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The Effects of Technology on Learning Skills in EFL Learning Environment

Abstract

This study investigates effects of technology on learning skills in EFL learning environment (preparatory class), these effects require new instructional practices and approaches towards learning skills for better learning English as lingua franca with the aid of technology. In this regard, Computer-based technology provides an environment to benefit from learning skills amply and to enhance learning of English in EFL environment. Learning skills involve critical, creative, communication, and collaborating skills. In general, we employ communication skills in language learning process, in particular the other learning skills. In this study, communication skills were treated more than the others for better English language learning, for there is a correlation between communication skills and technology and it is apparent that technology enhances language learning. The study employs a qualitative approach for collecting data through a class observation. It aimed to find out positive effects of technology on learning skills for creating effective learning environment and its fruitful results related to English language teaching. Some of academic research indicates that communication skills improve language learning process with the aid of technology, that`s why, classrooms should be equipped with multi-media, internet, computer, and projector for smooth teaching and better command of language learning. The recent instructional practices such as method, techniques, approaches, design, and procedures were taken into consideration again due to effects of technology. Language learning was analyzed on the basis of technological effects on learning skills for obtaining the better command of English language.

This study provides some substantial evidences that partial distance learning has positive effects on effective learning of English language, for students feel free to learn more. This study also highlights some of the effects of technology on learning skills, especially, the communication skills are treated differently. It is advised to have computer-based and internet-based learning environments for positive outcome of teaching language. Therefore, it may be suggested that for the good and betterment of teachers and students, educational institutions should start to impart partial distance learning of English language classes for better command of language and might be conducive to long term academic achievement.

Keywords: *Technology; Learning Skills; Communication; Environment; Lingua Franca; Command; Effective; Computer-Based.*

1-Introduction

As time goes by, new instructional practices are replacing the old ones in learning environment, and learning a Lingua Franca becomes an arduous task in this process due to these new changes, and also the contribution of technology on learning skills is playing an important role that influences not only learners' attitude in a positive mode but also affects learners' approach towards this process positively as well in language learning process.

New methods as side effects of technologies, approaches, design and techniques stem from the side effects of technology and the implementations of those instructional practices and also teaching a foreign language become challenging in terms of technological developments. Improving learning skills of the students are becoming easier with the aid of technology and the learning environment is in need of having being equipped with the technology for better and fruitful teaching of a foreign language.

Language learning takes place in a natural laboratory (classroom) and learning skills of the learners make better the language learning. Learning means increasing the capacity for better performance. For that reason, technology is needed for this process and makes it work smoothly. Learning skills involve critical thinking, creative thinking, communication and collaborating. In language learning process, all of them are partially needed, but communication skill is needed continuously for teaching well. And not only students but also teachers are needed those skills, for the teachers cannot manage the learning process without them too. Actually, effective teaching requires enthusiasm and creativity, to have this continuously; technology becomes an indispensable tool for the teacher and makes the learning process fruitful and enjoyable. If language learners are enthusiastic and interested for learning then they like to communicate with others. Language learning can improve through communication; in this regard computer technology provides an environment for better language learning. No one can deny the advantages of technology and how it creates viable atmosphere for easy and enjoyable learning in this natural laboratory.

Today, it is observed that interactive approach improve learning skills of the students too much, for technology provides that congenial atmosphere for effective outcome. It is needed to equip the classroom environment with technology to improve those skills of the students. Thus, it creates an environment for interactive teaching. Teachers know that students demonstrate positive approach for using technology, for it provides them many facilities in learning process. In fact, technology increases the interest and the motivation of the students for learning with better applied learning skills with the aid of learning skills.

In EFL classrooms, motivation, interest, self-responsibility and communication are must for the better application of learning skills. Internet-based and computer-based technological classrooms give opportunity to learners related to many real life situations in which there is an interactive learning through cooperative method. Technology offers attractive and interesting facilities for learning language, it

encourages students for personal learning and increases interest and enthusiasm for better communication in learning. Computer technology provides and enriches an environment for reading, writing, listening and speaking and also supplies different types of films for real life communication. These beneficial and useful sources with the aid of computer definitely motivate students and create an interactive learning environment for teaching/learning. Many researches demonstrate that cooperative approach improves learning skills especially communication skills in learning process, for computer-based technology provides this facility. To do effective teaching in language learning process, distance teaching can make language learning easier in EFL programs. In the classroom, students cannot feel free to speak but when they are handling with their PC and they can pay attention to their learning. So, to improve learning skills of the students, partial distance learning can provide effective learning environment with the aid of technology thorough internet and computer-based materials.

Through this study, it is aimed to understand the effects of technology on learning skills of students in EFL classrooms in language learning process and to offer partial distance learning as an instructional practice to motivate students for effective learning.

2-Literature

There are four types of learning skills, they are called as the 4C`s. The skills are creative, critical, communication, and collaborating. They are indispensable and necessary for improving students learning in learning environment. As I observe there is a theoretical and practical link among learning skills, so I will do my best to relate. First of I will attempt to demonstrate the relation and combination of communication and collaboration skills and critical and creative skills and then the combination of all of them in learning process. One important point I should mention here is that communication and collaboration skills are necessary for primary and secondary education but critical and creative skills are needed for higher education (National Education Association, 2010).

3-Creativity

Creative thinking is a way of discovering possibilities, unlimited, extensive inventions or talking about the activities of right hemisphere of the brain. It is ability to invent something and to imagine something. To be creative, it is necessary to originate new ideas and find a way to replace, combine or change the existent ideas. Everyone has creative ability and creativity of the children surprises us too much. Maybe, wrong educational practices limit this ability. Creativity means to demonstrate attitude to newness, ideas, possibilities and being flexible to changes. Creative person always thinks that there is a place for other possibilities. When you speak about tea with milk then a creative person might say; why not? There is no tea with honey, tea with lemon or tea with salt (Robinson, 2011).

Creativity requires that there is always better of everything, so continuous hard work, alterations and improvement of ideas are needed for reaching real truth. That`s why, inventors always demonstrate continual perseverance and patience to

make a little better than before. As a result, creativity needs a process for the better of everything. There are various creative abilities such as; imagining, brainstorming, creating, designing, questioning, problem solving, improvising, innovating, and overturning (Robinson, 2011).

4-Critical thinking

It is the activity of left hemisphere in the brain; it is related to better understanding of something through careful and focused analysis. It helps for the development of intellectual traits. There are various types of critical thinking skills such as; defining, describing, explaining, comparing & contrasting, classifying, arguing, problem solving, analyzing, evaluating, and tracking cause & effect. It is the ability of reflective and independent thinking; it is the way to infer consequences from what you know and to benefit from the information to find out solution for problems. Critical thinking provides an environment for improving theories, obtaining knowledge, and strengthening arguments. There is a correlation between critical thinking and creativity, because it necessary to have critical thinking for assessment, evaluation, and develop creative ideas (Lai, 2011 & Coughlan, 2007-08).

5-Communicating skills

It is the ability to transfer of thought from a person to another and take in thought from another person. Communication creates an environment to be in line with each other and thinking together. To get in touch with somebody, communication is playing a significant role through various ways and skills. It involves skills such as; reading, writing, speaking, listening, turn taking, using technology, following conventions, choosing a medium, analyzing the situation, and evaluating the messages. It has a correlation with language teaching, for communication skills create the better environment for learning language easily (National Education Association, 2010).

6-Collaborating skills

When there is a common target to do together with somebody, collaborating starts. As new things replace the old ones and the effects of technology create various alternatives and sources then collaboration is needed more than ever before. It involves such skills; goal setting, leading, delegating, managing time, brain storming, resolving conflicts, allocating resources, decision making, and evaluating (Conley, 2011).

7-Methodology

In this study, methodology is based on non-instructional class observation through qualitative approach. With aid of critical thinking, it is aimed to discover the effects of technology on learning skills in ELF environment and to identify and clarify what seems effective and ineffective in technology use and their relations with language teaching in terms of learning skills. It is also aimed to find out possibilities and alternatives in technology use in language teaching and make use of technology as productive as possible for fruitful and enjoyable teaching of language in EFL environment. In this study, communication skills are treated more for the good of language learning and these skills are taken into consideration differently.

8- Analysis

Language teachers need to consider the learning skills they are using while teaching English and beforehand also they need to know strengths and weaknesses of each skill through which they will be able to enhance for better command of English language, especially that is considered for long-term success. Herein, keeping in mind the positive contribution of inborn skill of each student, teachers aim to benefit from those hidden skills in order to bring a positive attitude to class. In practice, they try to use the existing gift of the students to its full capacity with the help of learning skills. Also, teachers never forget that learning skills are useful if learning goals and learning environment are known well, since existing facilities like technology provides flexibility, adaptability for cooperative learning, and also it improves development of skills and participation of the students.

Teachers need to find ways how to develop skill development and class participation. Therefore, they try to create a congenial atmosphere in the classroom, which provides successful relationship with students and personal communication style with each student as well. Keeping in mind each student exhibits different reaction to different challenges, teachers develop numerous ways of communication skills; especially they consider constructive communication skills in language learning. In the classroom, face to face communication appears very useful to make students more aware of their own learning skills and to some extent this type of communication provides better class participation. In case, teachers feel insufficiency in face to face communication with students, they might implement on-line communication skills with the help of internet, social media, and etc.

Even though on-line communication has its limitations such as; internet is a virtual environment that might cause misunderstanding, miscommunication, and devoid of emotions while communicating with students. In language learning process, teachers need to use both face to face communication and on-line communication skills through which they can get in touch/keep in touch with their respective students and step by step they would be aware of students' needs and expectations. How much and how well the teachers know needs/expectations of the students, then they develop constructive and informative strategies to satisfy those needs/expectations of the students and also accordingly the teachers are able to find out students' values and preferences and vice versa. If both sides (teacher/students) know each other, then the learning becomes more collaborative for the good of the teaching and learning. The collaborative approach makes students get involved in learning better and creates constructive communication among them.

Thus, creating a congenial atmosphere can also be possible with the help of collaborative approach, so that participation of the students can increase and transferring of knowledge can be easier than before. More than that, collaborative approach makes ways for improving learning skills of the students, since the students find that atmosphere appropriate for showing their learning preferences and the students find positive ways for constructive communication.

Due to constructive communication and collaboration skills in the classroom, the student do their best for better learning language.

Collaborative communication increases enthusiasms and creativity of the students, since the student feel better in this atmosphere and share their views openly in communication overall. Openness triggers enthusiasm and vice versa, so that students share views and find the language learning very meaningful. Openness not only makes appropriate communication but also makes the students develop learning skills. Moreover, openness not only supports positive communication but also makes students express their feeling and emotions. Herein, the teachers try to recognize the students' learning skills with the aid of face to face communication. If the teachers cannot get in touch with some student in face to face communication, they might use internet technology. Because some students might be shy and cannot have appropriate communication in the class. Teachers need to know that the classroom environment looks like a miniature of the society. Also, the students are inclined to use the language they are learning and in near future, the respective students. Collaborative communication also makes ways for student-centered learning environment. To make students very active and get involved in the learning materials the internet plays a very important role. Today, schools have the internet, which opens ways for researching easier, and it is under our fingertips without killing time, and also helping find all necessary information for the good of the lesson.

