ONLINE TEACHING ENGLISH, A NEW ERA ON EDUCATION

Sonila Tatili[*]
[*]*PhD Candidate*

*Corresponding Author:-
Email:-Sonila.tatili @yahoo.com

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.

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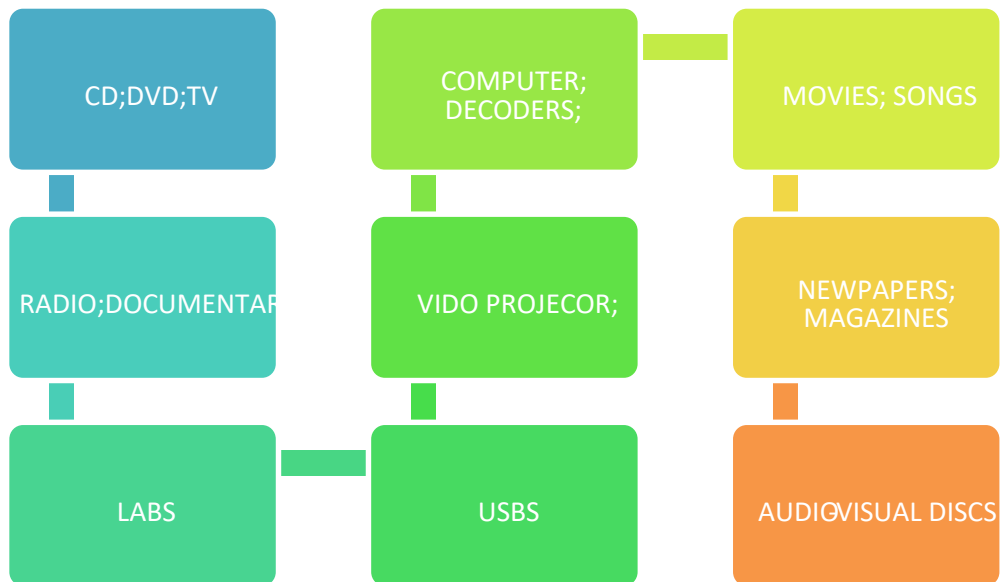
The spread of iPad classroom will continue to expand as these powerful devices have proved to be very efficient in the teaching process, both for teachers and students, due to countless educational applications and comprehensive access to information.

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.

In a visual manner we can show the ICT means:

CD;DVD;TV	COMPUTER; DECODERS;	MOVIES; SONGS
RADIO;DOCUMENTAR	VIDO PROJECOR;	NEWPAPERS; MAGAZINES
LABS	USBS	AUDIOVISUAL DISCS

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.

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, and 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: transmitting the knowledge from the teacher to the student, associated with the question "what?" What I will teach him; 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,
- To get 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, and 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 cannot 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.

Conclusions.

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.

Bibliography
[1]. Bhawuk, D.P.S., & Brislin, R. (1992) 'The measurement of intercultural sensitivity using the concepts of individualism and collectivism. International Jjournal of Intercultrual Relations, 16, (420-436)
[2]. Byram,M., *'Assessing Intercultural competence in language teaching'* No.18, Vol.6,200 page 8-13
[3]. Braskamp,L.A et al. 'Global Perspective Inventory (GPI): Its purpose, Construction,Potential Uses, and Psychometric Characteristics, Global Prespective Institute Inc. Chicago, IL 6061 1 August 2014,
[4]. Celce-Murcia et al. 'Comunicative Competence: A Content Speciefied Mode' Issues in Applied Linguistics, Regents of the University of California: ISSN 1050-4273 Vol.6 No. (1995:7)
[5]. Common European Framework of Reference for Languages: Learning, teaching, assessment, Language Policy Unit, Strasbourg .pg.133
[6]. Council of Europe and European Commission (2000), "Intercultural learning T-Kit N.4", Council of Europe publishing
[7]. Deardorff. D.K., *'Identification and Assessment of ICT Competence as a Student outcome o Interantionalization'* (2006)
[8]. Deardorff, D.K., *'Exploring interculturally competent teaching in social sciences classrooms'* ELiSS: Enhancing Learning in the Social Sciences, Vol.2, Issue 1, Summer 2009
[9]. European Commission, 'Sharing Diversity National Approaches to Intercultural Dialogue in Europe, Study for the European Commission, Report March 2008, European Institute for Comparative Cultural Research (ERICarts): Sharing Diversity
[10]. Fantini, A (1995,b) ' A Central Concern; Developing Intercultural Competence' 'Adapted in part from a Report by the Intercultural Comunicative Competence Task Force, World Learning, Battleboro, VT, USA, USA 1995
[11]. Hammer, R.M., 'The Intercultural Development Inovatory' A new frontier in Assessment and Development of Intercultural competence. in M. Vande Breg, R.M. Piage, & K.H. Lou (Eds.),Student Learning Abroad (Ch.5,pp.115-136).Sterling, VA: Stylus Publishing (2012:118)
[12]. Hiller, G.G, 'Innovative methods for promoting and assessing intercultural competence in higher education' Article: 'proceeding of intercultrual competence conference' August 2010, Vol.1 pp. 144-168
[13]. INCA ASSESSOR MANUAL 'Intercultural Competence Assessment (INCA) Producet with support from Leonardo da Vinci European Training in the UK,INCA,LdVII, 2004
[14]. Intercultural Experince and Awareness 'European Language Portoflio Templates and Resources Language Biography, Council of Europe August 2003\February 2011

[15]. Larrea, A., Raigon, A.R & Gomez, M.E 'ICT for Intercultural competence development' Pixel-Bit. Revista de Medios y Educacion, ISSN: 1133-8482

[16]. Liddicoat, J., 'Static and dynamic views' Scourse: New Zeland language teacher; v.27,2001

[17]. Lysgaard,S (1995) 'Adjusment in a foreign society: Norwegian Fullbright grantees visiting the United States', Internation Social Science Bulletin, volume 7.

[18]. Kramsch, C., *'Language,culture,and voice in the Teaching of English as a Foreign Language'* Article, novELTy Volume 8, Number1. Pp4-21

[19]. Kodotchigova, M., *'Role Play in Teaching Culture: Six Quick Steps for Classroom Implementation'* Article, The Internet TESL Journal. Vol.VIII, No.7, July 2002

[20]. Oberg, K (1960) 'Cultural Shock: Adjusment to New Cultural Environments' Pratical Antropology, VWB-Verlag fur Wissenschat und Bildung.