the teaching and learning process of English language!

H 2: Teachers of English need supports and qualification in order to be professional in integrating ICT in the process of teaching English.

Research questions that support this study are:

- Which is the situation of the physical classes concerning the ICT means?

- If this infrastructure of the classrooms is satisfying, can teachers make them functional

- Are the teachers of English enabled to use the means of ICT and do they know how to adopt and integrate them in the English teaching processes?

- How do the teachers feel about the integration of the technology in education'?

- Are the teacher trained enough to use the ICT in the classroom?

- Does ICT facilitate the learning process of the English language?

- Does Albania have the proper infrastructure to use ICT?

.

3.4. The compilation of the instruments

To reach reliability and the worthiness it is needed for the researcher to build the instruments in a standardized and to be confident to the target group. There should be built a relationship and should be followed a procedure based on ethics. The situation should be clarified by following three steps: preparation, development, data settle.

- During the preparation phase the researcher should define the aim of the research, the subject taken in the study, the instruments used, the materials to be filled in. In this phase the school were selected, the number of classes and the student too.

- During the development phase there is made a plan in the ways that the research is going to be held.

- In data settle phase the researcher collect the data; put it in graphic forms, and al last try to go to the conclusions.

3.4.1 The compilation of the interviews with teacher and students.

To prepare an interview the interviewer should (Walter, 2006)

- Define the problem

- To prepare the questions

- To select the people who are going to be interviewed

- To schedule the time and place of the interview

- To have the basis materials

- To be ethical

The interviewed used in this research are structured and semi-structured. With the interviewers there were discussed the problems stated in the research. At the end of the interview everyone gave suggestion for further research.

3.4.2 Experiment Procedure

In this research there were used two experiments in order to see the difference between English language teaching and learning with ICT and without it. In the first experiment the main objective was to give a traditional class process by using: the blackboard, the textbook, the chalk based on Grammar Translation Method. In the second experiment , it was used the contemporary methodology by using one of the ICT means, such as the video-projector, and the method used was Total Physical Response(Tafani,2006). By these experiments done, the aim was to see in practice the benefits of using the ICT and the output, the degree and the situation in the Albanian Classes. The two experiments were done in the Xth grades the high school, in the city of Elbasan.

3.4.3 The target group taken in the study.

The researcher is the responsible person to choose the population taken in the research. The population is the system of the elements taken in the study.(Sokoli,2009   )   .   The members of the population may be individuals, institutions, behaviors, etc: The researcher should be very careful to select the population..

All the people taken in the study are real and confident. The sampling is taken from the high schools in the city of Elbasan, with different age groups, and with different work experience. In fact, some of the teachers of English in the sampling had been part of different trainings from different institutions in Albania and abroad.

3.4.4 The chronological order of the research study

The main scope is to verify the main hypothesis that the integration and the use of ICT facilitate the English language and learning and also to see the actual situation of the ICT means in the classes of Elbasan high school. Another aim was to see the disposal of the teachers and to see the problem that they are facing while using ICT. The first step was taking permission from the educational directory of Elbasan in order to make the research, observations and experiments. The collaboration with the teachers and students was satisfying. During the interviews I followed only one way which was face to face interviews and then recorded them. The participants in the interview were embarrassed at the beginning because they needed more time to answers. Then, after talking to them I created a comfortable atmosphere and I ended up with a successful finalization. During the experiments it was the same procedure as in the interviews. The two experiments were done in high school students, in tenth grade. The firs experiment consist in teaching English based on traditional method. The tools used in this class were the blackboard, the chalk, the

textbook. The participants were 42 students held the materials delivered. It was taken a unit from Inside Out/ Stories. It lacked interaction, interest, motivation and satisfaction.

In the second experiment it was chosen another parallel class with 35 students, the same lesson but based on alternative methodology. The aids used were video projector connected to laptops in which were presented some stories on past simple. There were developed four competences in English; reading, writing, speaking and listening. In this experiment there was motivation, interaction and critical thinking. During the observations after taking permission even from the headmaster I enter in some classes and observe some procedures in the classes. I followed 45 minute classes. At the beginning the students and the teacher were embarrassed but then after some minutes they got used to it. To make this research paper I have faced a lot of difficulties and barriers. The first one was when I went to the director of education to take permission. At first they were skeptic about the research and sometimes not present. The second problematic situation was the disposal of the teachers to take the information and to make them participants in my study. During the interviews some of the students were emotive, some others were noisy. Due to my convincing conversations I overpass these barriers. Some other barriers stand while collecting the data and analyzing it but what is more important is that all these barriers were over passed and the research ended up.

CHAPTER 4: ANALYSIS OF THE RESEACH STUDY RESULTS

In this chapter there are given all the data taken from the use of the instruments: surveys, experiments and interviews which helped me to collect the data and to see more over about the situation of:

- ❖ ICT infrastructure in the high schools.

- ❖ ICT integration with its advantages and disadvantages

- ❖ Teacher of English real situation and their relation with ICT

- ❖ Students process of learning English through ICT.

These sampling actors helped me a lot to do my research, and at the beginning there are given all the characteristics of the subjects taken in the research, a study which was held during 2015-2017. Then every result is given in tables and graphics by respective comment.

In the city of Elbasan there 16 high schools, and in every school it is taught English, even in rural areas there are 18 high schools, and English is taught in all of them. In some schools , English is taught as a first foreign language , while in other it is taught as a second foreign languages.

<u>4.1The schools characteristics.</u>
In this study there were taken six schools. There are high schools , in which only one of

them is a professional high school. Three of the schools belong to the private sector.

School A ,B, C

These schools are considered as three of the best schools in the city of Elbasan. Their

history has left traces in the field of education and the best teachers of English work there.

The infrastructure is very good, and the labs are functional. While my research, I was

impressed from the environment inside and outside the building. Even while doing the

research the ting that gave impression was two big labs, with a high technology level

means, and good computers. The internet connection was very good, and the speed of it

also. In these schools, there were two teachers of English per school and the six of them

were well-known in the field of pedagogy. For further information, four of these teachers

have taken the initiative to make the internal qualifications about ICT in English classes ,in

respective schools. English Language is developed in the three levels, starting from A2 first

year, B1 in the second, and B2 in the third year and this is the level that they are graduated

even in the State exam. The number of the students do don differ to much from one school

to another, and there are up to four parallel classes. We could find up to 40 students per

class .

School	Students of English	Students of English	Students of English	Teachers of English	Participants in the interview	Active participants

	in the class X	in the class XI	class XII			
A	140	109	87	2	23	100
B	111	98	74	2	14	68
C	130	88	91	2	13	88
D	145	121	116	2	23	44

Table 1. The characteristics of the first four schools.

All the participants of the first four schools were very curious to participate in the interviews which held not more than ten minutes per each student. We do not exclude the fact that they were embarrassed in front of the interviewer but with the passing of the seconds they became more active and eager to give real answers to the respective questions.

What was worthy to be mentioned, are the schools characteristic connected to the ICT.

School	Labs	Computers in the lab	Internet connection	Other devices/ means of ICT
A	2	22	YES	Video-projector,CDs;DVDs,TV etc

B	1	23	YES	Video-projector,CDs;DVDs,TV etc
C	1	16	YES	Video-projector,CDs;DVDs,TV etc
D	2	14	YES	Video-projector,CDs;DVDs,TV etc

Tab.2. Schools situation concerning ICT.

As far as these schools are considered as experimental schools, and four of the best schools in the city, where also the government funds every year to improve their performances, even the real infrastructure is very good, and in excellent conditions.

4.2 The characteristics of the teachers in these schools

The teachers teaching in these schools are very well-known for good performance. Even the new teachers in profession are well prepared and eager to learn more and to follow the internships by different licensed institutions accredited from our Ministry of Education and Sports. All of these teachers , those who owe many years of experience and the others with less, despite using the textbooks assigned from Express Publishing, (and for the third year they use the supplementary book with State exam preparatory tests), they were all users and fanatic appliers of ICT means in the lesson performance. During the interviews with the teachers, they consider ICT as an obligatory form of methodology, in order to raise the

level of the class , increase the interactivity and for more information all of these teachers organized different activities per semester with their students, of course in English languages.

Teachers	Age	Experience	ICT users
T1	42	14	YES
T2	56	22	YES
T3	43	23	YES
T4	35	5	YES
T5	27	2	YES
T6	44	12	YES
T7	32	8	YES
T8	43	12	YES

Tab.3. Information on the teachers of English in the first four schools.

What was of a great importance in this research , was also to point out also the professionalism of the teachers of English and to what extent they were informed and qualified on using ICT in the class. Nowadays the methodology has evolved a lot and teachers should be able not only to spread knowledge but to be a facilitator and a good manager in the class. For this reason despite the information that they should owe on

alternative classes, using ICT correctly on the four competences in English is very important. We should accept that this is lacking somehow but with the recommendations and answers of the teachers, innovative means should be a key word in the qualifications of the teachers.

For this reason in the table below, we will mirror the real situation of the teachers' qualifications and training during their professions. One of the things that they are not satisfied is the fact that the professional qualifications are still missing.

Teachers of English	Number of qualifications
T1	2
T2	3
T3	2
T4	No
T5	2
T6	3
T7	1
T8	No

Tab.4. Concerning the qualification of the teachers.

As far as this case concerns, the teachers are still missing the exact information and professionalism is still lacking. And to give more attention to this case, imagine in other second hand schools, the stress comes over the necessity that ICT has in the field of Education, but its integration is missing in performance

4.4 The experiments performance.

As told before, in this research paper, an important role played also two important experiments in order to verify the hypothesis that the integration of ICT helps and facilitates the English language teaching and learning. The experiments consist in practicing two lesson classes, one teacher based class, so based on traditional methodology without ICT, and the other one students based class , based on contemporary methodology, with the integration of ICT in English learning and teaching.

For each experiment there were held two classes different from one another. There is only one variable changed, and the topic developed in the classes is the same. I chose to do the same topic, because it is easier to compare the difference and to come to results. These experiments were done in order to see:

- ➢ The benefits of ICT integration
- ➢ The interactivity in the class from the students
- ➢ Teacher as a facilitator and innovative
- ➢ Motivation of the students and their satisfaction in participating in the class
- ➢ Better result and faster English learning process.

First experiment with ICT integration.

The first experiment was held in the 10th n grade, in the school A. In fact it was a good experiment to be done in the class because the students came from the 9th grade and the passing from one cycle to another is sometimes chaotic. And in these cases it is better to find new techniques in order to motivate and welcome students in the class.

After entering tot the class I greeted all the students present in the class. I used some of the new welcoming expression such as "How was the day for you in the previous classes?" " How do you feel today?" "Any new hot news ?". these expressions are done in order to familiarize with the students and make them feel comfortable in the class for the next 45 minutes. Then , I wrote a key word on the interactive table :

Story ?

Tab. 5. Brainstorming activity

After that I encouraged, all the students to give me what did this word mean to them. This is the **BRAINSTORMING** technique.For many times,teachers have used brainstorming to generate ideas, and to come up with creative solutions to problems.

Then, after receiving some of the students' answers, we ended up with some of the best notions and tried to give a near definition to the key word.

After that, I transmitted a piece of a short story using the video projector and then asked the students to take notes and signing as many words as they could. After showing the story, I asked the students to make a retelling of the story and to exchange the notes with their mates. Every one of the students was asked to make up a sentence in past simple with one of the verbs they have noted in their paper and then explained the meaning of the verb tenses and its usage. On the interactive table I wrote down the formation and usage of the Past Simple Tense.

The next step was making some exercises in order to diagnose the students learning up to that moment. After that, students exchanged the papers of the exercises that I had delivered and the assessment was done. I was very careful in correcting their mistakes in order not to put them embarrassed. At the end of the class, after assigning the homework, I thanked all the students for their participation and the dynamism that they created in the class. In this class what was enhanced were:

- ✓ Debate
- ✓ Critical thinking
- ✓ Creative thinking
- ✓ Motivation
- ✓ Interactivity.
- ✓ Interest

- ✓ Eye contact

- ✓ Group dynamism

- ✓ Faster way of gaining more words of the new vocabulary

- ✓ Listening

- ✓ Speaking

- ✓ Writing

- ✓ Grammar

The daily plan and the exercises used in this experiment are as below presented:

	Subject English		class:X
TOPIC: Grammar past simple		Learning activity Taking about Past Simple	
Results concerning learning : They conjugate verbs in past simple - They talk about past simple			Key words : Past simple Story
Sources: the book, pictures, video projector, Cd			Other fields of connection:

	communication

Methodology: pair work- roleplays

Topic and previous knowledge:

How many people did you meet in USA ?

Did You remember anything from your childhood

W hat were they like?

New knowledge taken:

-past simple tense formation?

-Are there any rules?

-In pairs study the table + complete the rules

-Listen + repeat the irregular plurals

-I present the conjugation of have got through examples

-Make sentences about you're got/ haven't got

-Complete the sentences about what you've got/ haven't got

-In pairs look at the picture + say what Abby has got and what she hasn't got

Demonstration of is learnt

Look in your past.

Remember the most beautiful story in your past. Describe it in details

Assessment :

Students are praised for their participation

Homework

Tab.6. A daily plan model based on ICT

TEST ON THE PAST SIMPLE

<u>WRITE IN THE PAST SIMPLE</u>

1.watch - …………………………………   2.stop-……………………………………

3.play-………………………………………..   4.study-……………………………………

5.live-………………………………………   6.visit-……………………………………

7.be-…………………………………………..   8.buy-……………………………………

9.cost-…………………………………………..   10.drink-…………………………………

11.drive-……………………………….   12.have-………………………………..

13.make-………………………………..   14.write-………………………………..

15.read-………………………………   16.catch-……………………………….

17.spend-……………………………….   18.run-………………………………..