Communication and collaboration skills are playing important roles in the future professional lives of the students. It is evidently known that those skills always require interactions with people for acquiring knowledge and information. Therefore, improving these learning skills open the horizons of the students for better interactions with people while learning a language. Actually, language itself creates an environment for fruitful communication and collaboration with other people during the whole life. Thus, students can express themselves to others and understand the others and of course vice versa. Because of rapid technological developments, this means the students have to master a self-learning and a set of lifelong learning skills in order to meet the demands of their future professional lives. (Dong. W, November 2004). So far, many researches demonstrate that student-centered teaching that stipulates communication and collaboration skills promote lifelong learning skills. For lifelong learning skills, it is significant to teach a man fishing, not to give him a fish. It is aimed to feed the man for a lifetime, actually not to feed him for a day. For that reason, 'Fish' and 'fishing' are metaphors for 'knowledge' and 'lifelong learning skills' respectively. (Dong. W, November 2004). Lifelong learning skills start learning/teaching environments provided that there are constructive communication and collaboration. Both skills become requirements of long-term learning and considered a must for meeting the demands of technological developments.

Teachers benefit from the internet in order creates a useful and easy way for any relevant activities. In case the teachers might send home assignments or required information the students missed during the classes. Schools provide ample technology in the classroom through which the teachers makes their teaching easier and students' learning fruitful.

Actually, in language learning, technology has the potential to present relevant materials concerning better communication. Also, technology offers students to take notes and download required materials easily. At the same time, the negative effects of technology are needed to be considered in details. Also, the addictions of the social media makes the students uninterested and even during the lesson students are busy handling with their social media network accounts and also they are not aware how they are killing their time. They are planning to check their mails in a second but they cannot realize how time flies away like the wind. On the other hand, the Internet provides a scope for many students to escape their reality and therefore they are physically inside the class but mentally they are outside the class. Moreover, internet appears uncontrollable for many students. That's why; the researcher considers "laptop & smart phone banned" lessons and "laptop & smart phone permitted" lessons for positive outcomes. Today, in educational institutions, the teachers are tired of not only social media networks that cause to students' poor grades, but also most of the students are showing less motivation towards lessons and even they cut the classes without any real reason. The class atmosphere looks like such as; teacher is talking and listening to himself not the students (Coşkun & Öztürk, 2013).

Above all, teachers are aware of the problem, but they need to have a constructive balance between a how/why to use social Medias and how/why to do homework with the help of appropriate planning. As it is clear that the negative and positive effects of technology in teaching/learning environments are available in educational institutions, maybe the teacher think over approaches for beneficial use of technology. Mainly, teachers need to focus on how to improve students' learning skills in language learning through technology, for that reason teachers consider giving technology related home assignments in order to benefit from the technology and also teachers need to find ways for improving creativity, critical thinking and communication with the help of existing technology. Creative thinking opens the ways for possible and unexpected discoveries and gives possible opportunities for new inventions of cognitive skills.

Through technology, the students are able to have access to new creative materials concerning language learning and those kinds of documents are presented for any use of the students around the world in the webpages in the Internet. In case the teachers are struggling for finding relevant materials for language learning activities, they can channelize the students for using creative language learning materials. Actually, those materials are known as newness, new ways/possibilities of improving language and they are available more than expected. Creatively done materials are offering facilities to teachers and students, and they reach those materials without any difficulty, since they are under just their fingertips with the help of internet. Those materials consist of illustrations, maps, flash cards, real life communications etc. Maybe teachers cannot provide all of them, but technology appears a virtual friend for overcoming those issues in learning language. Language learning will be easy, if technology is used properly. But teachers need to find out alternative ways through critical thinking.

It is associated with cognitive skills; therefore teachers need to consider careful and focused analysis. Critical thinking involves defining, describing, explaining, comparing, and arguing.

These are necessary for language teachers for useful communication in language learning, since communication includes various descriptions, explanations, definitions etc. So that students will show inclination in language learning and it will be possible to find out students' hidden skills through the activities of critical thinking that opens ways for better communication.

Communicative skills offer many opportunities to language learning; since it creates a scope of sharing is caring for the good of both sides. Whenever there is communication, both sides are inclined to be in line with each other and thinking together.

Communicative skills involve reading, writing, speaking, listening, which are easier and available offered by technology. For that reason, technology presents access for teachers and students in terms of proper communication with many students who want to learn various languages. But creating an ethos that makes ways for collaboration with students might be a good option, since step by step the collaboration will make a fruitful student centered lesson.

Actually, students collaborate with each other, whenever there is a common target working together and getting benefit together mutually. Herein, the researcher focuses on collaborating with the aid of technology for learning a particular language, for technology create various alternatives and sources, which entail critical thinking, creativity, communication etc.

For that reason, today teachers give more importance to technology-based activities in the classroom and give technology-based home tasks through which the students improve their learning skills and step by step they gain self-confidence for better command of the particular language. Self-confidence opens ways for doing the activities enthusiastically that causes fruitful outcomes in a particular language learning.

As we notice the negative and positive effects of technology in teaching/learning environments, it is better to consider Howard Gardner `s multiple intelligence approaches for beneficial use of technology. It is also essential to consider effects of technology on learning skills, and technology related home tasks and activities should be taken into consideration to observe effects of technology in this regard.

9- Conclusion

It is clear that technology comes with its positive and negative effects; we observe its overall effects in teaching/learning as well. As a result, the learning skills are affected from technology in this respect. To have a successful and productive life in the future, it is better to learn learning skills, for students cannot be a useful part of the community without those skills. Therefore, teachers are playing significant role to develop these skills of the students. So, teachers should use technology-based activities in the classroom and give technology-based home tasks to equip the students with promising learning skills for better future. Beyond classroom activities, teachers should focus on skills-based knowledge, and give more home tasks as part of the lecture to consider it as partial distance learning, for some students can hide their aptitude in the classroom. Developments of learning

skills do not just depend on class activities, because life-long learning is possible if students take responsibility in their learning. Computer-based technology helps students enormously, if home tasks are given as partial distance learning activity under control of the teachers.

Many researches demonstrate that in primary and secondary education, students are learning communicative and collaborative skills, but in higher education students are learning critical and creative skills. For that reason, before higher education, teachers should help students gain communicative and collaborative skills within the classroom. If students are good at these two skills, they become successful in critical and creative thinking. In fact, language accelerates gaining of the learning skills. Language teaching is the best environment and opportunity for teachers to teach these skills for better and useful citizens for community in the future. Students need to express themselves, so they gain this power through self-confidence.

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Examination of High School Students' Internet Addiction In Terms Of Some Variables

Abstract

Developing technology and science bring about many of the problems in individual and social life as a result of wrong perception and usage, while they significantly make human life easier. Internet addiction is one of the problems dealt at scientific researches and needing to be solved. Addiction is a psychological-based problem and causes lots of problems such as social, economical and physical. Education is the first to struggle with this problem. It is important for the struggle to be effective to diagnose the problem and determine what level the problem is and which variables it is related to. This study is about the analysis of high school students' internet addiction in terms of some variables. The study is a descriptive and quantitative research carried out in survey model. It was researched on 969 students who are at high school in the city center of Kırşehir, Turkey. 490 of the students are female while 479 of them are male. 536 of the students are at Vocational High School, 244 of them are at Anatolian High School and 189 of them are at General High School. "Personal Information Form" and "Internet Addiction Scale", which was developed by Young (1998) and adapted to Turkish by Bayraktar (2001), were used as data collection tools. The scale consists of 20 items and a single dimension. For reliability of the scale, Cronbach's Alpha was determined as 0,91. Arithmetic mean, standard deviation, t test, one-way analysis of variance (ANOVA) test, Scheffé/Tamhane test and correlation test were used for data analysis. The results were summarized in tables form and explained under the tables.

At the end of the research, these results were mainly reached: (1) Students are "potential internet addicts". (2) Males compared to females, Anatolian High School students compared to Vocational and General High Schools students, 9th grade students compared to 11th grade students, the ones having internet at home compared to the ones who don't, the students attending a computer course compared to the students who didn't, the students using internet for fun and communication compared to the others are more addicted to internet with a meaningful difference. On the other hand, while there is a positive and meaningful relation between internet addiction level and internet usage frequency and experience, there is no relation between internet addiction level and academic standings of students. In other words, as long as students' Internet usage frequency and experience increases, their addiction level increases, too. Within these results, some suggestions were made to struggle with internet addiction at high schools.

Key words: Internet addiction, high school, different variables

1- Introduction

Developing science and technology cause lots of problems due to the fact that technology is misperceived and misused, while it has a lot of effects easing the life. On the one hand technology provides effective solutions for time and space problems; on the other hand it facilitates occurring and spreading of a number of threatening problems in some areas such as physical, social, psychological, economic, political, security, and so on (Balay & Erses, 2005). With respect to the use of modern technology, one of the problems tackled especially in scientific studies in recent years and considered necessary to be solved is the misapplication and its results relating to the internet use. Some problems being as an illness called internet addiction, cyber bullying, hacking, etc. can be given as examples for this misapplication (Young, 2004; Göregenli, 2005). It is observed that while some people restrict the use of the internet in accordance with their requirements, because of the fact that the others couldn't place this restriction they have physical, psychological, social, economic losses and so on in their business and social life (Murali & George, 2007).

As a consequence of this situation posing problem viewed much more with the passing of time, the term "Internet addiction" is added to the current addiction terms. Addiction of internet use is described as an impulse control disorder without an intoxicant intake and it is likened to "compulsive gambling" (Young, 2004; American Psychiatric Association, 2005). According to a research in USA, it was determined that the use of internet increases by 40 percent annually (Yolaç, 2001). While the number of internet users increase rapidly all over the world, it is also seemed that the demographic structures of the users change rapidly (Özcan, 2005). Although it drew attention in developed countries such as USA and Western Europe early on, there are publications on this subject almost all over the world at the present time; and this is worried that the rapid spread of the internet accelerates the abuse and addiction. This newly described addiction type which can be seen among almost every age has started to be risky especially for the group of age between 12 and 18. When the young population density in our country is taken into consideration, the internet addiction has become a health problem that should be known and described by the clinician studying on addiction (Bayhan, 2011).

It is seen that there are lots of researches in the literature that evaluate the penetration, the use frequency and aim of information and communication technologies of children and adolescents according to gender and age. In this context, it was found in an extensive research including the children and adolescents between 6-16 in Canada that the 86% of the children used the internet regularly (NCES, 2003; Topçu & Erdur-Baker, 2007).

According to the research report entitled Pew Internet and American Life Project, the 87 percent of adolescents between the group of age 12 and 17 (21 million adolescents) spend time on the internet and the better part of them connect to the internet everyday (Lenhart, Madden & Hitlin, 2005). In the research done with adolescents between 11 and 18 by Chele, Stefanescu, Macarie and Ilinca (2005), it was seen that the 90 percent of males and females used computer and adolescents spent time more than three hours a day in front of the computer.