19.lose-………………………………..   20.swim-………………………………..

FILL IN WITH THE PAST SIMPLE

Yesterday Mrs Wall …………………………………..(tidy) her house. She …………………………………………(wash) the windows and ………………………………. (clean) the floors. Then she …………………………………………(go) to the kitchen and ………………………………………….(want) to make an apple cake. She …………………………………..(take) some apples. But she …………………………………………. (not+have) any butter. She ………………………… (is) very sad because she …………………………………………..(like) apple cakes very much.

MAKE UP NEGATIVE SENTENCES IN THE PAST SIMPLE

1. She ate seven apples last week.

……

2. The boys were ill some days ago.

…….

3. My mother had her birthday on September 17.

……..

4. My granny studied at Tartu University in 1950.

……

5. Mr Brown hurt his leg yesterday.

………..

MAKE UP YES-NO QUESTIONS AND ANSWER THEM

1. Helen met her friend on Monday.

………..

2. It was very warm this summer.

……

3. We had seven lessons on Saturday.

……

4. My little brother watched TV some hours ago.

………..

5. The boys played tennis last week.

………..

MAKE UP QUESTIONS WITH THE QUESTION WORDS

1.The dog ran in the garden.

Where ……….

2. He wrote the book last year.

When……

3.He rode the bike very quickly.

How……..

4. She had 4 brothers.

How many………………………………………………………………………………………..

5.Kate washed the windows.

Who…………………………………………………………………………………………..

4.4 The second experiment.

The second experiment was done in the parallel 10th grade class, but this time the class was based on the traditional method, so it was a teacher based class, with no integration of ICT. The main objective of the traditional methodology it is that the teacher is the only source of the information and the students are only mechanic users of that information. I entered the class, asked for the non present students, and then asked for the homework in order to check it , and then I asked the students to open the book on pg.65 where that day lesson was. I began to read the Comprehensive part on the book, and stressed out the main objective of that daily plan: The Past Simple Tense. On the blackboard I wrote down and began to explain the past tense formation and use. After that I asked the students to fill in the exercises on the book and I asked them to give me reasons why they asked in that way. The method used was GRTM and this is one of the traditional languages. At the end of the class , the students were asked to sing in the homework.

What were noted during this class were:

- ✓ No warm climate

- ✓ Short answers from the students.

- ✓ Individual work

- ✓ No creative thinking

- ✓ No critical thinking

- ✓ No new vocabulary taken

- ✓ No motivation

- ✓ No interactivity.

The daily plan of the teacher based on GRTM and the exercises for further practice.

	Subject English		class:X
TOPIC: Grammar past simple		Learning activity Taking about Past Simple	
Results concerning learning : They conjugate verbs in past simple - They talk about past simple			Key words : Past simple Story

methodology	

Methodology: GRTM (Grammar Translation Method)

Topic and previous knowledge:

How many people did you meet in USA ?

Did You remember anything from your childhood

W hat were they like?

New knowledge taken:

-past simple tense formation?

-Are there any rules?

-In pairs study the table + complete the rules

-Listen + repeat the irregular plurals

-I present the conjugation of have got through examples

-Make sentences about you're got/ haven't got

-Complete the sentences about what you've got/ haven't got

-In pairs look at the picture + say what Abby has got and what she hasn't got

Demonstration of is learnt

Fill in the exercises from 1-6.

Assessment :

Students are assessed based on their answers.

Homework

Tab.7. A daily plan based on GRTM method.

TEST ON THE PAST SIMPLE

<u>WRITE IN THE PAST SIMPLE</u>

1.watch - …………………………………   2.stop-…………………………………………

3.play-……………………………………..   4.study-…………………………………………

5.live-……………………………………   6.visit-…………………………………………

7.be-……………………………..		8.buy-……………………………………

9.cost-…………………………………..		10.drink-………………………………

11.drive-…………………………………		12.have-…………………………………..

13.make-…………………………………..		14.write-…………………………………..

15.read-…………………………………		16.catch-……………………………….

17.spend-…………………………………		18.run-…………………………………..

19.lose-…………………………………..		20.swim-…………………………………..

<u>FILL IN WITH THE PAST SIMPLE</u>

Yesterday   Mrs   Wall   ………………………………..(tidy)   her   house.   She ………………………………………(wash) the windows and …………………………….
(clean) the floors. Then she ……………………………………….(go) to the kitchen and ……………………………………….(want)   to   make   an   apple   cake.   She ………………………………………..(take)   some   apples.   But   she ……………………………………………. (not+have) any butter. She …………………………

(is) very sad because she ……………………………………..(like) apple cakes very much.

4.5The results of the observations in the high schools.

During the research in the high schools in the city of Elbasan, the situation of using ICT was good if we compare to the other cycles of the study. During these surveys made in these high schools , the attention to figure out all the research details, was very high. The teachers were very interested in knowing more about ICT, even though some qualifications

were made in this field, but they were interested in knowing more and asked any possibility to follow more detailed qualifications about the integration of ICT in teaching and learning English language.

What attracted my attention it was that they navigated different authentic sites in order to download programs from the publishing houses, and to select materials depending on the daily topic to enlarge the information and to make students motivated. The main interest was to motivate students. As far as we know this is the starting point, in order to have dynamic participation in the class. The teachers used the internet for themselves in order to:

- ❖ Download programs
- ❖ Download songs with the lesson thematic
- ❖ Find materials in order to integrate students in role plays.
- ❖ Games and entertaining puzzles.
- ❖ Emails in order to group students in a specific topic and improve discussion and creative thinking during an online debate.
- ❖ Emails in order to receive students essays
- ❖ Manuals so to enlarge and fasten the learning process
- ❖ Find short stories etc

There were also cases where the integration was not that dynamic. This happened for some reasons:

- ❖ The labs in the schools were not free sometimes, but in the most of the cases they could figure out in any solution.

❖ Some of the computers in the labs were not as fast as the others and this made that the group of the students working on these computers were not simultaneous with their mates.

❖ Once in a time they skipped alternative methods based on ICT, because of the lack of materials and trainings. They told that they found difficulties in specific rubrics.

The survey was not only focused on the teachers but also on the students. some of the students when given a 5 minutes of time in order to discuss, some tended to open one of the social media that they owed for e.g.: Facebook, E-mails-Twitter. But this case was sporadic. The majority of the students when asked wanted to learn in labs, because the class was more interesting and they had to the chances so to:

❖ Listen to songs,

❖ Make online exercises and short tests.

❖ Prepared better in writing skills, and had the chance to get correction in the Word page,

❖ Improve speaking skills

❖ Watch by a video projector what the teacher directed them to

What was seen, it was the fact that they were more collaborative and friendlier with one another. This made them be focused on the lesson. One of the parts that impresses me most was the fact that they entered the lab equally as they entered in the cinema: interested, curious of what they are going to watch that day, and very careful in sitting in the chairs. The biggest part of the students had USBs because

they wanted to save the daily materials, for personal usage. English seemed for some very difficult to learn before. At that time they declared that they could learn easier if the class is done through the integration of ICT by the teachers. According to them, this is the only way to be motivated and interested, even the students with the low performance, or the students who had difficulties in cognitive aspect of the learning process.

So, to sum it up the integration of ICT in the process of teaching and learning process didn't lack on the interest and preparation of the subjects taken in the research. The problems stood in two aspects:

Infrastructure
Qualifications
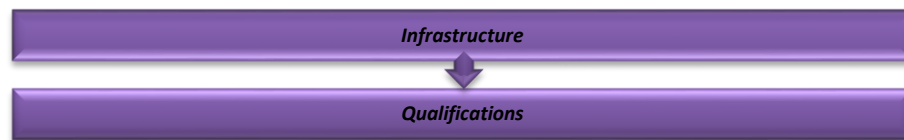
Tab.8. Table of the ICT problems.

So, the interest and motivation was very high , but teachers needed more professionalism in order to use the special means of ICT in specific competences in English language:

Fig.9. Four English skills.

Being conscious what are the competences enhanced in a specific topic, the teacher is going to select the ICT means the he is going to use in the class in order not to lead students in misunderstanding.

4.6 Results of the interview mirrored in graphics and tables.

<u>Students poll results</u>

Question no. 5:*Do you know about ICT? YES/NO*
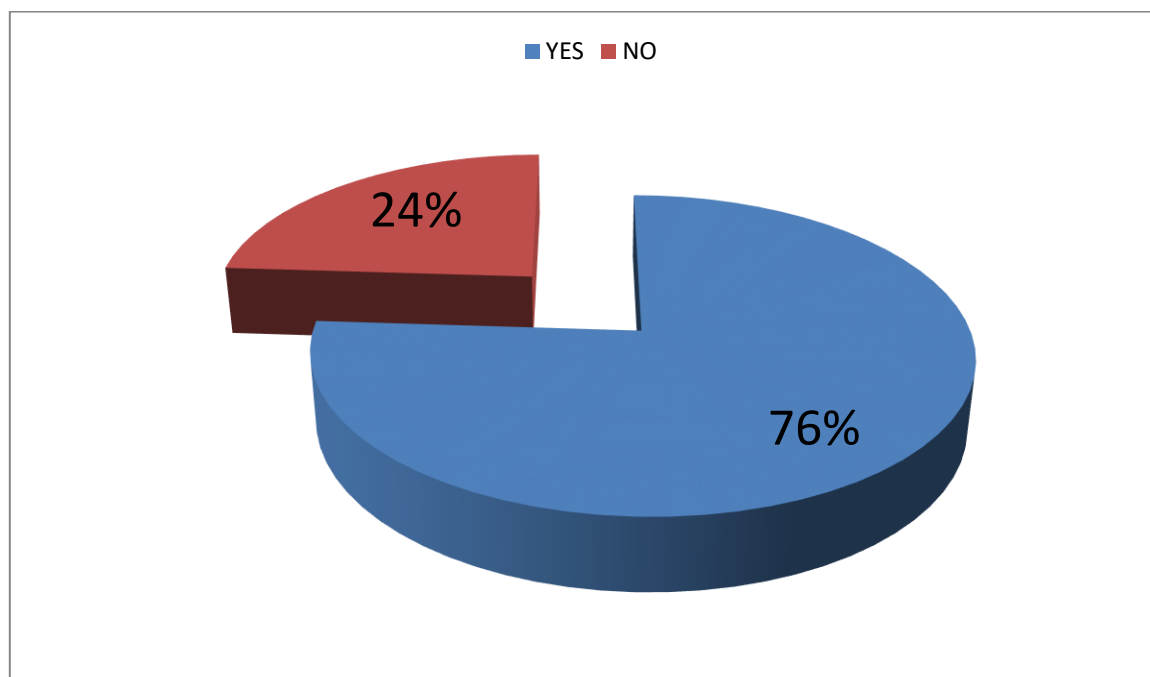
Graphic 1. The students acknowledgement of ICT

This is a very important starting point to the research. The recognition of the term ICT and everything includes is crucial. Even in the didactic terms, the process of understanding the unknown has a very important effect on what is going to be learnt. According to these questions, the majority of the students were aware of this term, because their daily life nowadays is surrounded from the computer and what it contains. Despite the main objective they use the ICT means, which is in fact to use the social media webs (*facebook, instagram, twitter ,snapchats*), they also used the means of ICT in order to send emails to the teachers and to build a communicative area with mates and the teachers. 76% of the students are a very high percentage in fact, which is satisfying in order that the class functions. The other part which is 24% had never heard of ICT, even though they were in touch with its means every day.

Question no. 6:*Do you use computers in your school? YES/NO*
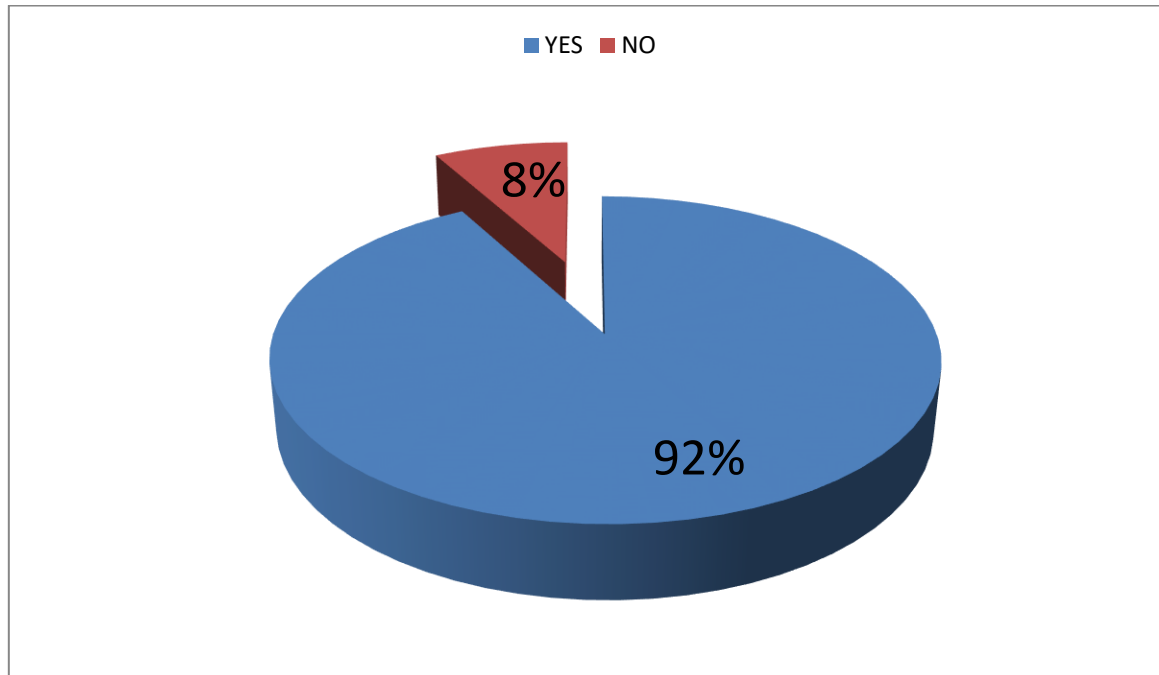
Graphic.2. The use in percentage of ICT from the students.

This answer consists in knowing if the students use the computers or not. It is not awkward that there are still students who cannot use the computers. And in fact 8% of the students taken in the interview didn't know how to command the mouse and to navigate in the computer. They added that some of them had never used the computer because they didn't know it or they were not interested to. But, the majority of the students as shown In percentage, 92% of them were good users. We cannot pretend to use ICT if they don't know to use a computer, and how could they navigate and use it for pedagogical aims.

Question no. 7:*How many times do you use them? (times/week)*
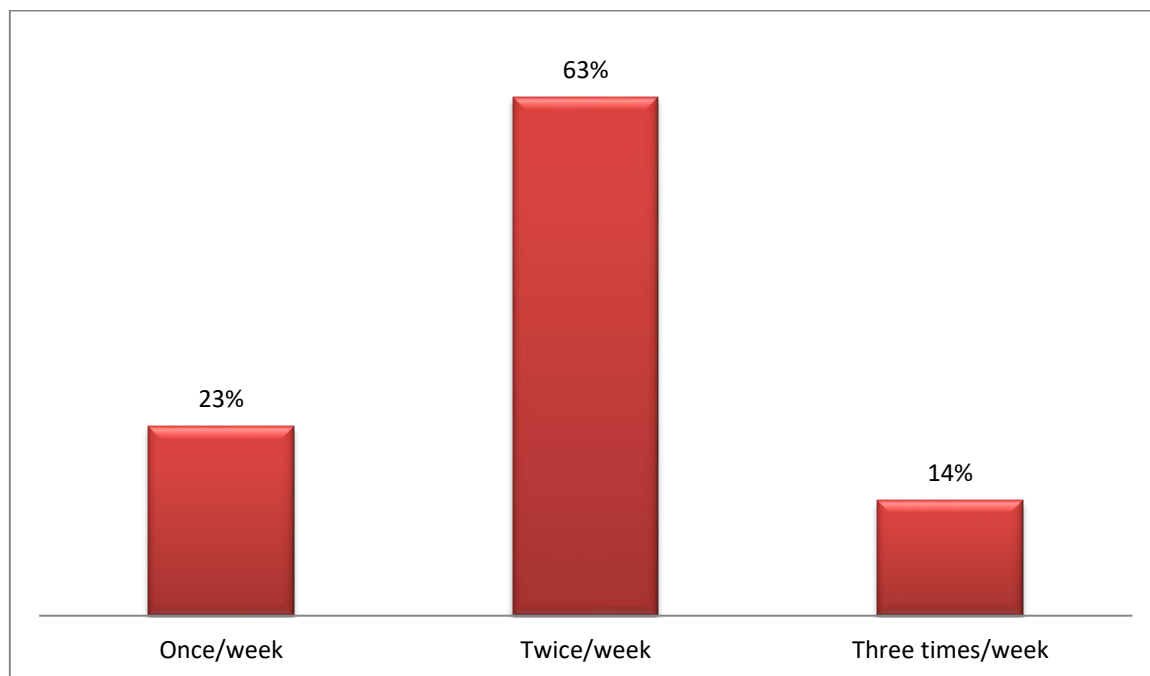
Graphic 3. The frequency of usage of ICT.

As far as in the curricula of the high schools, English classes are developed three times a week, my interest was to discover the frequency of the usage per week. This question in fact was very curious because that depended on the level of the class. 23% of the students taken in the interview answered that they were included in lessons based on ICT once a week, especially in the listening section. The other 63% were included in individual work at home to enlarge the information through short stories, movies and songs on the radio in order to practice home their skills in English. This was very interesting because it shows interest by the students. The other 14% used in three times a week so to make the homework during the *Google Classroom*. One of the teachers used the new innovative class when the students were home, as an extra homework so to be in contact with the language.

Question no. 8:*Do you have internet access?*
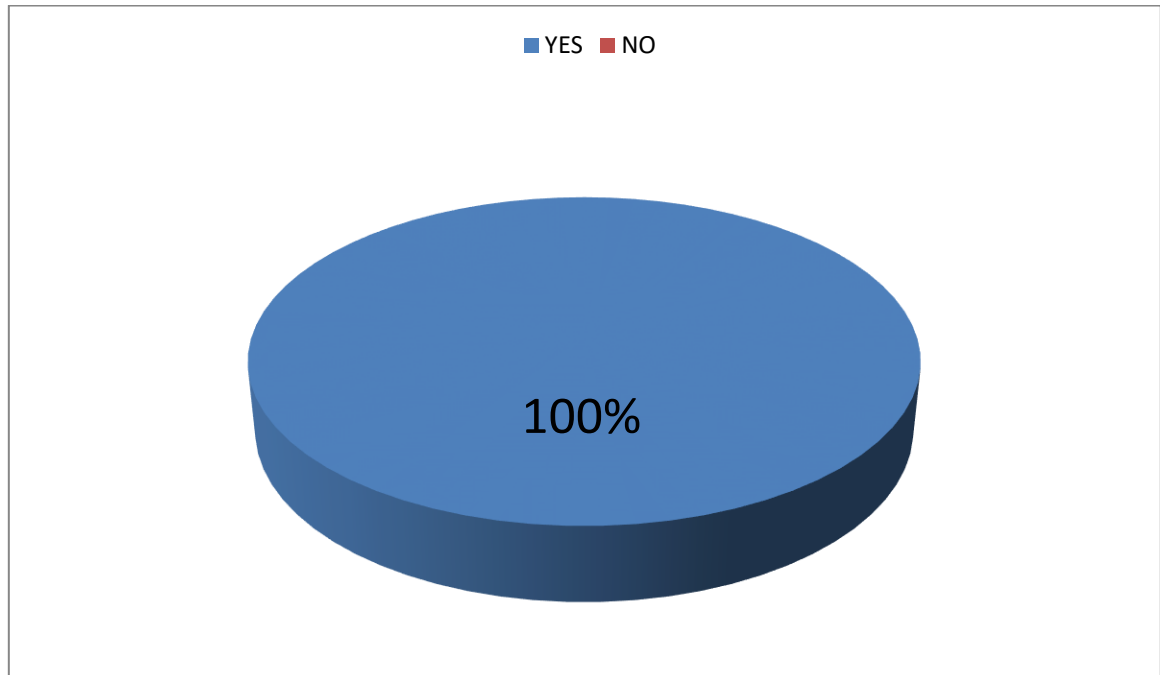
Graphic 4. The internet access in school.

The internet access in the school was always in connection and with a goof speed. This is due to the latest politics made in education, for the administrative cohesion of the school and the performance of the head of the school in order to report everything happened in the school. But also, due to the necessity that the schools had in having labs, the internet was always present. We can't take in consideration the fact that once in the time, it was a disconnection for some minutes, but in general the students were satisfied.

Question no. 9:*For what reason do you use the computers?*

  a.   *Lesson aims*
  b.   *Social Media*
  c.   *Games*
  d.   *To learn English*
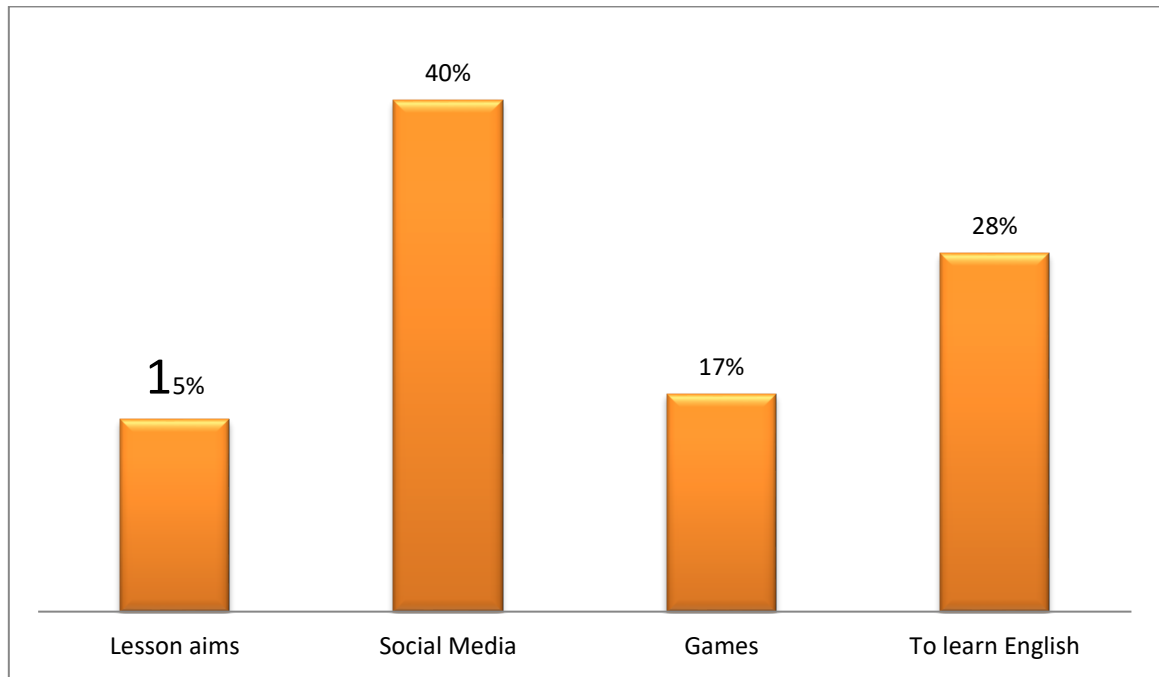
Graphic 5. Reasons of using ICT in the class

The usage of the computers by the students was taken in general in order to see in what extend they used the computers in the labs and at home. 15% of the students told that used the computers in order to find the extra information for every project works, essay or any other kind of homework. Even when they wanted to learn more about the daily topic taken they navigate and selected a movie, a song, a short story, a documentary. 40% of them, proved the daily problematic issues that teachers and parents have recently; the time that

students spend on the internet and in front of the computers or in the other cloned device , laptop(lap ---top, made for comfort, a device the same as the computer which could be handled on the top of the lap, for comfort). This group of people used these in order to chat or to review in their accounts created on the internet for massive communication objectives. Games was another aim of usage, the majority of the students using computers for gaming were boys. They also told that they could spend hours in gaming. The most satisfying answers belonged to the main aim of this research: To learn English! With or without the assignment homework by the teachers, they individually used the computers by downloading programs in order to learn English. These students were aware of the fact that English is a language that they couldn't do without.

Question no. 10:*what are some of the random means you are in contacts in the class?*
Frequent answers were: Computers, Smartboards and Projectors.
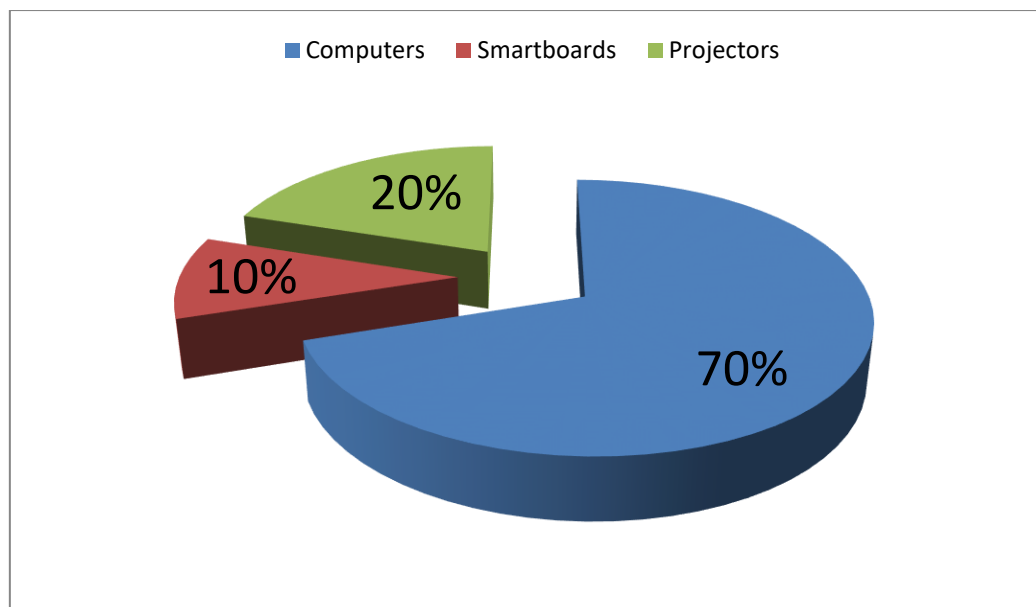
Graphic.6.Random means students are in contacts in the class

As previously told the computer is one of the main means of ICT. Students told that 70 %

of the times that they are included in the classes based on ICT integration were through the

computers. Even when they had the same lesson, when they watched a movie for e.g., 20%

of them answered that were done by the video projector. And the minimum of the cases the

lesson was handled through smart boards, which in some of the classes lacked.