Smith et al (2008) stated in a research they did with adolescents between 11 and 16 that almost all of the adolescents were internet users and the 46.4 percent of them spent 0-5 hours a week and the 25.6 percent of them spent between 5 and 10 hours a week on the internet. It was also seen in the research that the adolescents used the internet mostly for playing game, doing homework, instant messaging, e-mail and chat rooms. As it is seen, the main theme of many problems is related to spending over much time on the internet. It is a known subject that spending over much time on the internet is directly related to the internet addiction. Addiction is basically a psychological disorder and it also causes social, economic and physical problem in individual and society. Education is one of the primary ways to tackle with this problem. But it is essential that it should be determined correctly for an effective struggle; at which level the problem is and to which variables it is related. This study is about examination of high school students' internet addiction in terms of some variables.

a-Purpose of the Research

The general purpose of this research is the examination of high school students' internet addiction in terms of some variables. Within this general purpose, these questions were mainly looked for answers:

1. What are the levels of the high school students' internet addiction?
2. Do the internet addiction levels of high school students differentiate according to;
 - a. Gender?
 - b. The kind of school they received education?
 - c. Class level?
 - d. Having internet at home?
 - e. The level of computer use?
 - f. Attending a computer course?
3. Is there a relation between the internet addiction levels of high school students and the frequency and experience of the internet use of them?

2-Method

1-Research Model

This study is a descriptive and quantitative research in survey model. The internet addiction level of high school students was tried to be described in terms of different variables.

2-Population and Sample

The population of the research consists of 9th, 10th and 11th grade students in the city center of Kirsehir. The sample of the research consists of totally 969 students randomly chosen from each class of these schools' 9th, 10th and 11th grade. 490 of these students are female and 479 of them are male. 536 of the students are from Vocational High School, 244 of them are from Anatolian High School and 189 of them are from General High School.

3-Data Collection, Analysis and Interpretation

The data of research was collected by "Personal Information Form" and "Internet Addiction Scale", developed by Young (1998) and adapted to Turkish by Bayraktar

(2001). The scale was composed of 20 items and one dimension. While the Cronbach' Alpha reliability of the scale was determined as 0,87 in the study of Bayraktar (2001), it was determined as 0,91 in this study.

For analyzing of the data, the analysis of arithmetic mean, standard deviation, t test, one-way analysis of variance (ANOVA) test, Scheffe / Tamhane test and correlation test was mainly used. According to the arithmetic mean values, it was called as "nonaddict group" for the values between 0,00 and 1,99; "potential addict group" for the values between 2,00 and 3,49; "addict group" for the values between 3,50 and 5,00. For determining the significance level of the tests, $p < ,05$ level was found sufficient.

3-Results

1.The Internet Addiction Level of the Students

Table 1 shows that the internet addiction level of the high school students is $\bar{x}=2,10$. Therefore, it can be said that the high school students are in potential addict group. This situation can be interpreted that the high school students will have problem about internet addiction both physically, socially and academically later on.

2.The Internet Addiction Levels of the Students According to Their Gender

Table 2 shows that both the female and male students are in the potential addict group; however, it is seen that the male students are significantly differently more addicted than the female students ($p < ,05$). Therefore, it can be said that the male students are under a more serious threat about becoming internet addict.

3.The Internet Addiction Levels of the Students According to the School Type They Study

Table 3 shows that the internet addiction levels of the high school students according to their school type change between $\bar{x}=2,05$ and 2,24; the students of Anatolian High School are the most potential internet addict and the students of General and Vocational High Schools are the least potential internet addict. It was determined that the internet addiction levels of the students according to high school type differentiate significantly ($p < ,05$). It was determined by Scheffe test that the student of Anatolian High School are significantly differently more internet addicted than the students of Vocational and General High Schools.

4.The Internet Addiction Levels of the Students According to Their Class Levels

Table 4 shows that the addiction levels of high school students according to their class levels change between $\bar{x}=2,00$ and 2,19 and the students in each groups are potential internet addicts. However, there is a significant differentiation among groups ($p < ,05$). It was determined by Scheffe test that 9th grade students are significantly differently more internet addicted than 11th grade students. Therefore, it can be said that as long as the class level increases, the internet addiction level of the students decreases.

5. The Internet Addiction Levels of the Students According to Having Internet at Their Homes

Table 5 shows that according to the variable having internet at home, the internet addiction levels differentiate significantly ($p < ,05$); the students having internet at home are significantly differently more internet addicted than the ones not having. Therefore, it can be said that the students who have internet at their home are under a more serious threat about being internet addicts.

6. The Internet Addiction Levels of the Students According to Their Computer Use Levels

Table 6 shows that the internet addiction levels of the students according to their computer use levels change between $\bar{x} = 1,86$ and $2,44$; and there is a significant differentiation between them ($p < ,05$). The differentiation was determined by Tamhane test between the students whose computer use levels are “advanced” and the ones whose computer use levels are “intermediate” and “basic”; and between the students whose computer use levels are “basic” and the ones whose computer use levels are “intermediate”. It is seen that as long as the students’ computer use skills develop, their internet addiction levels increase. Therefore, it can be said that computer use skill provides a basis to internet addiction for the students.

7. The Internet Addiction Level of the Students According to Attending a Computer Course

Table 7 shows that there is a significant differentiation for the internet addiction level of the high school students according to attending a course ($p < ,05$); and the students attending a computer course are significantly differently more internet addict than the ones not attending. Therefore, it can be said that the students who become skilful at using computer by attending a computer course are under a more serious threat.

8. The Relation between Students’ Internet Addiction Level, Frequency and Experience of Internet Use and Academic Success

Table 8 shows that there is a positive and significant relation between the high school students’ frequency and experience of internet use and internet addiction level ($p < ,05$); on the other hand, there isn’t any relation between their academic success and internet addiction level ($p > ,05$). Therefore, it can be said that as long as the students’ frequency and experience of internet use increase, their internet addiction increases, too.

4- Conclusion and Discussion

The results reached after the research about examination of high school students’ internet addiction level in terms of different variables are discussed below.

1. High school students are in potential internet addict group. This situation can be interpreted that high school students will have a number of psychological, social and academic problems about their internet addiction later on. Thus, it is stated that internet addiction results in many physical, psychological and social problems; and it causes a decline in academic success because of these problems

(Young, 2004, Göregenli, 2005). The situations that the internet becomes an easily accessible and usable technology and students interact with the internet easily and extremely could increase their internet addiction level. Thus, researches show that students use the internet in social surroundings such as home, school or internet café; and there isn't almost any surrounding without the internet (Murali & George, 2007; Çelen, Çelik & Seferoğlu, 2011). Therefore, it is suggested that the surroundings in which the internet is accessed and used should be under control and restricted; especially teachers, parents and students should be educated to raise the awareness of them.

2. Both female and male students are potential internet addicts, besides, male students are more internet addicted than female students. Therefore, it can be said that male students are under a more serious threat about being an internet addict. That the male students have more opportunity to use internet in different surroundings out of home and school especially internet cafés; and there is a restrictive socio-cultural structure for females could cause this situation. There are researches confirming this situation in the literature (Balta & Horzum, 2008) there are also researches showing that there is no gender difference about this situation (Young, 1998). The reason of the differentiation between researches can be that sample groups of the researches are different; and it was researched in different societies having different socio-cultural and economic levels. There are findings and interpretations in the literature showing that there is a relation between socio-cultural and economic texture and technology use behaviors (Topçu & Erdur-Baker, 2007). The internet and computer use can be decreased in the societies being socio-culturally more closed and having a low economic condition.

3. Anatolian High School students are significantly differently more internet addicted than Vocational and General High Schools students. The reason of this situation can be that Anatolian High School students, having a better academic standing than the others, both use the internet more for researching and have lots of free times because of pulling their weights about school and learning quicker. On the contrary, a research by Yang and Tung (2007) stated that vocational high school students have more potential than the other high school students about being an addicted. Nevertheless, if educational study and interest fields are determined and students are encouraged to attend these, better results can be obtained by decreasing the potential of being an internet addict.

4. As long as the class level increases, the internet addiction level decreases. Therefore, it can be said that lower divisions are under more threat about being an internet addict. This can result from the fact that while 9th grade students turn to have fun and rest after the stressful exam they had at the end of the elementary school, they cannot often use the internet or find time to use the internet because of studying for the university entrance exam. So, if the fields of interest or activities especially for lower divisions are prepared and students are encouraged to attend this fields and activities, the potential of being an internet addict can be decreased.

5. The students having the internet at their home are significantly differently more internet addicted than the ones not having. This can be interpreted that the students having the internet at their home are under a more serious threat about being an internet addict. Thus, there are similar results in the literature like this (Gençer, 2011; Simkova & Cincera, 2004; Esen, 2007; Ateş Özdemir & Karabaş, 2007). It can be said that this situation results from the fact that the students always have an opportunity to use the internet. Therefore, if there isn't an internet connection at home or parents restrict children about their duration and aim of internet use, the children can be protected from this risk.

6. As long as students have a better computer use skill, their internet addiction levels increase. Therefore, it can be said that computer use skill causes the internet addiction for students. This situation can result from the fact that they can benefit from the internet differently in parallel with their computer use skill and they interact with the internet more because of their curiosity. There are research results supporting this interpretation (Ateş, Özdemir & Karabaş, 2007). If students are informed of the internet or computer addiction and how and for which reasons the internet and computer should be used, their potential of being an internet addict can be decreased.

7. As long as the internet use frequency and experience of students increases, their internet addiction increases, too. So, it can be said that the students who have a better frequency and proficiency in the internet use have more risk to be an internet addict. The researches show that there is a relation between the addiction and the time people spend on the internet (Simkova, & Cincera, 2004). Therefore, there is a consistent result with the literature. On the other hand, there is no relation between the internet addiction level and academic success. This can be interpreted that the internet is not just or mostly used for academic studies or educational purposes. Hence, it can be said that students need to be informed and guided about the aim of internet use; in this context, teachers and parents should get children under control.