Question no. 11:*Do your teachers use ICT in the class? YES/NO*
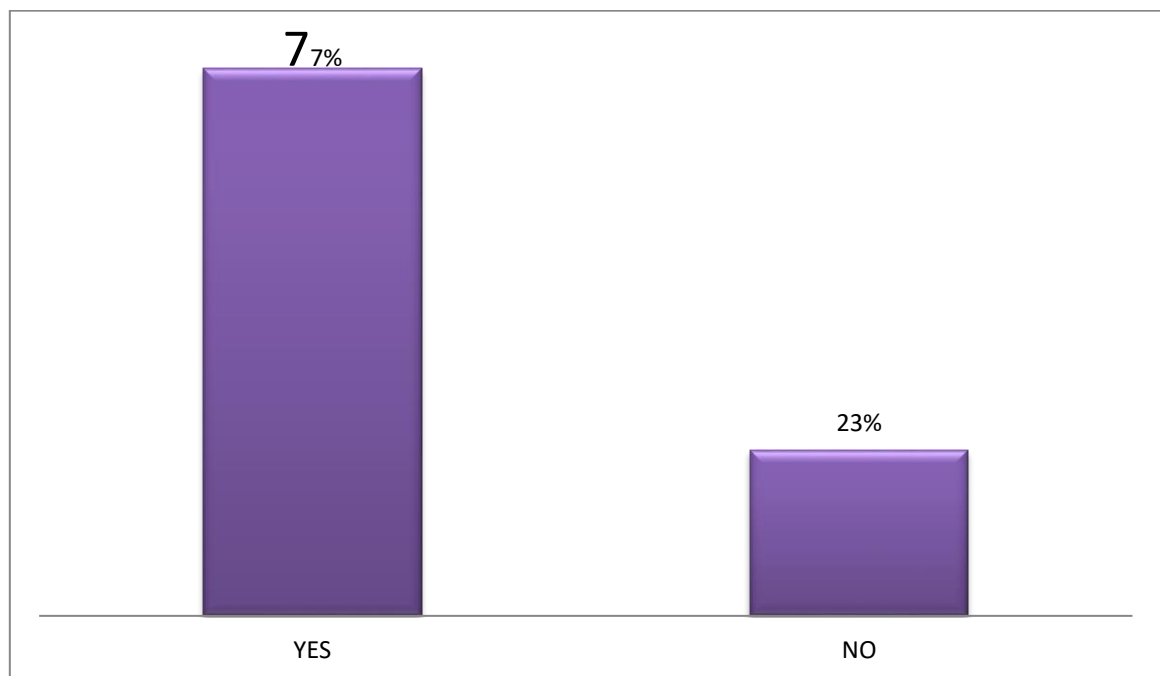
Graphic 7.*Teachers using ICT in the class*

The most important column of this research was to find out if the teachers used the ICT

means in the classes or not. Asking the teachers is different, but it was very important to

take this information by the students, because they told the situation nearer to the truth than other actors. 77% of the times their teachers used the ICT means in teaching English , especially to attract students attention and to motivate them. Only some of the students 23% told their teachers do not use the ICT means, and this happened because of the non information by the teachers the ways how to use these means, in what situations to use them .

Question no. 12:*If yes, how many times? (times/week)*

The results are from the 77% of the students.
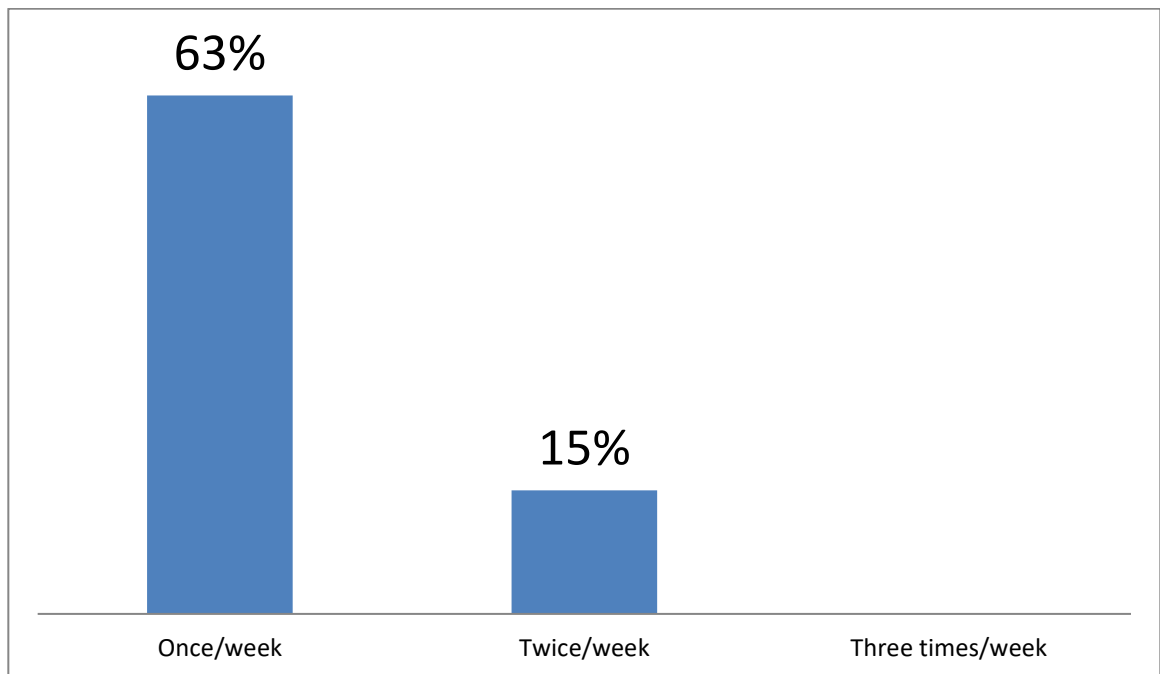
Graphic 8. The frequency of the times teachers use ICT

The part of the students who answered for YES to the usage of ICT by their teachers, asked also that the biggest frequency was once a week, and according to them it was not enough. So there were 63% of these students who answered to this. 15 % of the students and they belonged to the same class were included in the classes based on ICT twice a week, and they were more satisfied that the rest of the others. To their opinion this was very good because they wouldn't be boring and monotonous in the class. Also hey liked a lot the warm-up activities made are the beginning of the class

Question no. 13:*How do you evaluate the ICT learning?*

   a. Low
   b. Good enough
   *c. Very good*
   d. Excellent
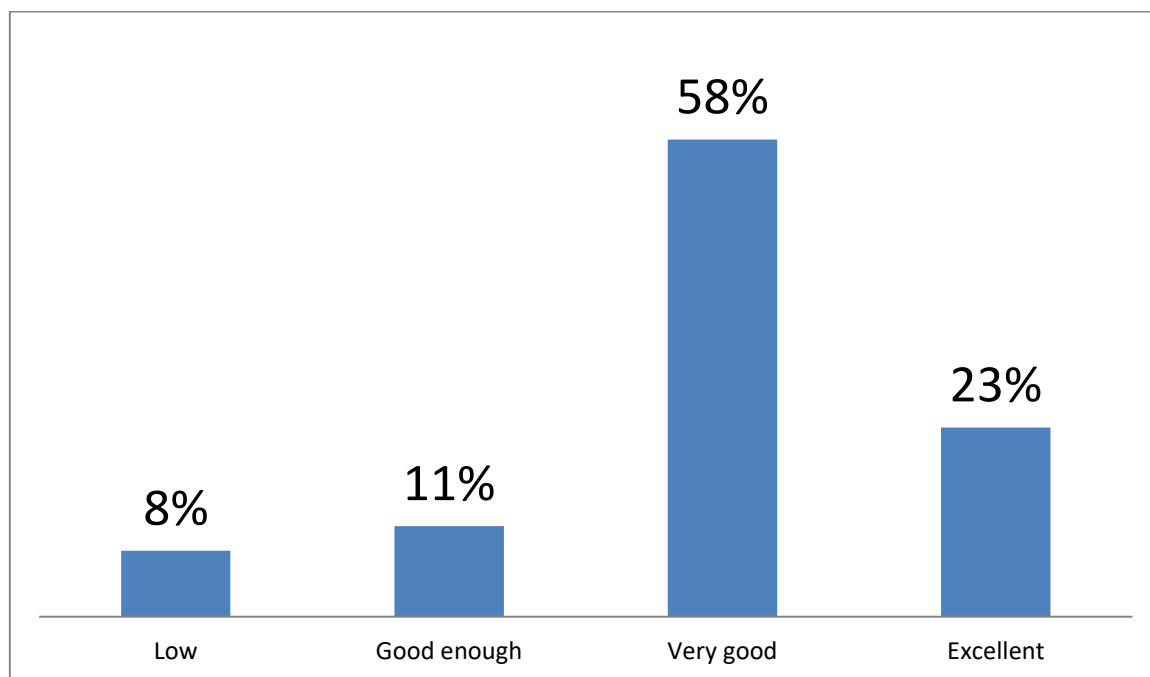
Graphic 9. Students evaluation of ICTintegration.

As far as the opinion of the students is very important, I dared to ask them and to evaluate the integration of ICT in the English classes. 8% of the students, who in fact were student with a 5 average, though that it was useless to integrate ICT in these classes. From this part of the asked ones, 11% percent of the students answered that the performance of ICT as an aid was good and normal. But, what was important was the fact that the majority gave a positive evaluation, upn to 58% of them. According to them it is very need in the classes of English because some of the students get motivated. And the most satisfied of the students were 23% of them who thought that ICT is necessary, for pedagogical usage.

Question no. 14:*How many times do your teachers use ICT in the class for communicative skills?*

    a. Never
   *b. Sometimes*
    c. Always
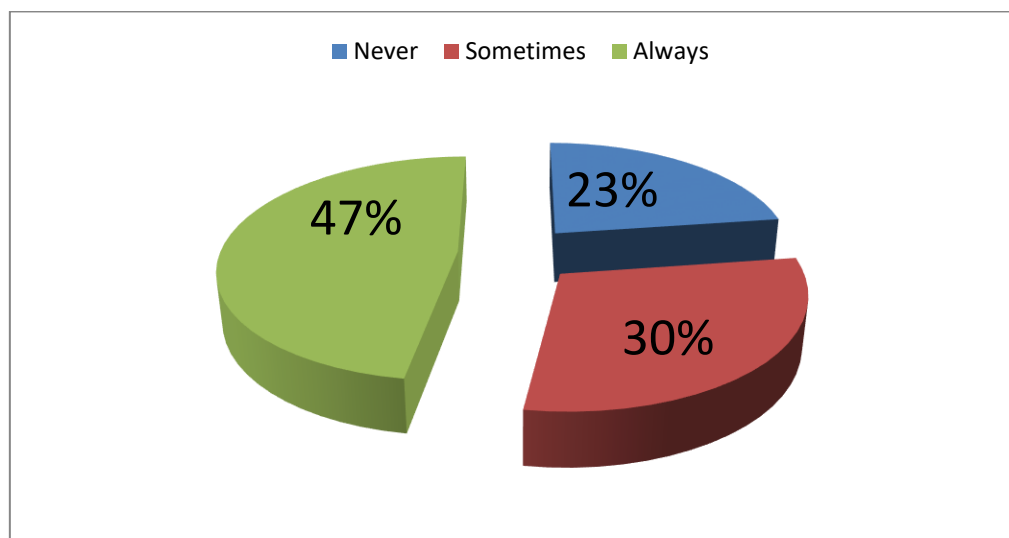
Graphic 10. Teachers using ICT for communicative skills.

Communication is one of the main structural columns of English language. While teaching how to communicate in the foreign language, there are faced a lot of obstacles. 47% of the students understood that the main interest of the teachers to integrate ICT is to enhance their skills in communication. And the rest 30% were of the opinion that ICT means were used for communicative skills. Only 23% which in fact were of low degrees answered that ICT was never used in the classes in order to improve their skills in communication.

Question no. 15: *What do you think, learning English through ICT?*

a. *Easier*
b. *The same as without*
c. *More interesting*
d. *Motivating*
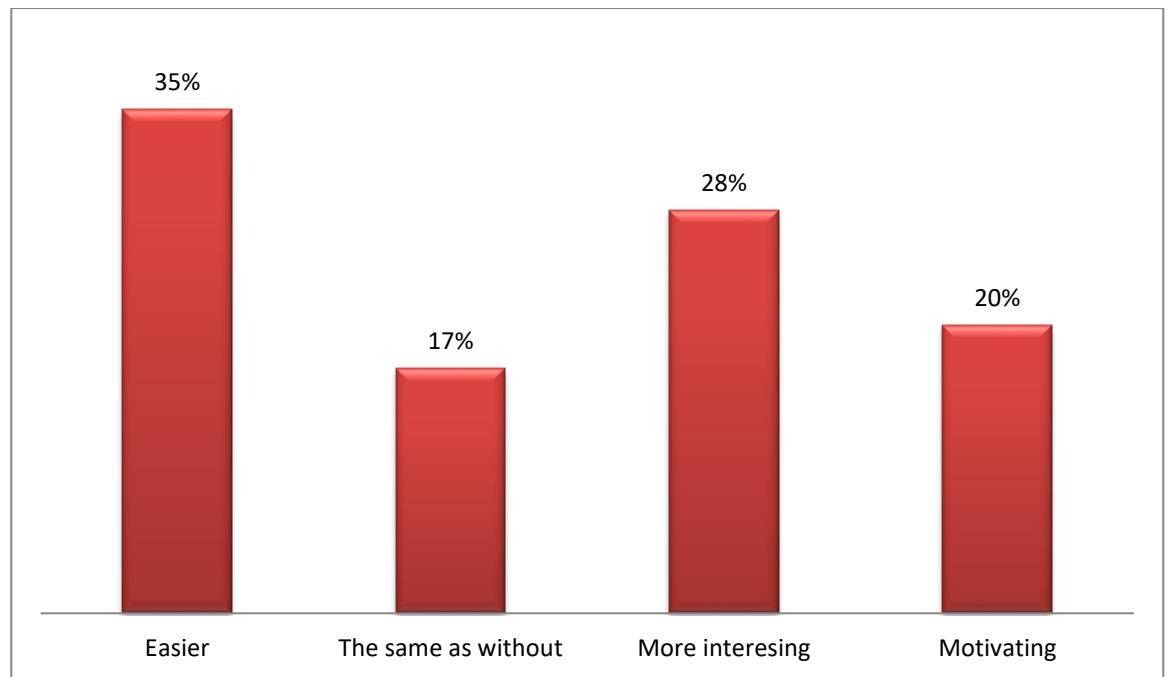
Graphic 11. Impact of ICT learning.