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Tables

Table 1. The Internet Addiction Level of the High School Students

| | N | \bar{x} | Sd |
|--------------------------|-----|-----------|-----|
| Internet addiction level | 815 | 2,10 | ,79 |

Table 2. The internet addiction levels of the high school students according to their gender

| Variables | Gender | N | \bar{x} | Sd | Levene | | t | df | p |
|--------------------------|--------|-----|-----------|-----|--------|------|-------|-----|------|
| | | | | | F | p | | | |
| Internet addiction level | Male | 403 | 2,16 | ,78 | ,126 | ,722 | 2,224 | 810 | ,026 |
| | Female | 409 | 2,04 | ,80 | | | | | |

Table 3. The internet addiction levels of the high school students according to the school type they study

| Gruplar | N | \bar{x} | Ss | Levene (p) | K T | df | KO | F | p | Scheffe |
|--------------------|-----|-----------|-----|------------|---------------|---------|-----|-------|-------|---------|
| (1) Voc. H.S. | 438 | 2,05 | ,76 | 0,140 | Between gr | 5,903 | 2 | 2,951 | 4,733 | ,009 |
| (2) Anatolian H.S. | 221 | 2,24 | ,83 | | Within groups | 506,359 | 812 | ,624 | | |
| (3) Gen. H.S. | 156 | 2,06 | ,83 | | Total | 512,262 | 814 | 2,951 | | |
| Total | 815 | 2,10 | ,80 | | | | | | | 2-3 |

Table 4. The internet addiction levels of the high school students according to their class levels

| Groups | N | \bar{x} | Sd | Levene (p) | K T | df | KO | F | p | Tamh |
|----------------------------|-----|-----------|-----|------------|---------------|---------|-----|-------|-------|------|
| (1) 9 th grade | 273 | 2,19 | ,95 | ,006 | Between gr | 5,163 | 2 | 2,581 | 4,143 | ,016 |
| (2) 10 th grade | 244 | 2,14 | ,86 | | Within groups | 504,657 | 810 | ,623 | | |
| (3) 11 th grade | 296 | 2,00 | ,82 | | Total | 509,820 | 812 | | | |
| Total | 813 | 2,10 | ,89 | | | | | | | 1-3 |

Table 5. The internet addiction levels of the high school students according to having internet at their homes

| Variables | Having internet at home | N | \bar{x} | Sd | Levene | | t | df | p |
|--------------------------|-------------------------|-----|-----------|-----|--------|------|-------|-----|------|
| | | | | | F | p | | | |
| Internet addiction level | Yes | 394 | 2,27 | ,82 | 3,122 | ,054 | 5,981 | 811 | ,000 |
| | No | 419 | 1,95 | ,74 | | | | | |

Table 6. The internet addiction levels of the high school students according to their computer use levels

| Groups | N | \bar{x} | Sd | Levene (p) | K T | df | KO | F | p | Tamh |
|------------------|-----|-----------|-----|------------|---------------|---------|-----|--------|--------|------|
| (1) Basic | 122 | 1,86 | ,75 | ,015 | Between gr | 28,238 | 2 | 14,119 | 23,701 | ,000 |
| (2) Intermediate | 515 | 2,05 | ,72 | | Within groups | 481,336 | 808 | ,596 | | |
| (3) Advanced | 174 | 2,44 | ,92 | | Total | 509,575 | 810 | | | |
| Total | 811 | 2,11 | ,79 | | | | | | | 2-3 |

Table 7. The internet addiction level of the high school students according to attending a computer course before

| Variables | Attending a course | N | \bar{x} | Sd | Levene | | t | df | p |
|--------------------------|--------------------|-----|-----------|-----|--------|------|-------|-----|------|
| | | | | | F | p | | | |
| Internet addiction level | Yes | 70 | 2,28 | ,85 | ,432 | ,511 | 1,996 | 801 | ,046 |
| | No | 733 | 2,08 | ,78 | | | | | |

Table 8. The relation between the high school students' internet addiction level, frequency and experience of internet use and academic success

| | Frequency of internet use | Experience of internet use | Academic Success |
|--------------------|---------------------------|----------------------------|------------------|
| Internet addiction | r | ,281 | ,236 |
| | p | ,000 | ,000 |
| | N | 695 | 760 |
| | | | 578 |

Virtualization In Terms of Community from the View of Students' Feedback

Abstract

*E*ducation is accepted by the people of today as indispensable for the modern life with the increasing educational level of societies. The status and roles in the society are affected by one's behaviors and skills acquired with the education. One of the most important of these is to learn how to use computer technologies. With the computer technology internet is started to get more important in individuals' life and some of them have addiction to it. It is an indication that internet technology to show itself as a prominent part of life and has slowly begun to spread throughout society. Individuals in the community have begun to increase noticeably longer periods of time spent in the virtual world at a time and it is arouses curiosity how the relations and interactions in society will be shaped. Whatever takes people more in virtual world rather than the real world and for which purposes they prefer to deal with virtual ones rather than real ones provide individuals' priorities to spend time machines instead of people. Thus, how the relations between individuals in society are when compared in the past and what has been changed or whether the mentioned behavior has changed in terms of communication or in terms of survival and existing values which are owned have emerged as the subject of this research. The analyses which are made on being affected of reality of the world by the virtual world or the virtual ones, or to what extent reality and virtual affect each other will show in a more obvious way. The purpose of this research is to determine the students' perspectives on the subject that how much the reality of society has started to show itself gradually in a socio-virtualization (paying more attention to persons or time existing in virtual environment) environment and how this trend affects the relationships. Research that is carried out in the descriptive model is a qualitative study. As we know, in terms of the dependent variable descriptive research aims to explore the current state of the working group. The study group of 100 students who are studying at the Faculty of Education University of Mevlana. The research data were collected with 4 open-ended questions which had been asked the students. The collected data will be examined by the method of document analysis. When the research is completed, the results will be presented and recommendations will be based on these results.

Keywords: Community; Virtualization; Internet; Relations

1-Introduction

To be introduced as information and technology of today (boekhorst ve Britz, 2003; Çakır, 2005; Gomez ve Gomez 2007) led societies to live modern life. Being accepted by today's people education is the one that is indispensable of modern life has shown the education of people raised. Treatment and skills of a unit gained with the education influxes his or her statue, roles and treatment in the society. One of the scientifically thing is to learn to use computer. With the computer, internet has been place and increased its addiction (copou, Condron ve Belland, 2005). It's possible to say that increasing to use the internet in the great number of the society; moreover, its reflection to unit and society. Reflection become more apparent in the societies in which information age lives; beside that it has been considered as a communication instrument that link people in the virtual world. As his internet become more general inside the life, it is the clear point of the development of the technology gradually. The time that the people has been having through the

When the times that people have been having in the cyber World increase visible, relation and the interaction in the society is an enigma. Therefore, the concept of the internet addiction points out the dimensions of usage of the uncontrolled of the internet and harmful use (Sahin ve Korkmaz 2011). People are able to shopping in the virtual shops with internet, meet to new friends and get the information and resource easily which is in need or connect with the one who is anywhere in the World and have the news (Çalık ve Çınar, 2009). From this point of view, As the positive effect of the computer and especially internet abovementioned, there are also negative effect of the them possibly (Çalık ve Çınar, 2009; Khasawneh ve Al-Awidi, 2008; Kelleci, 2008; Weiner, 1996). What are the things that draw people attention in the cyber World, from which reason they deal with or prefer the virtual things instead of the real? In this way, the relationship between individuals as compared with the past how it becomes and what things changing. The social life is influenced by socio virtualization (Kurt ve Yildirim, 2012) (paying more attention to persons or time existing in virtual environment) will show itself more scientifically. It's possible to say how the society's trueness show itself and that ongoing will influence the relations.

a-The purpose of the study

The purpose of this study is to specify the view of the students to getting virtual in the respect of the socialization concept. In this way, researching problem was stated "how is the view of the students to getting virtual in the respect of the socialization concept".

b-Method

This is the study of designed and described with the qualitative study method that has been in accordance with the scanning model. The studying group of researching consists of the students that have been studying in Education Faculty of Mevlana University. 131 of those students are girls, 16 are boys. This unequal distribution in the study group is normal since the number of the girls is much more than the boys in which the study conducted. The ages of the students involving

to study shifts among 18-22. Study data has been gathered using a view form including four open ended problems beside the demographic information.

1. Do you think the relations in the society have been differed with the internet using? If yes, could you explain in what way did it differ?

2. Do you think your communication and interaction with people has changed when you started using internet? If yes, could you explain in what way did it differ?

3. Do you think the values that the society posses have been changed or not?

4. Is the society influenced by the art world or virtual ones?

The gathered qualitative data was analyzed by the document examining way, the acquired data that has taken place in categories naturally in the analyzing time was grouped, the frequencies and the rates tabled being calculated. In the case of clarifying more than one point by the same student, all points have been evaluated.

2-Result

a-The case of using internet of student

Of the students involving to study 43 (%36) maximum 1 hour in a day, 59 (%49) 2-3 hours and 19 (%16) 4-5 hours are the ones who use internet. Other 26 students didn't specify the frequency of using internet. Students' goals of the using internet have been summarized in the table 1.

Table 1: *The aims of using internet of student.*

| Number | Aims | Female | | Male | | Total | |
|--------------|--------------------------|------------|--------------|-----------|--------------|------------|------------|
| | | f | % | f | % | f | % |
| 3 | Have fun | 42 | 25,9 | 10 | 47,6 | 52 | 28,4 |
| 5 | News, information | 41 | 25,3 | 5 | 23,8 | 46 | 25,1 |
| 2 | Use social network sites | 42 | 25,9 | 2 | 9,5 | 44 | 24,0 |
| 1 | Academic studying | 34 | 21,0 | 4 | 19,0 | 38 | 20,8 |
| 4 | Shopping | 3 | 1,9 | 0 | 0,0 | 3 | 1,6 |
| Total | | 162 | 100,0 | 21 | 100,0 | 183 | 100 |

When table 1 is looked into the majority of students (%28,4) use the internet for having fun, next (%25,1) for the way to reach the news and get information, other of the students (%24) to use social networking sites, (%24) to connect people, for academic studying internet is used by %20,8. According to those data, times that is spent in the internet is no problem, however internet is used as a hobby such as having fun, following the Daily life and social networking sites. As the girls' and the boys' purpose of the using internet compared, it can be said it is same.

b- Students view related with the effect of internet to society

Students were firstly adressed "Do you think the relations in the society differed with using internet? If yes, could you explain in what way does it differ? 8 of the students' state no differentiation, rest of them say internet differs the relations in the society. In accordance with that, it can be said a great number of the students believe that internet changes the social communication. 107 of the students wrote reason. Those reasons were summarized in table 2.

Table 2: *With the use of internet social relations that differentiate towards different views of students.*

| Number | Category | Female | | Male | |
|--------------|---|-----------|------------|-----------|------------|
| | | f | % | f | % |
| 1 | Prefer communication in internet rather than face to face | 19 | 22,4 | 6 | 27,3 |
| | People get isolated and withdrawer | 13 | 15,3 | 6 | 27,3 |
| 2 | Instead having time together, they prefer interned which weaken the human relations | 11 | 12,9 | | |
| 3 | The virtual relation in virtual world develops sincerity diminish | 9 | 10,6 | | |
| 4 | Also socialized by the increasing communication opportunities | 9 | 10,6 | | |
| 5 | A positive change the communication opportunity is risen the society get more socialized | 6 | 7,1 | 4 | 18,2 |
| 6 | Relations diminished and even more difficult | 6 | 7,1 | 3 | 13,6 |
| 7 | Even people who did not know the people in the social environment is a friend to marry each other, without seeing his face. | 4 | 4,7 | | |
| 8 | Relations has been changed and becoming more and more virtual and easier. | 3 | 3,5 | | |
| 9 | Now people are not sharing anything with each other. | 2 | 2,4 | | |
| 10 | Become addicted to the internet | 2 | 2,4 | | |
| 11 | People are more comfortable in expressing themselves on the internet. | 1 | 1,2 | 3 | 13,6 |
| Total | | 85 | 100 | 22 | 100 |

When table 2 is examined a wide number of the both girls and boys students' think that even though individuals live in the same environment, they prefer communication in internet rather than face to face, (girl %22,4, boy %27,3) and with internet, people get isolated and withdrawer (girl %15,3, boy %27,3). On the other hand, of the girls %12,9 express that instead having time together, they prefer interned which weaken the human relations, %10,6 as the virtual relation in virtual world develops sincerity diminish. However, %10,6 think there is a positive change is lived and as the communication opportunity is risen the society get more socialized. %7.1 of the girl student and %18,2 boy student believe that internet increase moral corruption and mistrustfulness and students also express human wrap different personality up. Similarly, 7,1 of the girl students and %13,6 of the boy students believe in the decreasing of the communication and get difficult because of the students. As the categories are evaluated from the quantities point, just the one category points out the positive change, other all are the negative changes. Hereunder, just the rate of the 10, 6 think there is a positive change with the internet, rest of the student's think of changes is negative.

c- Students were directed "Do you think your communication and interaction with people has changed when you started using internet? If yes, could you explain in what way did it differ? To the directed questions 139 of the students has written reason. The student's categorized answers were summarized in table 3.