Some of the students , 35% of the students are of the opinion that ICT means made their process of learning English easier , they could learn more vocabulary, and more quotes and expressions in during the classes. For the 17 % of the students it was the same procedure as without ICT. They didn't find any difference. 28 % thought it was more interesting to be part of the classes where the ICT integration was present. They didn't get bored or without doing anything. Time passed quicker. 20 % belonged to that part of the students who didn't

have any kindness in welcoming English as a favorite language , but they found in ICT a means of being motivated and hoped to learn that language in a special manner and faster that without it. Motivation as stressed before it is very crucial as seen in the didactic aspect.

4.7.Teachers interview results

**Question no. 1:***Do you know about ICT? YES/NO*
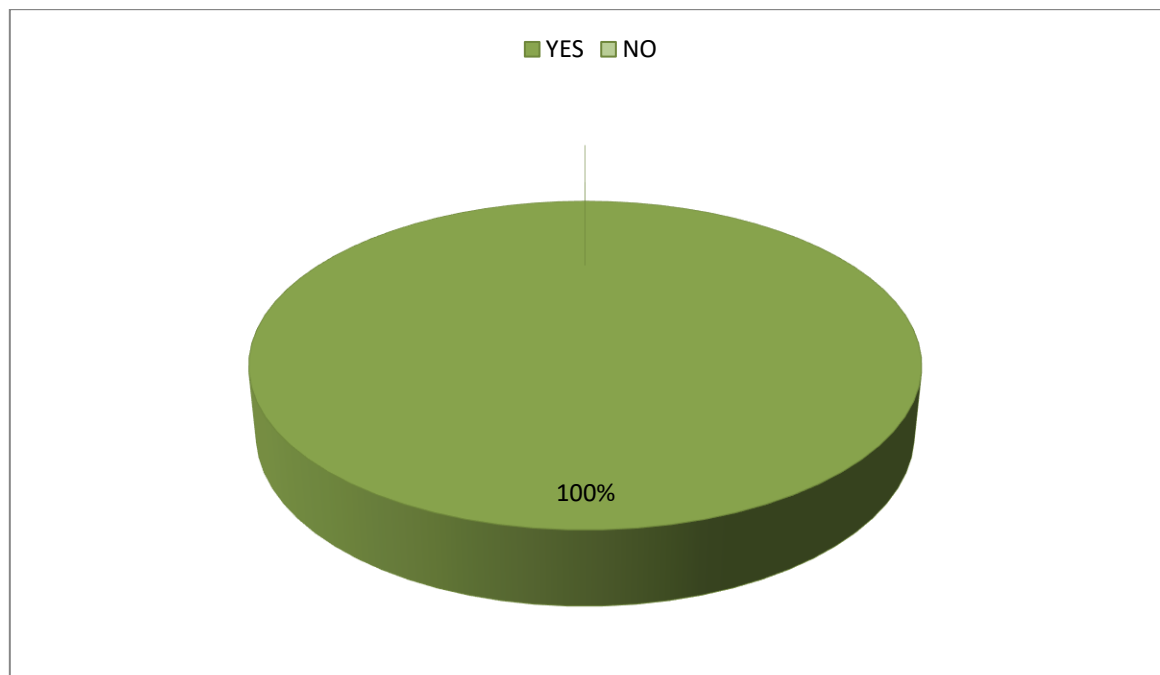
Graphic 12. Teachers acknowledgement of ICT.

This question consists on the information that the teachers have on the term ICT and everything it includes. Teachers told that they have general information on this new term in education and its benefits. It was so satisfying because there were all the teachers included in the answer YES:

Question no. 2:*How many times do you use them? (You can choose multiple answers)*

a. *Listening*
b. *Speaking*
c. *Reading*
d. *Writing*
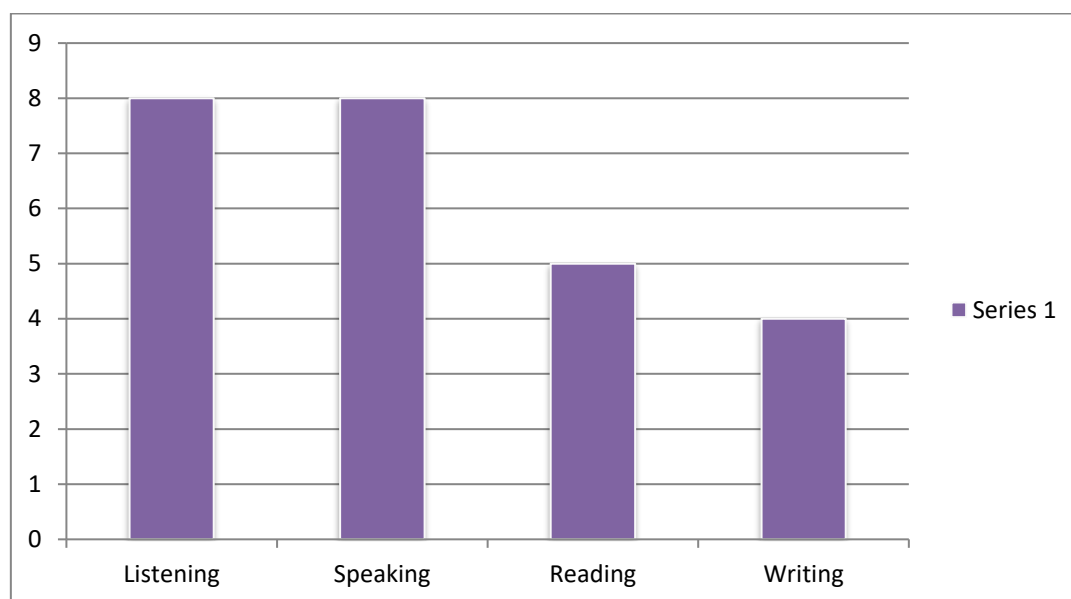
Graphic 13.How many times do teachers use ICT to promote English skills.

It is of a great importance to know the competence in which ICT is used more. Every language skill in English is really of a great value so to have a better understanding of the language, in this case the English one. There are some means of ICT in which have a great influence on the English skills. As far as the state tests, the international tests are based on

the four of them it is a didactical principle to show interest on four of them. But , the two skills in which ICT is used more is Listening and Speaking. As far as the Albanian students have complexity in speaking a foreign language and difficulties in differentiating the new words in English , these two skills are taught through the integration of ICT.

**Question no. 3:***Do you have problems using ICT in the class? YES/NO*
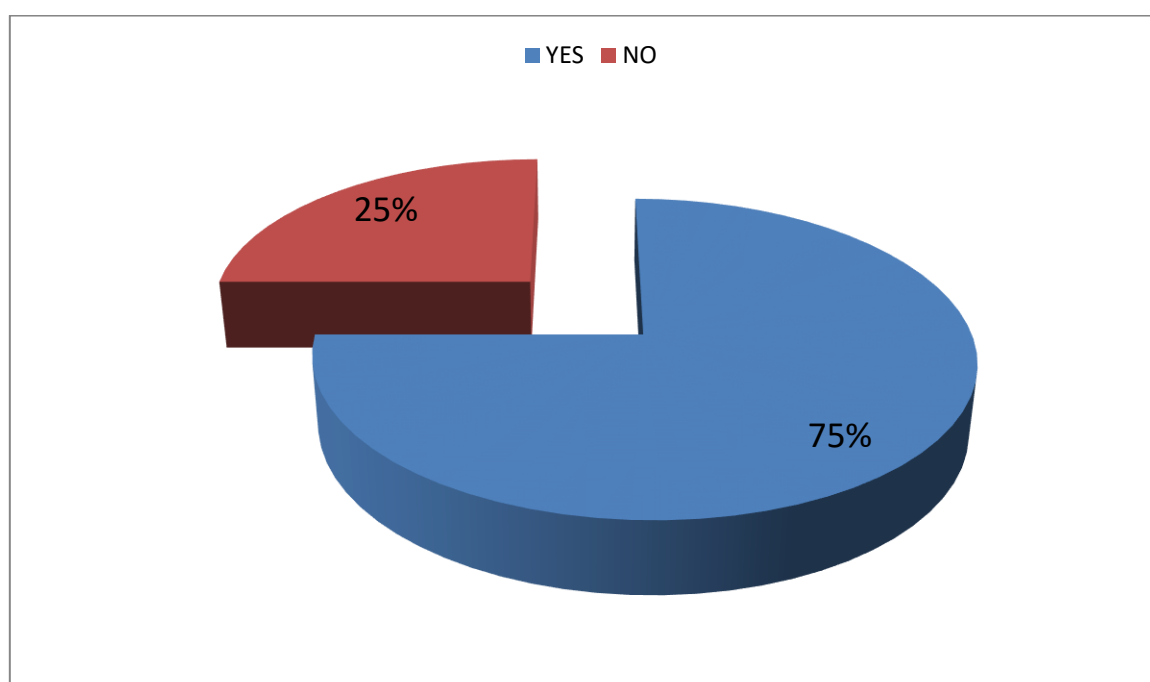
Graphic 14. Problems teachers are facing while ICT usage.

What is also treated in the research paper as a big problem is the methodological manner in which to Integrate ICT, not the ICT itself. Most of the teachers do have problems in finding the better manner in which to use one of the means. The first step to a good manner is to have the right information. Then with the information take, there is chosen the methods and

techniques. The 25% of the teacher do not have the information needed and this is because of the lack of experience, while the other part of the teachers interviewed were enough informed about ICT and what it includes.

Question no. 4:*If yes, what problems can you mention?*

a. The need of ICT tools.
b. The need of training.
c. There's no problem using ICT in class.
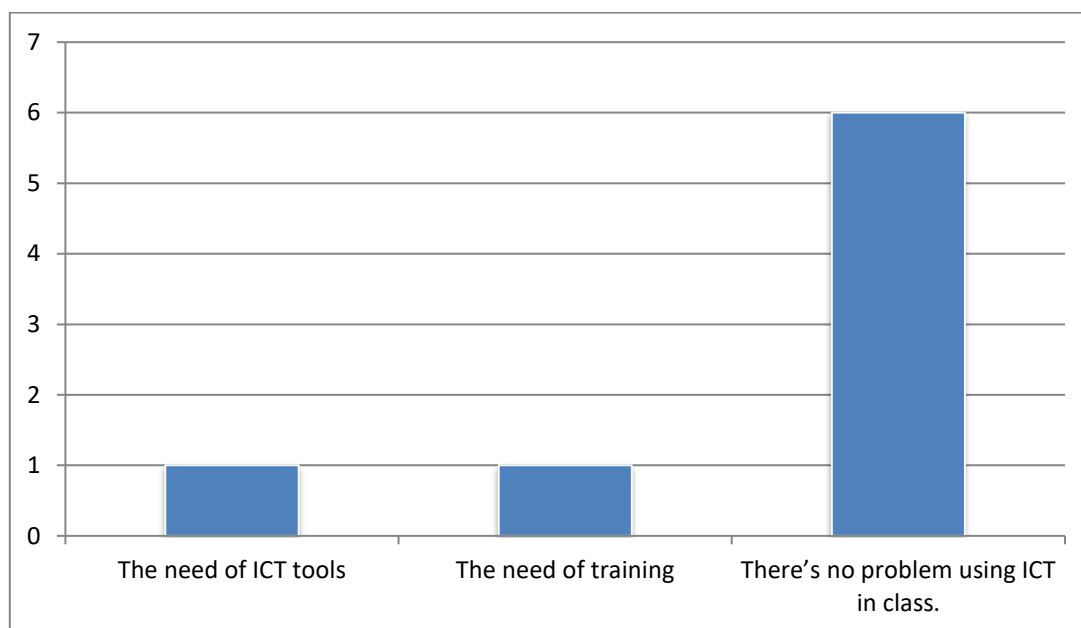
Graphic 15. Problems that students face in ICT integration in English.

Of course, that during the way of using ICT tools in the class during teaching and learning process, there are faced a lot of problems which in fact are very problematic and influence directly to the process. One of the teachers declared that there is the fault of the tools having in the lab which do not help the integration of ICT in the class. He tools face technical defaults and in this way they are not functional all the time. Some others were of

the opinion that the lack of the information taken from the trainings and qualifications lead them to facing these difficulties. But 6 other teachers are comfortable in using ICT in their classes. They are used to and even qualified in using these means along the process of teaching English.