Table 3: *Individual effects of the internet according the students' view.*

| Number | Category | Female | | Male | |
|--------------|---|------------|------------|-----------|------------|
| | | f | % | f | % |
| 1 | Their relations in the society didn't change much and they didn't allow to be influenced | 54 | 43,9 | 8 | 50,0 |
| 2 | Communication is weak | 44 | 35,8 | 5 | 31,3 |
| 3 | I can express myself more comfortable, there are people who think like me, Virtual-though there are people in an environment of social interaction has increased the pressure decreases. Communication has changed. I'm more comfortable and active | 7 | 5,7 | | 0,0 |
| 4 | The difference in the family. Outside the communication continues. Only I cannot sit at home with my family for dinner I felt the need to enter the internet. | 6 | 4,9 | | 0,0 |
| 5 | Of course, that has changed the people used to be more than enough to talk face to face interviewing is now online. | 4 | 3,3 | 1 | 6,3 |
| 6 | Previously only the people around me I could talk and get information | 3 | 2,4 | | 0,0 |
| 7 | Yes, the Internet seems to be increasing communication between people away from the fact that the people from each other. People are unaware of each other began to live as a concern to the virtual environment. | 3 | 2,4 | 1 | 6,3 |
| 8 | Decreased the values of friendship | 1 | 0,8 | | 0,0 |
| 9 | Sometimes I feel like a dependent. That's what scares me I'm wasting my time. I feel uncomfortable in all conscience. | 1 | 0,8 | | 0,0 |
| 10 | People can get in unsafe relationships | | 0,0 | 1 | 6,3 |
| Total | | 123 | 100 | 16 | 100 |

When Table 3 is examined a great number of the both girl and boy students' think that in spite of being used internet by themselves their relations in the society didn't change much and they didn't allow to be influenced (girl %43,9, boy %50). On the other hand, there are also students who say that with using internet the communication declines (girl %35,8; boy %31,3). Students especially girls specify that in the internet environment she express herself better, she finds someone thinking like herself, in accordance with the environment as she is in a place where the social pressure decreases, she gets interaction up and be more comfortable and active (girl %5,7). Again 4.9% of female students who have differences in family relations, continue same communication with the outside, but on the same evening at home, they express that they do not have enough time to spend with their families because of being addicted to internet. On the other hand, 3.3% of female students and 6.3% of male students, state that their relationships have changed, in the past they used to speak to people face to face more often, but now they think communicating with people over internet is enough. 2.4% of female students said that they were able to gather information by just talking to the people around them, before, however, the rest of the students state there are also disadvantages of the change. If to evaluate those 10 categories, in terms of quality, only 4 categories indicate positive change, and latter can be noted as negative categories.

d-"Society, is it affected by the virtual world or virtual ones?" question were asked to the students, first of all. Among students only 147 wrote their reasons to the question posed. Students' categorized responses are summarized in Table 4.

Table 4: *The effect of virtualization to community according to students' view.*

| Number | Category | Female | | Male | |
|--------------|----------|------------|------------|-----------|------------|
| | | f | % | f | % |
| 1 | Yes | 128 | 98 | 16 | 100 |
| 2 | No | 3 | 2 | 0 | 0 |
| Total | | 131 | 100 | 16 | 100 |

To examine Table 4, it's clearly seen that significant proportion of both girls and boys expressed their positive or negative ideas. It's seen that most of the students (98% of females, males 100%) think the society are affected by virtual world or virtual ones. Students who stated community is influenced, concentrated on; information is rapidly spreading with the internet, global world culture is formed with the internet, communication in society, sincerity and belief of the people to each other is decreasing, the cultural values began to disappear because of the internet, peoples' social values are degenerated, the old relationships lose caused by the weakness of communication issues. On the other hand, only the 2% of female students who reported negative views can be seen clearly. Those female students stating that communities are not affected by virtual world or virtual ones, on the contrary, if an internet is used consciously, people can be more friendly and there won't be any negative impact of virtual world on people.

3-Discussion and Conclusion

The results of the research are discussed below. The situation does not look problematic in terms of the time students spend on internet. However, students use internet for fun, hobby or following daily events or social media rather than for academic purposes. In the literature, it is possible to see studies that show there is a growing tendency to use internet, and these results in some changes in attitudes and the language that people use. As a means of mass communication, Internet forms and improves its own language that has becoming present in more fields. (Çakır ve Topçu, 2005).

An important part of the male and female students prefer communicating via internet to face to face communication though they share the same physical environment, and they think that people have started becoming more lonely and in award since the advent of the internet. On the other hand, some of the female students believe that people prefer spending time on internet rather than with their friend and these cause human relations to weaken, and that sincerity among them decreases as they have stronger connections on internet world. However, very few of female student's believe that the advent of internet has caused positive changes and that socialization of the people has speeded up as there are more means of communication now. As the categories are assessed, in terms of the quality only one category points out a positive change where as the rest is totally negative. With reference to this, only very few of the female students that think there has been a positive change in society with interred, whereas the rest of them thinks the other way. So, many of the students that joined the research believes internet has adverse effects on socialization. In this case, the fact that students see a lot of negative news and comments about internet might cause them not to use internet

in a true way. This also can be seen by investigating both negative sides of internet and the literature about the perception of internet of the society. According to research conducted, the problem that causes negative effects on human behavior due to overusing internet is defined as internet addiction, and this problem has become more common in this contemporary information society (Kandell, 1998; Tsai ve Lin, 2001; Griffiths, 2000).

It is concluded from the views of the students that acquisition of awareness on internet use requires a good training. It is stated by students that it is no question that students are not able to allocate time for internet, on the contrary they lose their sense for time when they use internet. The students who claim that they are not affected by the overuse of internet states that the way of their relationships with society has changed. The students stating this are also members of this society. For the using of internet consciously and actively in this regard, society needs continuous user-centered training programs that must be organized by modeling present values among the society.

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Technology as a Dichotomy between Transformation of Society and Education: Albanian Society Case

Abstract

U*topia of Albanian society after the fall of communist regime at the beginning of 1990's was the imitation of Western culture, social, political and economical system. A part of this utopia had as a root the education and technological system. Nowadays, from the technological perspective we live in an information society since information and telecommunication technologies play a constantly expanding role in all fields of social existence of Albanian society. Therefore it has been changed the foundations of social structures, social identities through the new ways of education application. These transformations affect education system and also the social identities of Albanian society.*

In this paper it is going to be focused on education and technology. Technology and education has been as a dichotomy of changes because they influence as a positive and as a negative indicator in the transformations of society. By transformation of society also have been seen the reconstruction of Albanian society's structure. The aim of this paper is to maintain an overview of transformations of Albanian society's structure and the reconstruction of social structure as cause of education and technology.

Keywords: *Education and Technology; Transformation of Society; Albanian Society*

1- Introduction

Towards the end of the 1980's the contours of a 'new world order' became more and more visible. Its rise was marked by the collapse of communist regimes and the increasing political hegemony of neo-liberal market ideologies. These established an environment for socio-economic and political change during the 1990's that would assert considerable reform pressures on all sectors of society, included education and technology also. One of these countries is Albanian too.

In Albania, education was confronted with social, political and economic demands of a kind not encountered during two last decades. It was initially assumed that the main driver of change would be government policy, informed by a participatory policy formulation process and implemented by a new, progressive bureaucracy. But change in education institutions followed a variety of routes that resulted in certain apartheid differences being accentuated and new differences emerging in the institutional landscape. All these 'planetary' and Albanian local changes created environments within which nation states had to consider a reorientation and repositioning of their still predominantly in education systems. This paper will be focus on explanation of terms of education and technology, and their relation in the modern world. Also next part of this paper will continue with the transformations that education create to society. At the end of this paper will be debate about relationships of education, technology and transformation in the society, by taking as example Albanian society.

2-Education and Technology

Education is one of the most important social institutions in each society, which promotes and enables the transmission of knowledge and skills across generations. Education is a very complex institution because it contains different issues such as political, economical, social and cultural. Durkheim argued that education plays an important role in the socialization of children because children gain an understanding of the common values in society, uniting a multitude of separate individuals. Schooling enables children to internalize the social rules that contribute to the functioning of society. So, as institution education plays many roles such as transmit of values of a society or transformation of values of a society from one generation to the other.

Talcott Parsons argued that a central function of education was to instil in pupils the value of individual achievement. This value was crucial to the functioning of industrialized societies, but it could not be learned in the family. The function of education is to enable children to move from particularistic standards of the family to the universal standards needed in modern society. So according to Parsons' writings, education has an understanding as schooling, which makes possible transformation of society. Giddens defined that, education like health is often seen as an unproblematic social good to which everyone is entitled as right (Giddens; 833). Pierre Bourdieu examines the cultural production as the generation transmission of cultural values, norms and experience and the mechanisms and processes through which this is achieved during the education period. Bourdieu use the concept of habitus, which can described as bodily comportment, ways of

speaking or ways of thinking and acting which are adopted by people in relation to the social conditions in which they exist and move through.

According to classical sociologists of education, education is a process to maintain the economic and social solidarity. As a consequence of the deterioration of the relationship between education and society, the re-interpretation of education as a service-company within society, as marketplace of the future, is becoming the dominant one taking over from the traditional emphasis on academic self-steering of students.

Some of social theorists see education as crucial for individuals to fulfil their potential, but they also argue that education is not confined to or defined by that which is delivered in schools (Giddens; 833). But of course there is a major difference between education and schooling. Because education can be identified as a social institution, that enables and promotes the acquisition of skills, knowledge and the broadening of personal horizons. Education can take place in many social settings, starting from families, peer groups, social group etc. Schooling on other hand refers to the formal process through which certain types of knowledge and skills are delivered, normally via a predesigned curriculum in specialized settings. Bowles and Gintis argued that schools are involved in socialization, but only because this helps to produce the right kind of workers for capitalist companies (Bowles&Gintis; 259).

The rise of globalization made possible new forms of education, but also new opportunities for being educated in different institutions. But firstly, let's explain shortly what globalization is. Globalisation is a far from uncontroversial concept, there is general agreement that most nation states are going through a transformation process that is strongly affected by global trends and pressures. Globalization broadly refers to the expansion of global linkages, the organization of social life on a global scale and the growth of a global consciousness, hence to the consolidation of world society. It is a social and local phenomena with vast implications that effects all us in our everyday lives. The enormous diversity of economic and cultural exchanges, political agreements and electronic communication that we have become accustomed to see in different countries of the world, depends on complex social, cultural and educational ties that link countries and people around the world. According to Trigilia, there are many good reasons for assuming that globalizing trends will go together with significant institutional changes and a redefinition of the boundaries between the different forms of economic and social regulation (Trigilia; 263).