Question no. 5:*According to you, what are some of the factors that influence ICT integration in English classes?*

a. *The need of more information (think out the box).*
b. *The flexibility of learning by using ICT.*
c. *ICT makes it user-friendly.*
d. *Students are very familiar with technology and they feel more comfortable.*
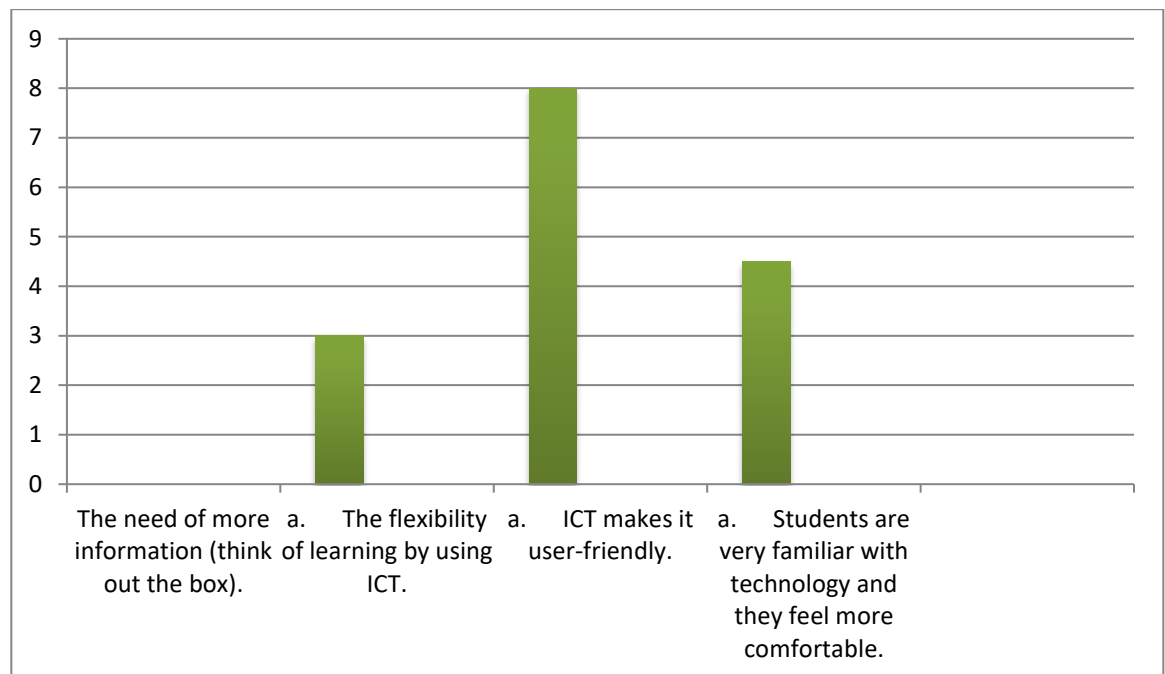
Graphic 16. Some of the factors that influence ICT integration in English classes

Question no. 6:*According to you, your students feel:*

    a. Motivated

    b. Interactive

    c. Both of them
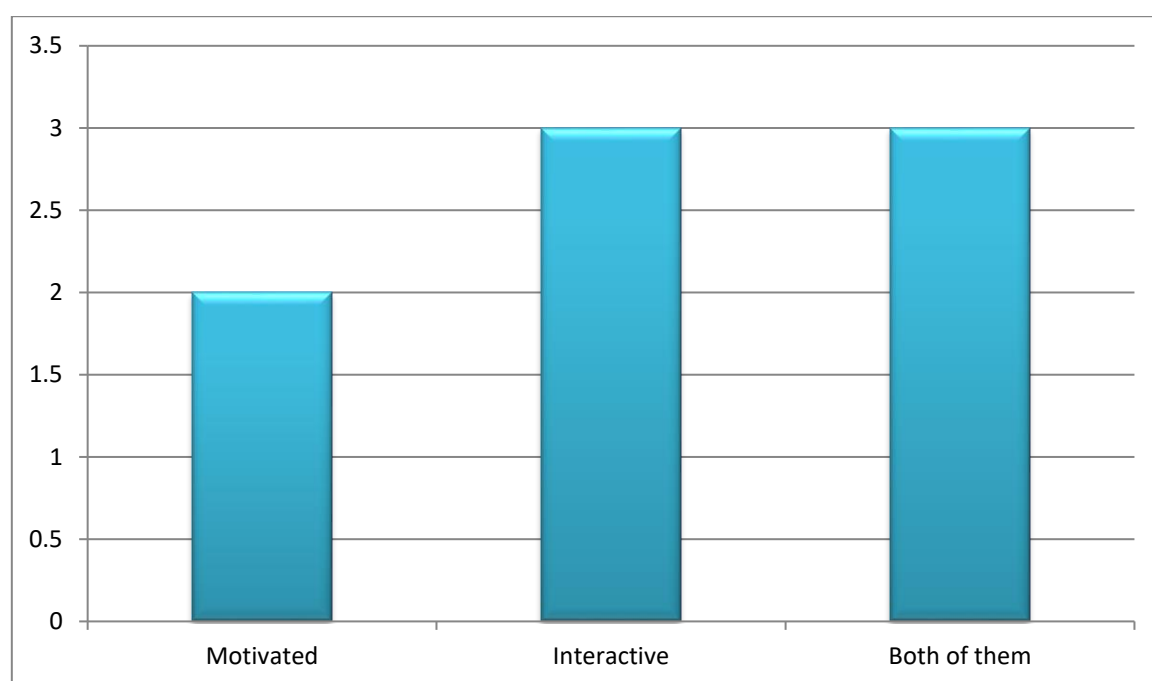
Graphic 17.Students feelings in the class.

The most beautiful moment of this research was the fact that the integration of ICT has a lot of advantages. What are the key benefits are the Motivation and Interaction. In this perspective teachers when asked were very comfortable that these two elements are the

ones which influence in a good atmosphere in the class. As recently stressed by the actors of Education, motivation is the very first step to the process. In having both of them is very good, so the teacher feels very well.

Question 7: According to you which are some of the challenges that you are facing in ICT integration in the class?
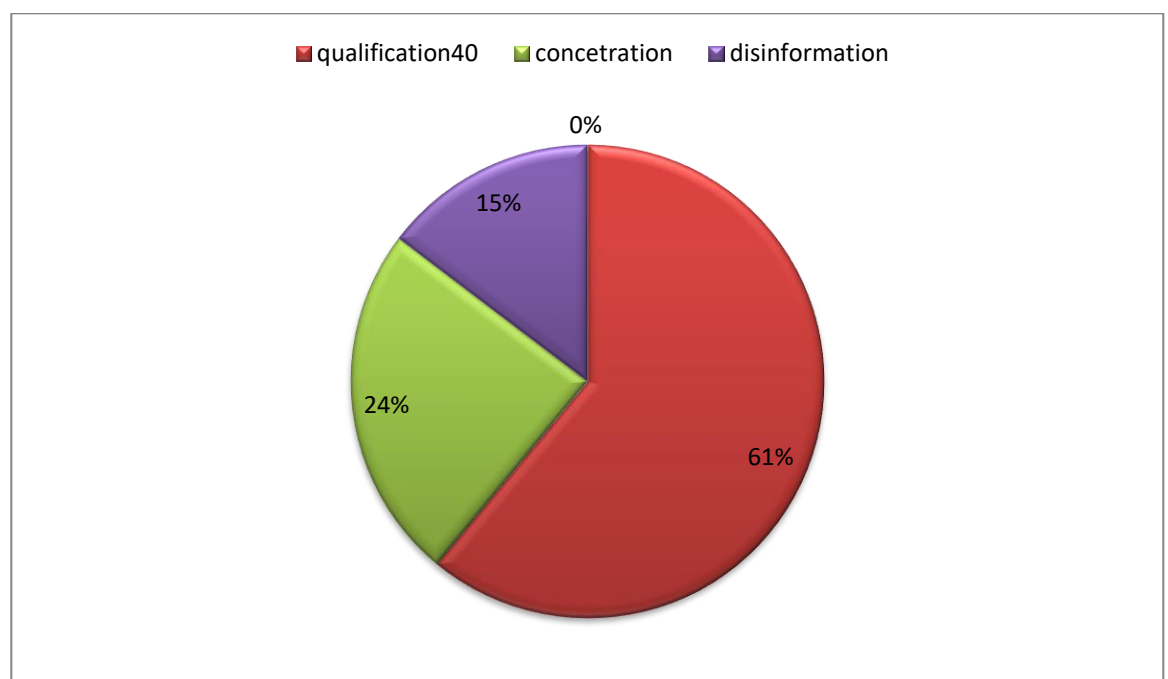
*Graphic 18. The challenges that teachersare facingin ICT integration in the class.*

As far as it is also discussed in the previous sections, the teachers of English agree with me as a researcher that the qualifications are one of the factors that stop the integration to be successful. 61 % of the teachers are of the opinion that the qualifications that they take in

different sectors and centers are not the right one. The other 15 % think that one of the problems facing in the class there is concentration of the students. When they are not concentrated even the process can't be positive all the 45 min and the teachers are obliged to stop the process through ICT means. The lack of the informative documents is another factor influencing into the process of teaching and learning, and in fact is the remaining part, 24% of the teachers.

Question no. 8: *You as teachers, do you feel competent in ICT usage? YES/NO*
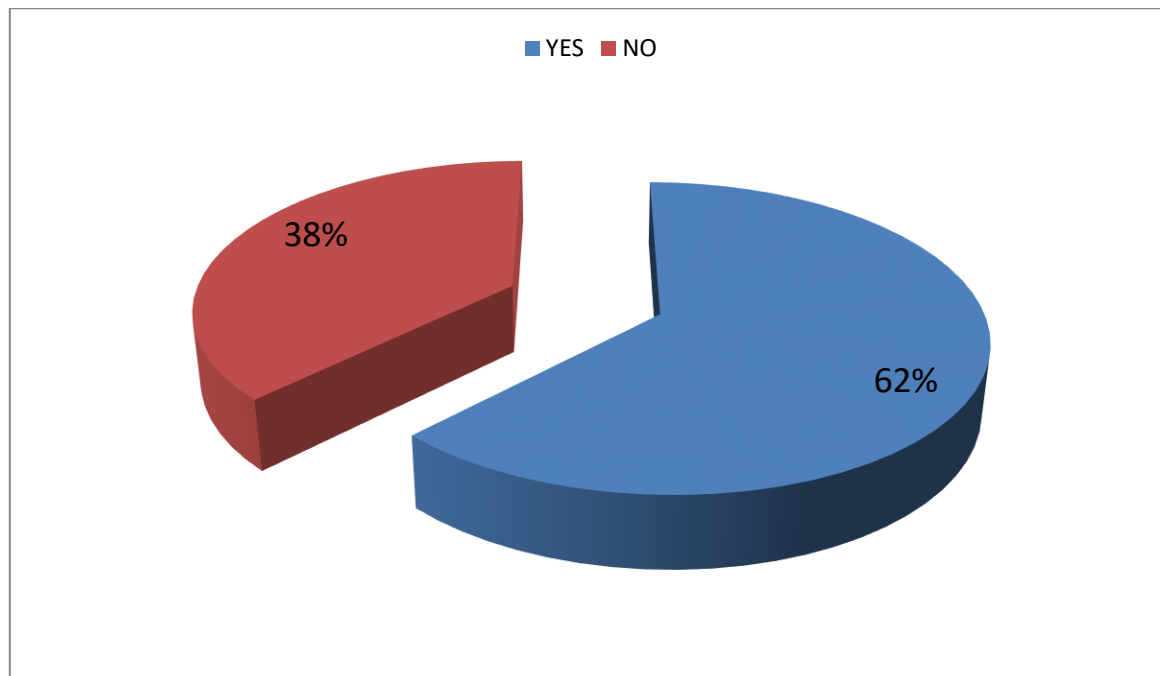
Graphic 18. Teachers' competence

62 % of the teachers are able to use ICT in the class in teaching English. They have proved to be efficient in using ICT means in the class. By taking in consideration the students' performance and results. The other 38% think that the problems are not falling over the organizations responsibilities but also from themselves. This part of the teachers think that they are not prepared enough in order to be professional to transmit their skills to the process of teaching and learning.

Question no. 9:*If no, who is responsible for that?*

a. *Ministry of Education and Sports*

b. *Your director*

c. *Agencies of qualifications*
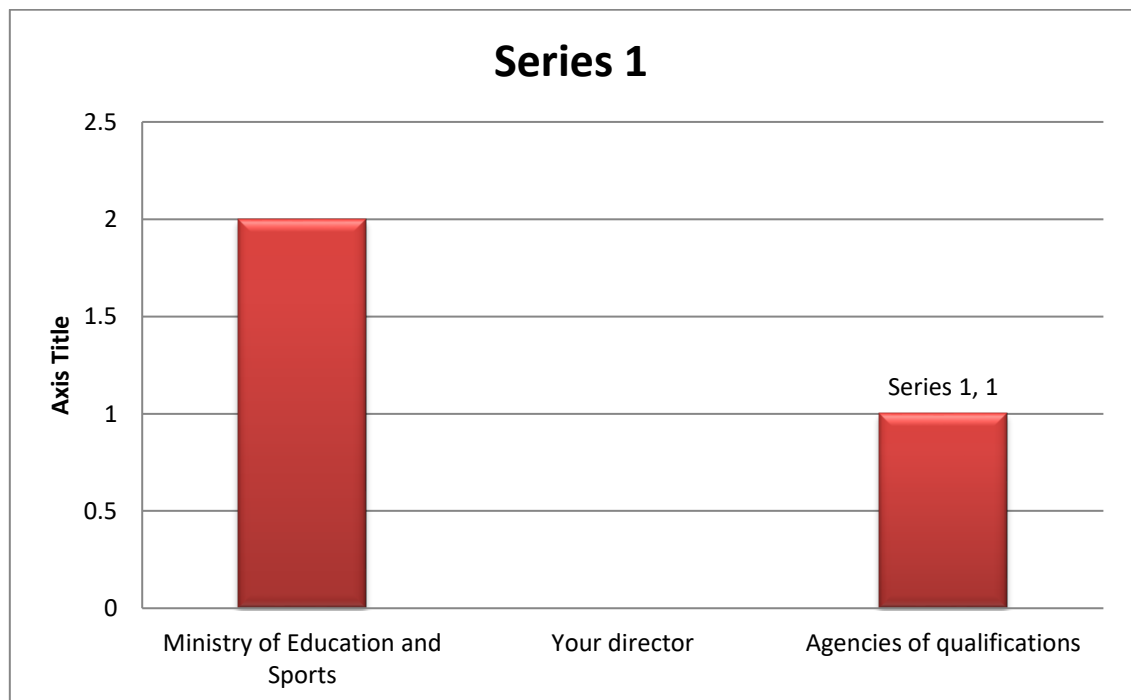
The Ministry of Education and Sports in Albania is one of the responsible actors for the professionalism of the teachers but not only. In enhancing new politics for the teachers' qualifications, they do not have the right agencies in order to execute the politics. The teachers named these two actors and didn't name the director of the school. And to tell the truth the director despite the competences in mostly an administrative post and isn't responsible for the teachers qualifications.