Globalisation encompasses global financial markets, growing global interconnectedness, global and regional trade agreements, media, information systems, labour markets, telecommunication, etc. Sometimes globalization is seen as a big idea which encompasses everything, but which delivers little substantial insight into the contemporary human condition' (Cloete, Maassen, Fehnel, Moja, Perold, Gibbon; 169).

Globalization and technological advance have also enabled the formation of a global market in higher education. Although higher education has always had an international dimension. Radically new opportunities are emerging for collaboration among students, academics and educational institutions scattered round the globe. The internet based learning and the formation of 'e-universities', education and qualifications are becoming more accessible to a global audience. The reconfiguring access approach draws on the strengths and enduring understandings of previous social research streams that focussed on technology, impacts, strategy, and information, including theories of an information society. It will not replace other perspectives on ICTs, but can complement, integrate, and extend research from related perspectives. For example, the importance of the technology and choices made about it is a key factor influencing the reconfiguration of access. However, the flaws of technological determinism are addressed by emphasizing that technical choices are just one step in a complex series of other social, economic, cultural, psychological, and other decisions. By recognizing that technology does matter, the reconfiguring access viewpoint also avoids a tendency in some early work within the social shaping of technology perspective towards a social determinism that draws the erroneous conclusion that technological change is of no particular significance. Technological change is a cumulative process, fraught with uncertainties as to direction and outcome. History also suggests that there is no simple technological sleight of hand for transforming production and education. Changes in the world's dominant technologies will lead to significant changes in social structure, education, social institutions, living styles and lifestyles.

The American sociologist Daniel Bell articulated a compelling vision of the 'information society'. He argued that information was the defining resource of a new 'post-industrial' phase of economic development, just as raw materials were the core resource of the agricultural society and energy of the industrial society. The central technologies, techniques, and knowhow for this new era would be those involved in the storing, processing, managing, distribution, communication, and interlinking of information (Bell; 105). And of course education has been effected from drastic changes of technological innovations. ICT's like the Internet can support research and education. The following figure makes possible understanding the impact of technologies in education and learning to the social actors.

Figure 1: *Interrelated roles ICTs can play in access to learning and education (Dutton; 275)*

| <i>ICT role in reconfiguring:</i> | <i>Examples of activities</i> |
|-----------------------------------|--|
| Access to people | <ul style="list-style-type: none"> - Networking between students, teachers, external experts, parents, and others in the community. - Collaborative research projects. - Institutional networking among administrators. |
| Access to services | <ul style="list-style-type: none"> - Packaging and distribution of educational products and services. - Breaking down distinctions between producers and users of educational content. - Facilitating routine transactions, such as Internet access to a course prospectus and online registration. |
| Access to information | <ul style="list-style-type: none"> - Searching, screening, and downloading multimedia content. - Drill and practice software with personalized and immediate feedback. - Visualizing and learning-by-doing through interaction with animation and other media |
| Access to technology | <ul style="list-style-type: none"> - Learning about ICTs through routine exposure to the technology and its uses. - Using ICTs to improve learning and education. - Providing wired and wireless broadband access in classrooms, offices, on-campus cyber cafés, research laboratories, student dormitories, etc. |

The development of knowledge resources which in turn can support the further development of ICT infrastructures in a virtuous cycle (Dutton; 345). Although knowledge is a key resource, the idea of a ‘knowledge society’ could be misleading for educators, and policy makers if they conclude that the technology actually creates knowledge. Instead, policies should recognize the value of ICTs primarily as carriers that can play a vital role in reshaping access to knowledge and expertise. The extent to which such innovations find productive applications in education and knowledge generation will depend on institutional and policy responses to new ICTs from relevant institutions at all levels. ‘According to Dutton and Loader, the vision of a ‘virtual’ university or classroom based on the use of networked ICTs that eliminate the need for students to be physically present on a campus or in a classroom has been an important influence on e-learning initiatives (Dutton & Loader; 197). So we can say that ICT’s in education and in society take a very important place.

3-Education for Societal Transformation

The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby

make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values. Shinde argued that education is a continuous learning process for youth be it formal or informal learning. In a community development process, youth participation should be encouraged and should be involved in different programs (Shinde; 198). Education is perceived as the most crucial tool for both building up social assets and formation and growth of social capital. This is also why educational development occupies a central position in social development in any society. Knowledge is vitally important, but if it is to transform society from a state of relative stagnation to one of dynamism and progress, there must be a general willingness and determination to make use of it in the service of the community. Five principle goals for education which include greater accesses, equal access, quality and excellence, relevance and promotion of social values. According to Rocher, social change is “every observable transformation over time which affects, in a way that is not provisional or ephemeral, the structure of the functioning of the social organization of a given collectively and which modifies the course of its history (Rocher; 341). But social transformation is an accumulative process - that is a process in which insignificant changes accumulate quantitatively until they become significant enough to generate qualitative changes in the entire society (Kirby;11).

Figure 2: Perspectives on ICT and Society (Dutton; 301)

| <i>Focus</i> | <i>Key issues</i> | <i>ICT focus</i> |
|--------------|---|---|
| Technology | Role of technology in society. Understanding relationships between technical and social change | Effects of technological change on the control of social and technical systems. |
| Impacts | Planned and unexpected personal, social, economic, and other impacts and influences of new ICTs. Analysis and forecasting of impacts (e.g. roles of producers, users, consumers, and audiences). | Technical and social aspects of computers, interactivity of new media, and opening of new communication channels. |
| Strategy | Strategic use of ICTs within a variety of business, social, public administration, and other contexts. Processes shaping the design, implementation, and use of ICTs. | Information system and network design as strategic tools for achieving management, policy, social, personal, and other goals. |
| Information | Role of ICTs in advancing stages of economic development. Tracking growth of employment, industries, skills, and techniques related to the information sector. | Information as a new economic resource. |
| Access | Social, economic, and other consequences of reconfiguring electronic and physical access to people, services, information, and technology. Factors that enable and constrain social and technical choices about ICT design and use. | Strategic technical, personal, organizational, social, and policy choices shaping the reconfiguring of access in a variety of arenas. |

Consequently to this, we can say that transformation of society through educations brings mentality's change to youth. New technology infrastructures, supplement students programs, learning by doing at computers, teachers and students training etc are some of important elements that have been offer from new forms that education occurs. Also these elements are the main education issues that make possible transformations of society.

4- Education, Technology and Transformation of Society: Albanian Society Case

The spread of information technology is already influencing education in school in a number if different ways. The knowledge economy demands a computer literate workforce and it is increasingly clear that education can play a critical role in meeting this need. For this reason, schools are a crucial forum for young people to learn about and become comfortable with the capabilities of computers and online technology. The mass distribution of books, newspapers and literatures was as distinctive a feature of the development of industrial society as were machines and factories. 'Education provided the skills of literacy and numeracy, giving access to the world of printed materials' (Giddens; 873).

The use of technology in education has been utterly transformed. In most of the developed countries, education systems have been modernized and computerized. The new technologies will not just add to the existing curriculum but hey will undermined and transform it. Young people are growing up in information- and media related society and are much more familiar with its technologies than most adults are. Education systems across the world today are changing quite quickly. One reason for this is the continuing spread and the development of information communication technologies. However, education systems face other challenges as well, not least the question of how they should be funded in the future, an issue that has been particularly contentious in higher education as universities are gradually opened up to larger numbers of people from a variety of social background. New communication technologies form enormous new possibilities in education. They allow the possibility that formal education can escape the confines of the classroom or lecture hall and reach new students anywhere in the world, regardless of age, gender and class. The cheer pace of technological change and the demand of students for computer-literate may mean that those who are technologically component 'leapfrog' over people who have little experience with computers. This threat of a divide between those who are technologically qualified and those who are not reinforces the importance of lifelong learning to cope with the new challenges of life in the formation of age.

The spread of information technology is already influencing education in school in a number if different ways. The knowledge economy demands a computer literate workforce and it is increasingly clear that education can play a critical role in meeting this need. For this reason, schools are a crucial forum for young people to learn about and become comfortable with the capabilities of computers and online technology. The mass distribution of books, newspapers and literatures was as distinctive a feature of the development of industrial society

as were machines and factories. 'Education provided the skills of literacy and numeracy, giving access to the world of printed materials' (Giddens; 873). The use of technology in education has been utterly transformed. In most of the developed countries, education systems have been modernized and computerized. The new technologies will not just add to the existing curriculum but they will undermine and transform it. Young people are growing up in information- and media related society and are much more familiar with its technologies than most adults are. As many scholars argued that many of us design technology-based innovations to aid learning in classrooms, working to ensure that teachers can integrate these without too much difficulty. Studies on the barriers to technology integration and provide supports that help teachers overcome those difficulties. First, it is good to design new innovations to be implemented within the larger context of Digital Teaching Platforms (or some other type of comprehensive curriculum/assessment system). According to Dede, piecemeal improvements are no longer adequate to meet the challenges of education for the 21st century, nor can educators be expected to cobble together overall instructional strategies by aggregating and integrating isolated contributions from scholars. Our interventions need not be comprehensive, but they should be designed to easily fit into larger infrastructures for curriculum and assessment that vendors deliver (Dede; 15).

In Albanian society new technological forms are quite new in two last decades. Consequently to this technology is transforming the way we live. In just the past few years, for example, most of social actors have come to depend on mobile devices. But nowadays most of people almost students rely on mobile technology for many simple tasks, we have yet to its full potential to transform learning. Technology will dramatically change the way education is delivered and improve educational outcomes.

Nowadays, in Albanian education, students access on customization (Students have their own learning styles and triggers, learning at their own pace. Teachers are often unable to constantly track and respond to these differences in learning styles and pace); collaboration (Students often better understand and apply concepts in discussion with peer classmates. Traditional classroom environments often do not allow this, especially with large class sizes or when students live far from one another); adaptive learning (An educational method which uses computers as interactive teaching devices to adapt the presentation of educational material according to students' needs, as indicated by their responses to questions); Learning Management Systems (A learning management system is a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events e-learning programs, and training content); Digital textbooks / E-books (An eBook is an electronic version of a traditional print book that can be read by using an electronic device such as personal computer, tablet, mobile phone or an E-book reader) etc.

5-Conclusion

In Albania, education was confronted with social, political and economic demands of a kind not encountered during two last decades. It was initially assumed that the main driver of change would be government policy, informed by a participatory policy formulation process and implemented by a new, progressive bureaucracy. But change in education institutions followed a variety of routes that resulted in certain apartheid differences being accentuated and new differences emerging in the institutional landscape. All these 'planetary' and Albanian local changes created environments within which nation states had to consider a reorientation and repositioning of their still predominantly in education systems.

As conclusion we may say that in Albanian society new technological forms are quite new in two last decades. Consequently to this technology is transforming the way we live. In just the past few years, for example, most of social actors have come to depend on mobile devices. But nowadays most of people almost students rely on mobile technology for many simple tasks, we have yet to its full potential to transform learning. Technology will dramatically change the way education is delivered and improve educational outcomes.

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The Phenomenon of Cyber Bullying: The Role of Educational Policies in Identifying and Preventing Cyber Bullying

Abstract

Cyper Bullying has become a social problem, which not only attracts the interest of the community and the media, but for many countries is now recognized as a crime; a criminal offense punishable by law. One of the most concerned issues is the online aggression experienced by students which is one of the features of cyber bullying. Exponential growth of Internet usage has further expanded the concept of an information age with dramatic change in every aspect our daily lives. Cyber bullying is defined as using electronic communication to torment others through devices such as Internet, e-mail, text messages or even social networking sites. The cyber stalker can, trace, track and find out personal details of the target, including address, phone number, and details of the target's family. Most people do not recognize the symptoms of stalking and the techniques a stalker employs to target them. The purpose of this paper was to give a brief overview of current knowledge in the literature about cyber bullying as one of the typologies of bullying. After a brief introduction and description of the phenomenon, different classifications of cyber bullying were analyzed, in particular in accordance with the goals of their behavior and the kind of relationship with the victim. Alternative tactics for preventing this phenomenon in the field of education were discussed in this study.

Keywords: Cyber Bullying; Cyber Stalker; Internet; Educational Policies; Victims

1-Introduction

Exponential growth of technology usage has further expanded the concept of an information age. During the recent years the perception of the virtual freedom has changed our lifestyles in positive way and/or negative one. Despite the variety of age frequencies everybody can have access to electronic communication by simple gadgets through sophisticated ones. This freedom of communication has affected many social aspects which one of them is cyber bullying. Cyber bullying is a form of bullying which is an extremely common form of violence among children and adolescents. A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and the person has difficulty defending himself or herself” (Olweus, 2011, <http://www.olweus.org/public/bullying.page>). Bullying can be direct or indirect through exclusion and/or starting rumors (Kowolski et. al, 2008).

Also, Olweus (2011) writes that in order for aggressive behavior to be correctly labeled as bullying, as distinguished from age appropriate child’s play, three components must be present: (a) aggressive behavior that involves unwanted, negative actions; (b) a pattern of behavior repeated over time; and (c) an imbalance of power or strength..Cyber bullying is a persistent phenomenon which negatively impacts an individual (Patchin & Hinduja, 2006). Cyber bullying involves harassing others through the use of electronic media (Li, 2005). Traditional bullying and cyberbullying involve the use of aggressive behaviors as a way to gain power and control over peers (Olweus, 1993). Also, cyber bullying has been identified as an electronic bullying or online bullying (Beale & Hall, 2007). “This new method of bullying involves the use of-mail, instant messaging, web sites, voting booths, and chat or bash rooms to deliberately antagonize and intimidate others” (Beale & Hall, 2007, p. 8). Slonje and Smith (2008) have identified a number of differences between traditional bullying and cyber bullying. One feature that cyber bullying differs from traditional bullying is the accessibility of contact between the cyber bully and the victim. With traditional bullying, the victim is able to avoid physical contact with the bully once they are in a safe environment, such as their home.

However, with cyber bullying allows the cyber bullying to contact their victim endlessly; victims can receive text messages and e-mails at any time. Another crucial difference between traditional bullying and cyber bullying is the number of people who witness or become the audience of cyber bullying (Slonje & Smith, 2008). With traditional bullying, the audience usually only consists of the small audience that witnesses it occurring on the playground, in the lunch room, etc. However, with cyber bullying, bullies can reach a large audience by posting pictures or video clips on the Internet. By using an electronic device, such as a cell phone or the Internet, the cyber bully is virtually invisible and this exchange is no longer a face-to-face experience, which is another difference between traditional bullying and cyber bullying. The anonymity provided by these technologies removes the bully from the consequences caused by their actions. Electronic bullying is different from traditional bullying because it allows the bully to be removed from their victims, thus they are also removed from the impact their actions have on that person (Ybarra & Mitchell, 2004). Since cyber bullies are virtually removed from their victims, the

opportunities for feelings of regret, remorse or sympathy for the victim are removed (Slonje & Smith, 2008). Three main roles that someone may take in an instance of cyber bullying are being the bully, the target, or the bystander (Willard, 2007a). The bully is the person who harasses or puts down other people. Individuals may also be the targets. These are the people who are targeted by the cyber bully, and they are sometimes also known as the victim. Although many individuals may think they are not participating in bullying behavior, being a bystander also means that one is involved in a bullying act. Willard (2007a) identified two types of bystanders, helpful bystanders and harmful bystanders. Helpful bystanders are individuals who take action to stop the bully by either protesting against the bullying act, by providing both physical and emotional support for the target, or by seeking the help of an adult to intervene in the situation. Hurtful bystanders, on the other hand, are involved either by supporting and encouraging the bullying behavior or by simply doing nothing to intervene or seek help for the target.

2-The profile of cyber bullies

Cyber bullies may open temporary accounts or use a false identity to make it difficult for victims to discover their real identities (Patchin & Hinduja, 2006). Victims never really know who is involved in cyber bullying because cyber bullies deny or blame cyber bullying on someone else (Wiseman, 2007). Persons who cyber bullies often fail to see the harm they have caused or the consequences of their actions, which minimizes any feelings of remorse or empathy. Being anonymous limits cyber bullies' fear of being detected and makes it difficult for school personnel and parents to step in and stop bullying (Brown et al, 2006; Li, 2005; Wiseman, 2007). Parents' lack of knowledge and awareness of online activities can also make it difficult to resolve cyber bullying. Although persons involved in cyber bullying identify other persons engaged in similar behavior and believe this behavior is acceptable, cyber bullies are negatively impacting cyber-victims (Brown et al, 2006). Cyber bullies can be either social climbers or aggressive harassers (as cited in Froeschle, Mayorga, Castillo & Hargrave, 2008).

Social climbers tend to use the Internet as a tool to put down individuals who, as they perceive, are inferior to themselves. They also use the Internet as a tool to associate with a particular group or crowd they wish to belong to. In contrast, aggressive harassers are individuals who have been bullied themselves and use the Internet to harass others in revenge. Ybarra and Mitchell (2004) found that the caregiver-child relationship was significantly related to whether or not children are involved in cyber bullying. In their study, participants who reported a poor caregiver-child emotional bond, as opposed to those who reported a strong emotional bond, were more than two times as likely to engage in online harassment. This suggests that parental involvement and relationships are a critical factor in whether or not youth will engage in cyber bullying. Ybarra and Mitchell (2004) also examined psychosocial indicators associated with engaging in online harassment towards others. Anonymity is often associated with online interactions and places an individual in a position of power as well as makes individuals less inhibited (Ybarra & Mitchell, 2004b; Brown et al, 2006). According to Brown et al (2006) the internet allows individuals to take on a new identity. Cyber bullying is secretive

and may spread information rapidly from one person to another (Li, 2006). Results from a study conducted by Ybarra and Mitchell (2004a) found that aggressive adolescents frequently targeted people they knew in conventional environments; 84% of the aggressors indicated knowing the target in person. Cyber bullies may target individuals in their social group, knowing the target's address, phone number, or email due to their past friendship which they use to send threatening messages (Besag, 2006; Ybarra & Mitchell, 2004a). Online and offline bullying are rooted in aggression, which may suggest that the internet may simply be an extension of school bullying (Ybarra & Mitchell, 2004a).

Six major means through which cyber bullying may occur are: instant messaging, e-mail, chat rooms or bash boards, small text messaging, web sites, and voting booths (Beale & Hall, 2007). Messaging devices are allowing cyber bullies to attack their victims through means of instant messages. These devices allow users to add other people to their user lists (Beale & Hall, 2007). The devices notify the user when someone comes online, allowing them to initiate a conversation with them. However, cyber bullies can easily switch screen names that hide their true identities, allowing for potential cyber bullying to continue. Cyber bullies are able to send threatening e-mail messages to their victims through e-mail (Beale & Hall, 2007). Although most e-mail programs allow for particular individuals to be blocked, these screening devices are limited. Although it may be easy to identify where an e-mail originated, it is nearly impossible to actually prove who wrote and sent the message. The loss for accountability is one thing that may draw cyber bullies to using this mean. Another form through which cyber bullies harass their victims is through chat rooms or bash boards (Beale & Hall, 2007). These devices allow for real-time conversations to occur between users. A bash board, which is the name for an online bulletin board, allows users to anonymously write anything they want. Bash boards are open to the public and potentially leave the information for longer periods and let public access. Small text messaging, or text messaging, occurs between mobile phone users (Beale & Hall, 2007). This allows users to write messages that can contain words or numbers up to 160 characters in length. Creating websites is another way that cyber bullies are able to harass their victims through technological means (Beale & Hall, 2007). These sites sometimes contain voting that allow creators to choose an unattractive trait about their victim and poll Internet users about that.

3-Types of Cyberbullying

The definition of cyber bullying illustrates that, while it is a form of and involves all of the non-physical attributes of bullying, it is carried out through devices capable of electronic communication. Cyber bullying can assume many different articulations, thus it is difficult to define in a simple sentence (Kowalski, et. al., 2008). However, there are six forms of cyber bullying that are most common:

Harassment: Repeatedly sending offensive, rude, and insulting messages.
Denigration: Distributing information about another that is derogatory and untrue through posting it on a Web page, sending it to others through email or instant messaging, or posting or sending digitally altered photos of someone.
Flaming: Online "fighting" using electronic messages with angry, vulgar language.

Impersonation: Breaking into an email or social networking account and using that person's online identity to send or post vicious or embarrassing material to/about others.

Outing and Trickery: Sharing someone's secrets or embarrassing information, or tricking someone into revealing secrets or embarrassing information and forwarding it to others. Cyber Stalking: Repeatedly sending messages that include threats of harm or are highly intimidating, or engaging in other online activities that make a person afraid for his or her safety (depending on the content of the message, it may be illegal) (Willard, 2007). Cyber bullying can also be perpetrated through exclusion or ostracism. Examples of this include obviation from groups, chat rooms, or websites that can be the result of another person changing their password, exclusion or omission from a buddy list, and/or being ganged up on by other members (Kowalski et. al, 2008, pp. 49-5).

4-The impacts of cyber bullying in its victims

The targets of cyber bullying may be seen as different, either emotionally or developmentally, with participation in few social groups. They also have a difficult time being assertive and trying to stop the bullying. Some targets may even believe those in authority are doing nothing to combat the bullying, but rather perceive that the target is deserving of the behavior (Bolton & Graeve, 2005; Willard, 2007a). Cyber-victims experience the same feelings of powerlessness and hopelessness as other victims of traditional bullying encounters (Brown et al, 2006). Victims express anger, fear, anxiety, and sadness as a result of cyber bullying as well as other forms of bullying (Beran & Li, 2005; Banks, 1997). Self-esteem can be severely crippled from bullying experiences (Patchin & Hinduja, 2006). Other individuals who are victimized may not be severely impacted by cyberbullying (Beran and Li, 2005). An individual may consider the online behavior to be expected or normal or may not attribute the hostile intent to the message (Li, 2005). It seems the differences in victims' emotional reactions to cyber bullying may be greatly impacted by the severity of the bullying situation. For example, a victim enduring years of cyber bullying death threats is going to be affected differently from someone receiving prank text messages for a week. Victims' responses to instances of cyber bullying may also differ due to the interpretation of social cues.