Question no. 10:*In what field do you use more ICT?(You can choose multiple answers)*

    a. *Oral skills*

    b. *Written skills*

    c. *Intercultural skills*
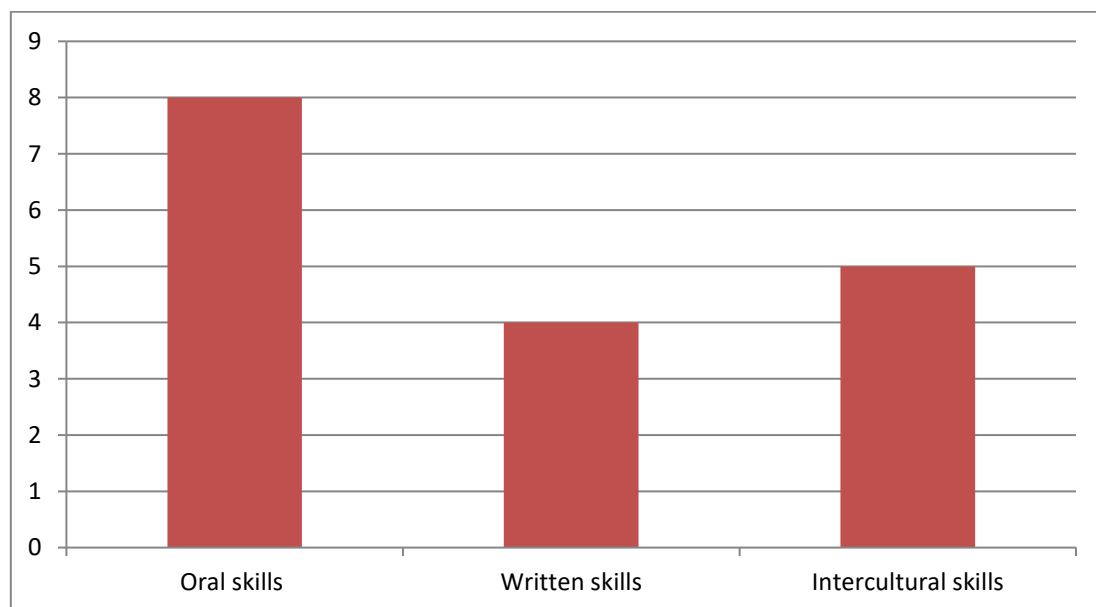
Graphic 20. Teachers most favorite skill in using ICT.

During the conversations with the teachers and the benefits that ICT has in the process of learning and teaching English, 4 of them declared that the integration of ICT in English classes enhances and improves the written skills. While watching for example a movie or a story they can fix how words are written and then from a topic to reproduce what they have understood from the story and make an essay. 5 of them , think that the integration of ICT improves the students intercultural competences in English, but all of the teachers interviewed agree with the fact that ICT integration especially in English , is a facilitator in improving the oral skills.

Question no. 11:*What means do you use during classes?(You can choose multiple answers)*

a. *TV*

b. *Computer*

c. *CD*

d. *DVD*

e. *USB*

f. *Video projector*

   Radio
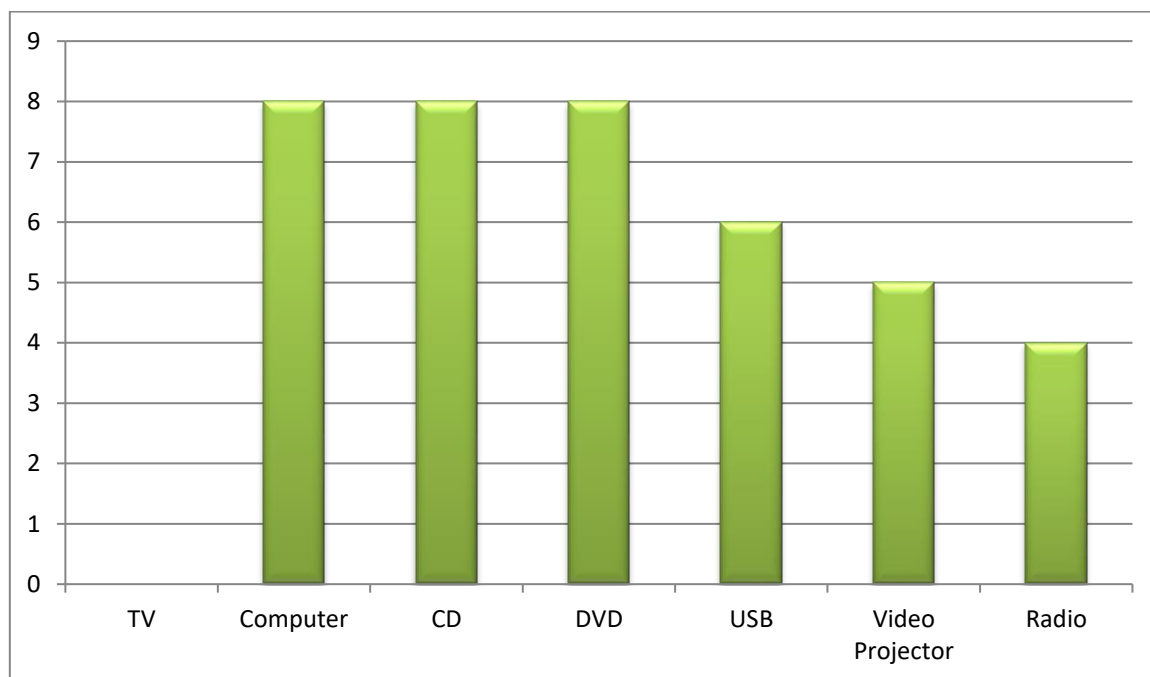
Graphic 21. ICT means used in class.

The ICT means used in the class are various. All the teachers use the following means in order to make integration interesting, the computer, CDs, DVDs, a USB, and the Radio. There are the most favorite means of ICT, while teaching and learning English. As far as, there are daily means, they are also the most common tools used by the students of this group age in their everyday life.

CHAPTER 5.CONCLUSIONS AND RECCOMANDATIONS:

5.1. Conclusions.

In this chapter there are mirrored all the conclusion taken from the study in order to answer

to the research question and to verify the hypothesis. During the research ICT has an

important role in our system of education even the Albanian context lacks a lot of things.

Teaching English nowadays in Albanian classes has been facilitated by the integration of

ICT. The responsibility is held by the teachers of English. In this study was highlighted the

definition and the understanding of the ICT in education. In the literature review many

author were consulted in order to explain the definition and the impact that ICT has in

education. ICT is the set of different media used in order to spread the information. Some

of the means used are the computer, video projector, CD, DVD, interactive board. At the

same time it was discussed the impact that they have in the class for example: raise of

motivation, interaction, critical thinking and successful output.

There were identified the factors affecting the didactics usage of ICT interfering in its

performance such as personal, cognitive, institutional, pedagogical factors. There were

many models presented in order to make the teachers be aware of the functions and positive

effects of ICT integration. The first objective was to see the physical infrastructure of the

actual situation of ICT in Albanian classes. In fact during this research what was seen is the

absence of the computers and other means but not only the internet connection was slow.

The internet access was missing in the majority of cases. These made the students to be not

.motivated and the teachers too. The missing of the infrastructure and the lack of the internet access in school are the two biggest obstacles in affecting the integration of ICT in the class.

Secondly, in the literature review was seen that there are a limited number of researchers on this topic especially on the relation that ICT has with foreign languages, English in this case. Meanwhile the first thing to be seen was the disposal of the teachers to welcome the ICT. All the teachers should be aware of the fact that integrating this new era of education can facilitate their job by having positive results. On the other hand, it should be accepted that this process is difficult and still in progress affected by external stimuli such as cultural, psychological, didactics factors, making it complex.

Thirdly, in this research it was made a clear establishment of the role of the teacher as a result of the integration of ICT. On one hand, we should have a teacher who is prepared, trained, qualified and ready to adapt the changes because the role of the teacher in this aspect is very important. Teaching means science and art. It is science because the teacher transmits scientific information to the auditor but it is an art because of some features that an alternative teacher should possess. Teaching process through ICT as a part of contemporary methodology means that the role of the teacher is not only being a facilitator but also a connection means, good manager. In the traditional class the work is based on textbooks and blackboard while in alternative classes the teacher goes from the unit to the global and this means a virtual world within the class by using ICT mechanism but before doing this the duty of the teacher it to welcome the integration of ICT, get use do it, be qualified, become an expert and them put them in practice.

The content of the program should be exact in order to make the work easier for the teachers of English, qualifications should be practiced and the institutions should support the teachers. The methodology is crucial. It may start from the warm-ups such as brainstorming, hangman; and then going on with methods like TPR, debates and role plays etc and then ending with standardized assessment.The introduction of technology in education has a positive impact on the way students learn, coupled with an increase in student motivation, their involvement in solving school assignments, but also an improvement in their school performance, efficiency in learning and results.

Moreover, it shows that ICT use in education improves the work of English language and science students, supports the development of student research skills, adds devoted time to reflection and allows for a quick response from teachers.

ICT helps integrate students to understand what they learn to improve their performance in math, science and foreign languages to increase their results in national evaluations and improve their literacy skills .However, getting these outcomes coincides with changing the teaching methodology. But even though teachers recognize that ICT has a positive impact on learning activities, they believe that their methodology has not changed and should not change. Parents, students and teachers agree that the introduction of technology in education has beneficial effects not only for the way students learn but also how they operate. Thus, the use of ICT has been linked to an increase in students' accountability towards their learning, an increase in their self-esteem, and a more creative attitude. Also, ICT has supported communication and collaboration between students and between

students and teachers, giving students a greater degree of autonomy and adaptation to the needs of student learning

5.2 Recommendations

As a researcher, some recommendations will be positive for the institutions so to create new politics to sensitize the teachers and the students about the importance that ICT has in teaching and learning process. These two partners should welcome these changes and not to be afraid in adaptations. The teachers should be more interested in learning more about ICT and search for help in order to be experts. The ministry of education and sport in Albania should compile new politics enforcing the inclusion of ICT in Albanian education.

The agencies of qualifications in Albania should stress out the importance of ICT and help teachers of English to progress in this field.

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Dear students,

On behalf of my doctoral thesis, I am making a research on ICT integration in our process of teaching and learning English. This research is very important in order to support the new politics made recently, and to improve these processes in the field of education.

I would be grateful if you take this interview seriously and full of responsibility.

Your identity will be anonymous.

Thank you in advance.

Sonila Tatili, PhD Candidate

European University of Tirana

Interview sample for the students of the high school in Elbasan.

1. Name ……………………………

2. Surname……………………………

3. Class……………………………..

4. School………………………………

5. Do you know about ICT? YES/NO

6. Do you use computers in your school? YES/NO

7. How many times do you use them? *Once a week/twice a week/ three times*

8. Do you have internet access? YES/NO

9. For what reason do you use the computers?

   a. Lesson aims   b. Social media   c. Games   d. To learn English

10. List some of ICT means.

……………

…………….

………………

………………..

………………..

11. Do your teachers use ICT in the class? YES/NO

10. 12. If yes, how many times?*Once a week/twice a week/ three times*

13. How do you evaluate the ICT learning?

a. Low   b. Good enough   c. Very good   d. Excellent

14. How many times do your teachers use ICT in the class?

a. Never   b. Sometimes   c .Always

15. What do you think, learning English through ICT?

a. Easier   b. The same as without c. More interesting   d. Motivating

Thank you for your participation and objectivity.

Universiteti
Europian i
Tiranës

Dear teachers,

On behalf of my doctoral thesis, I am making a research on ICT integration in our process

of teaching and learning English. This research is very important in order to support the

new politics made recently, and to improve these processes in the field of education.

I would be grateful if you take this interview seriously and full of responsibility.

Your identity will be anonymous.

Thank you in advance

This interview is directed to the teachers of English in high schools

1. Do you know about ICT? YES/NO

2. How many times do you use them?   Once/ twice/ three times a week

   a. Listening   b. Speaking   c. Reading   d. Writing

3. Do you have problems while using ICT in the class? YES/NO

4. If yes what problems can you mention?

5. According to you what are some of the factors that influence ICT integration in

English classes?

………………

6. According to you your students feel:

   a. Motivated   b. Interactive   c. Both of them

7. Mention some of the advantages that the integration of ICT has?

8. You as teachers, do you feel competent in ICT usage? YES/NO

9. If no who is responsible for that?

   a. Ministry Education and Sport   b. Your director   c. Agencies of qualifications

10. In what field do you use more ICT?

   a. Oral skills   b. Written skills   c. Intercultural skills

11. What means do you use during your classes?

a. TV   b. Computer   c.CD   d. DVD   e. USB   f. Video projector   g. Radio

One of the criteria in making the interviews is to take notes. There are some of the

informative notes that I applied during the interviews

The form sample about taking notes during the interview

1) *Name ………….*

2) *Surname ……….*

3) *Date……………*

4) *Level……………*

5) *Aids …………….*

6) *Objectives …………..*

7) *Traditional class Vs Alternative class………….*

8) *Clarity and professionalism of the teachers in the class…………*

9) *Students' participation………..*

10) *Learning English output…………*

11) *Assessment……………*

Students poll results

Question no. 5: *Do you know about ICT? YES/NO*
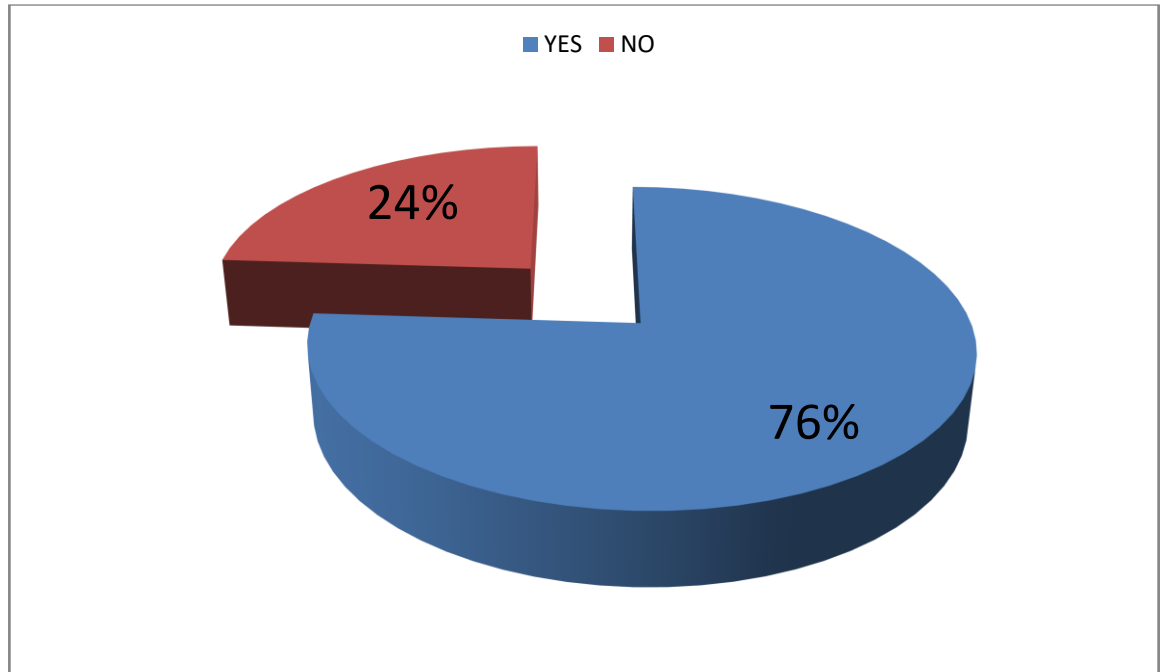
Question no. 6: *Do you use computers in your school? YES/NO*
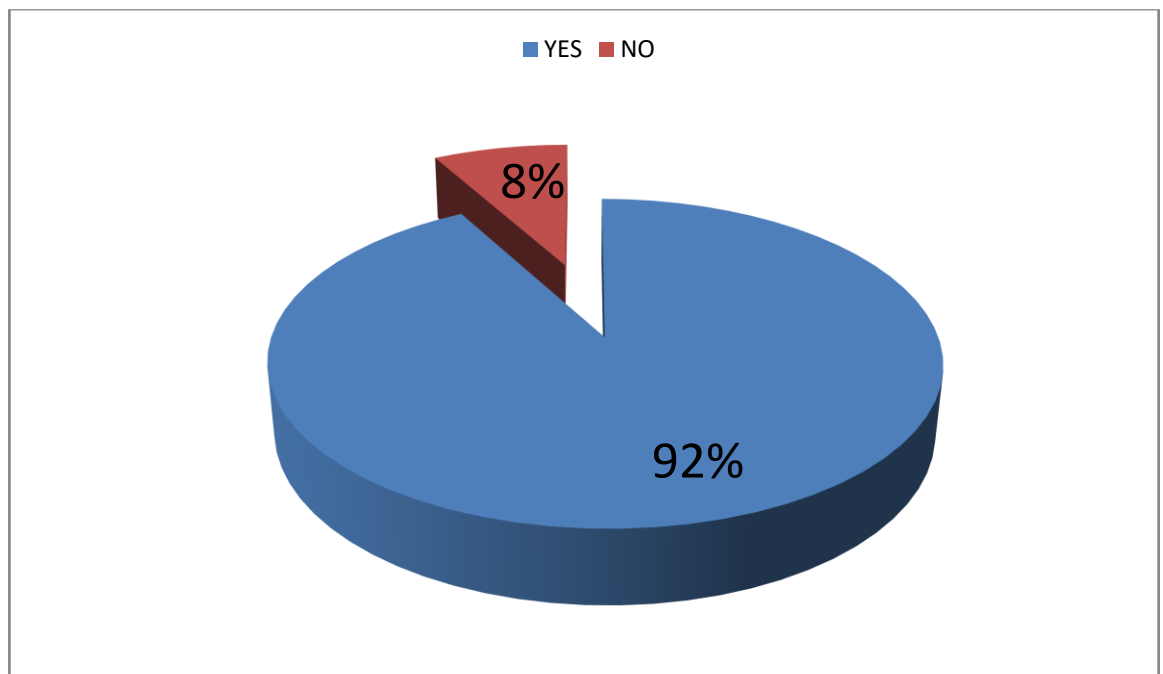
Teachers poll results

Question no. 1: *Do you know about ICT? YES/NO*

Question no. 2: *How many times do you use them? (You can choose multiple answers)*

a. *Listening*
b. *Speaking*
c. *Reading*
d. *Writing*

Daily plans and sheet of exercises.

The daily plan and the exercises used in this experiment are as below presented:
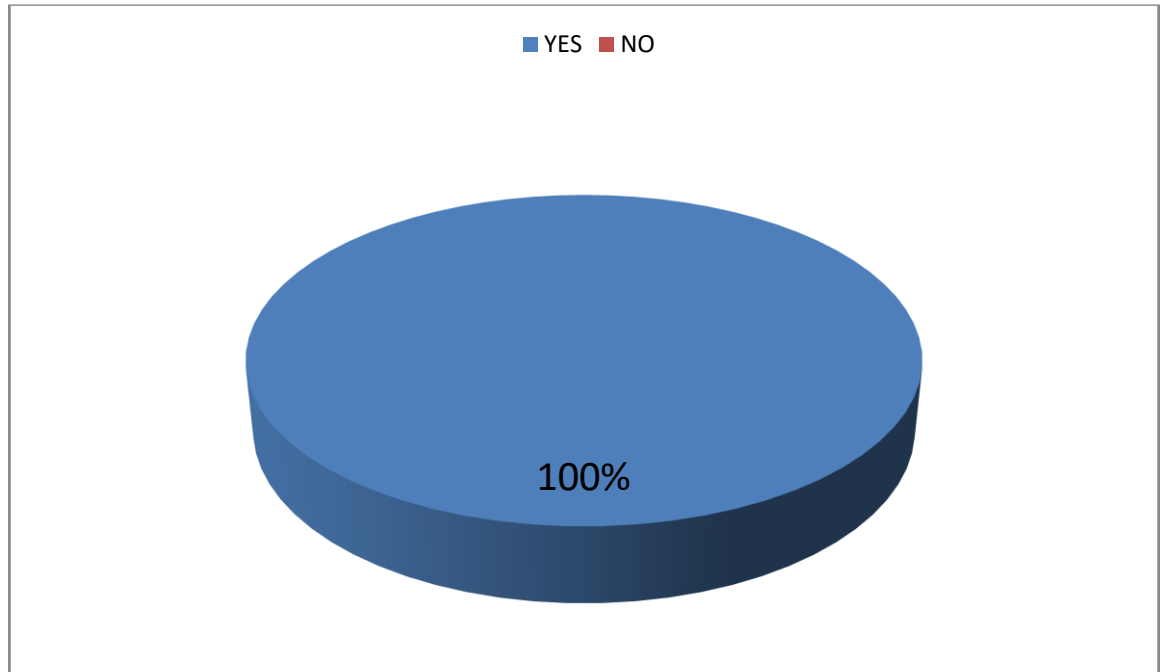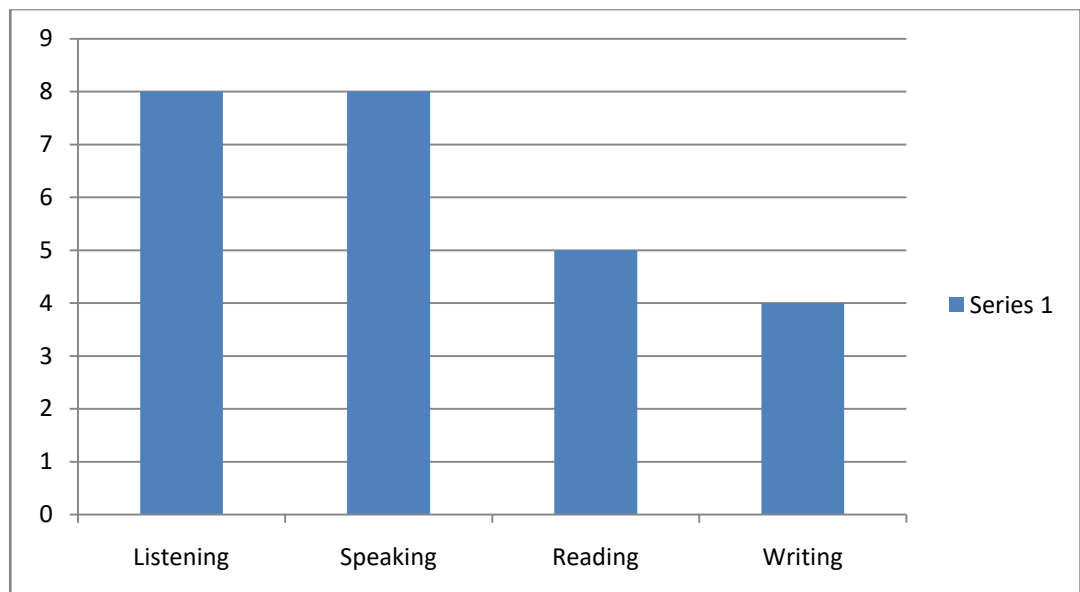
	Subject English		class:X
TOPIC: Grammar past simple		Learning activity Taking about Past Simple	
Results concerning learning : They conjugate verbs in past simple - They talk about past simple			Key words : Past simple Story
Sources: the book, pictures, video projector, Cd			Other fields of connection: communication
methodology			
Methodology: pair work- roleplays Topic and previous knowledge: How many people did you meet in USA ? Did You remember anything from your childhood W hat were they like? New knowledge taken: -past simple tense formation? -Are there any rules? -In pairs study the table + complete the rules -Listen + repeat the irregular plurals -I present the conjugation of have got through examples			

-Make sentences about you're got/ haven't got

-Complete the sentences about what you've got/ haven't got

-In pairs look at the picture + say what Abby has got and what she hasn't got

Demonstration of is learnt

Look in your past.

Remember the most beautiful story in your past. Describe it in details

Assessment :

Students are praised for their participation

Homework

Exercise 5, 7 workbook, page 13

The daily plan of the teacher based on GRTM and the exercises for further practice.

	Subject English		class:X
TOPIC: Grammar past simple		Learning activity Taking about Past Simple	
Results concerning learning : They conjugate verbs in past simple - They talk about past simple			Key words : Past simple Story
Sources: the books, Chalk,			
methodology			
Methodology: GRTM (Grammar Translation Method) Topic and previous knowledge: How many people did you meet in USA ? Did You remember anything from your childhood W hat were they like? New knowledge taken: -past simple tense formation? -Are there any rules? -In pairs study the table + complete the rules -Listen + repeat the irregular plurals -I present the conjugation of have got through examples -Make sentences about you're got/ haven't got -Complete the sentences about what you've got/ haven't got -In pairs look at the picture + say what Abby has got and what she hasn't got			

Fill in the exercises from 1-6.
Students are assessed based on their answers.

Homework Exercise 5, 7 workbook, page 13

TEST ON THE PAST SIMPLE

<u>WRITE IN THE PAST SIMPLE</u>

1.watch - …………………………… 2.stop-……………………………………

3.play-………………………………….. 4.study-…………………………………

5.live-……………………………………… 6.visit-…………………………………

7.be-…………………………………….. 8.buy-…………………………………

9.cost-…………………………………….. 10.drink-……………………………………

11.drive-…………………………………. 12.have-……………………………………..

13.make-…………………………………….. 14.write-……………………………………..

15.read-………………………………… 16.catch-…………………………………….

17.spend-…………………………………. 18.run-………………………………………..

19.lose-…………………………………….. 20.swim-……………………………………..

<u>FILL IN WITH THE PAST SIMPLE</u>

Yesterday Mrs Wall …………………………………..(tidy) her house. She …………………………………………(wash) the windows and ……………………………….
(clean) the floors. Then she …………………………………………(go) to the kitchen and ……………………………………….(want) to make an apple cake. She ……………………………………..(take) some apples. But she ………………………………………. (not+have) any butter. She …………………………

(is) very sad because she ……………………………………..(like) apple cakes very much.

MAKE UP NEGATIVE SENTENCES IN THE PAST SIMPLE

6. She ate seven apples last week.

……

7. The boys were ill some days ago.

……..

8. My mother had her birthday on September 17.

……..

9. My granny studied at Tartu University in 1950.

……

10.Mr Brown hurt his leg yesterday.

………..

MAKE UP YES-NO QUESTIONS AND ANSWER THEM

6. Helen met her friend on Monday.

………..

7. It was very warm this summer.

……

8. We had seven lessons on Saturday.

……

9. My little brother watched TV some hours ago.

………..

10.The boys played tennis last week.

………..

MAKE UP QUESTIONS WITH THE QUESTION WORDS

1.The dog ran in the garden.

Where ………………………………………………………………………………………………….

2. He wrote the book last year.

When……………………………………………………………………………………………………

3.He rode the bike very quickly.

How…………………………………………………………………………………………………..

4. She had 4 brothers.

How many………………………………………………………………………………………..

5.Kate washed the windows.

Who…………………………………………………………………………………………………..