Socially and emotionally, a person who is on the receiving end of cyber bullying is more likely to feel anxious and insecure, which over a long period of time, may leave the target feeling emotionally drained and affect one's perceptions of oneself (Willard, 2007a). While physical strength is important for direct bullying, cyber bullying involves emotional and psychological harm (Coyne et al, 2006; Merrell et al, 2006). Cyber bullying can harm victims by damaging feelings of acceptance or group inclusion (Coyne et al, 2006). For example, cyber bullies often gain power and control through humiliation (Beran & Li, 2005). Anderson and Sturm (2007) stated that targets are "sensitive, respectful, honest, creative, have high emotional intelligence, a strong sense off-air play and high integrity with a low propensity to violence" and "will respond to bullying with dialogue and a sense of fairness, which the bully then exploits" (p. 25). Some targets may blame themselves (Alderman, 2001) or believe that they deserve to be bullied and harassed, both in school and

online (Willard, 2007a). Individuals may post or send harmful messages through the internet as well as leave threatening text messages on a cell phone (Li, 2005). While some individuals may believe a victim has the ability to escape from bullying by deleting messages or going offline, the ability to escape is not often possible (Brown et al, 2006; Patchin & Hinduja, 2006). Because cyber bullying does not occur face-to-face and is often anonymous, the bully is likely to feel detached from the situation, therefore reducing any potential feelings of guilt over the situation. Hurtful messages may be broadcast worldwide and are often irretrievable (Brown et al, 2006). Rumors or gossip may spread throughout the school (Patchin & Hinduja, 2006). According to Brown et al. (2006) online harassment can occur at school and home Li (2005) studied the extent of adolescents' experience of cyber bullying and the relationship between traditional bullying and cyber bullying. Overall, almost 54% of the students reported being bully-victims and over a quarter of the students reported being cyber bullied. Almost one in three students had bullied other students in a traditional setting, and almost 15% had bullied other students using electronic tools. One third of traditional bully-victims reported being cyber-victims and 16.7 % of traditional bully-victims reported they had cyber bullied others through electronic media (Li, 2005). Beran and Li (2005) surveyed 432 students from grades 7 to 9 to examine adolescents' experiences of cyber bullying.

The majority of students who experienced cyber bullying were also victimized at school. More than half of the students who were victims of cyber bullying also reported victimization by other forms of bullying. Many students also indicated being negatively impacted by cyber bullying. The majority of students who were victimized by cyber bullying reported feeling angry, hurt, or sad (Beran & Li, 2005) also this situation can impact the victim's school performance. This can lead to difficulty concentrating in school (Willard, 2007a), failing classes, fights or other altercations on the school premises, avoiding school or certain classes, changing schools (Willard, 2007c), or even dropping out (Raskauskas & Stoltz, 2007). It is not just the targets who are affected by cyber bullying; the bullies are also impacted as a result. Aggressive bullies have an increased likelihood of delinquency, including drug and alcohol use, which can lead to problems academically. Instead of isolating themselves from others, bullies have the ability to make friends, although their friends are likely to have similar values which support, encourage, and reinforce bullying behaviors (Whitted & Dupper, 2005; Willard, 2007a). In traditional bullying, a power differential exists between the bully and victim which is often physical. However, individuals who cyber bully gain a sense of power and control behind a keyboard they do not experience during face-to-face interactions (Brown et al, 2006; Beran & Li, 2005). Victims of traditional bullying may use the internet as a place to assert dominance over others as compensation for being bullied in person (Ybarra & Mitchell, 2004b). On the internet there is no central power or real explanation of territory, and victims can take on a more aggressive persona (Brown et al, 2006; Ybarra & Mitchell, 2004a). As a result, victims recognize the advantages to using an electronic medium to bully. Individuals who are able to navigate and utilize technology are in a position of power relative to victims (Patchin & Hinduja, 2006).

5-The role of education in preventing cyber bullying

Parents and educators should acknowledge this problem within the school and home setting and take the appropriate efforts to prevent cyber bullying from happening. Many prevention efforts were previously described and should be taken into consideration within both the school and home settings. One thing parents can do to prevent cyber bullying in their homes is to keep computers in a common area of the house (Wolfsberg, 2006). Also, Wolfsberg suggests that parents establish household rules for Internet use, talk openly with their children about cyber bullying, and teach their children how to safely use the Internet. Parents should also use this document as a tool to gain a better understanding of the multiple aspects of cyber bullying. Aspects of cyber bullying include such things as its prevalence within school settings, the effects cyber bullying has on victims, and the different means through which individuals are cyber bullied. In conjunction with understanding these things, parents and educators can use the prevention efforts to decrease instances of cyber bullying in the home and at school. Educators can also use this as a tool to understand cyber bullying within the school setting, and to understand how cyber bullying off school grounds can affect students while at school.

Educators should also utilize the prevention efforts to help decrease the effects of cyber bullying on students and decrease the number of cyber bullying instances in their school. Educators need to determine the prevalence of cyber bullying in their school and emphasize the consequences associated with breaking school rules against cyber bullying as ways prevent cyber bullying (Beale & Hall, 2007). According to Willard it is important to develop a plan of action to engage in effective threat analysis for any reports of cyber bullying that raises concerns of suicide or aggression. There are eight main steps that Willard suggested for addressing cyber bullying. The first step was engaging in participatory planning in which cyberbullying concerns are incorporated into safe schools planning, including district technology staff on the school safety committee, and including non-school participants which may include parent organizations, social service agencies, and law enforcement. Step two was assessing conduct that could need assessment which can be done by conducting a survey of students to identify incident rates, locations of incidents (on or off campus), and factors that may be preventing students from reporting incidents. Step three was to ensure that an effective anti-bullying program is in place. This program would consist of core values, predictive empathy, peer norms against bullying, peer intervention skills, and effective administrative responses (Willard, 2006).

Step four consisted of reviewing policies and procedures related to Internet and mobile communication devices, which may include restricting the use of mobile communication devices during the school day and monitoring of Internet use. An anonymous report box in which students may submit reports of bullying and cyber bullying concerns may also be utilized. Step five conduct professional development of individuals in the district, the depth of the development and understanding necessary would be determined by their status, however all administrators should be aware of bullying and cyber bullying basics. Step six included the parents by educating them on strategies to prevent cyber bullying and detect if their child is a

cyber bully or a victim of one. Step seven provides student education about cyber bullying in which lessons would incorporate cyber bullying into life skills or bullying prevention classes. Finally, step eight was to evaluate the cyber bullying prevention and intervention program periodically to determine its effectiveness (Willard, 2006). According to Fryer (2006) class meetings are another way of preventing cyber bullying. The culture of the classroom has a large impact on how students treat each other, both inside and outside of the classroom environment. Through class meetings, students would be invited to be responsible members in a society in which they are held accountable for their actions and are committed to helping address and resolve issues such as cyber bullying.

6-Conclusion and Recommendations

This phenomenon it's a new one for our society and there are just a few empirical studies about cyber bullying. In order to find out the prevalence of this phenomenon in schools, researchers from public and private institutions should be encouraged to develop accurate scientific researches. One way to prevent and intervene with this issue involves the implementation of a bully-proofing program in the schools. Placing anonymous bully boxes throughout the school will allow students to feel comfortable in reporting incidents of bullying and/or cyber bullying. The reports should be reviewed by a team of faculty, including the school counselor and an administrator, to determine what action should be taken. If the behavior violates the school's policies, consequences should be enforced accordingly, so that the student body is aware of possible repercussions for their damaging behavior. Because face-to-face bullying on the school grounds can lead to cyber bullying away from school, teaching tolerance and respect for others is crucial. Anti-bullying programs, however, will only be most effective if resources, time, and energy are committed to executing and regularly evaluating the program plan. It is essential that parents, children, school faculty and administration, and ideally the community are all on board to minimize the frequency of cyber bullying. Many ways that educators can utilize prevention efforts involve the education of students about safe Internet usage, collaborating with support personnel to help victims of cyber bullying cope, and establishing firm school policies to prevent cyber bullying. Collaboration between multiple resources and personnel is essential in utilizing this document and understanding ways to deal with cyber bullying within the home and school setting

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Efficiency and Effectiveness of Pre-University Education in the Optics of Human Capital Theory

Abstract

The concept of human development through investment in education means ensuring the proper conditions for every Albanian citizen to have equal opportunities for same choices, so that successful or unsuccessful fate of someone could not be pre-determined by the place of birth, language, gender and creed.

This material will explain also other notions such as: Human capital, Social capital and Knowledge capital. Terminological definitions have determined the breadth and depth of fast research, quality of pre-university education in Albania. All achievements and failures, among others, are due to efficiency and effectiveness of the educational system. At the theory and practical level of Albanian educational system such notions are new, therefore we see fit to clarify meaning in a way that educational related matters, as an important component of Human Development Index, can be better understood on one side and on the other to be clear the cross-connection of this component with other ones of this index (expected average life years of citizens and gross national income per capita and economic welfare).

Key words: *Pre-university Education, Educational System, Legislation, Capital, Knowledge.*

1-Introduction

In this study theme, except meanings of efficacy and effectiveness in pre-university education (PE), will explain other concepts that correlate with human capital (HC), social capital (SC), knowledge capital (KD) etc. Terminological explanations have set the width and depth of the Albanian state educational policies on the efficiency and effectiveness of university education after 90s.

Efficiency represents the ratio of financial resources, time and other resources invested in education, as well as results (Bertelsmann Foundation 59-63). To be effective in education means “to achieve maximum results with less funding, fewer resources and less time and other resources invested in pre-university education”. The maximum efficiency in a PE mean that all students enrolled in the first grade, after nine years, have to perform all compulsory education with the least possible financial tools and materials, as well as the registration of all children aged 6-15 years at this level.

Effectiveness is concerned with quality measurement of results. To be effective means “to do something good, something useful” (Clark; Lotto; & Astuto: 68). The effectiveness of PE in Albania, means “the best and the benefits that had and still have students who have attended compulsory education”. (Beqja, P, (2003): 16). It should be noted that it is this education that affected their physical development and health, as they have developed mental skills (critical thinking, creative skills, problem solving skills, literacy skills); it has contributed to the development and enrichment of emotive world (they are emotionally stable, what kind of feelings dominate); influencing social development (communication skills, human values and human development); those who are prepared to learn throughout life , etc.

It is important to note that, a genuine study on efficiency and effectiveness make possible that to a state’s educational policy becomes clear reorientation and most successful investment development of pre-university education system. In addition, it enables a reorientation in funding resources and expectations of educational institutions, which “ensure maximum results, with higher quality and value for the same amount of money, presents the reality of contemporary educational systems” (Bowles & Gintis: 213).

In developed western country, where life of high level requires a significant and valuable progress, based on sustainable human development, it provides social capital. Sustainable human development with high social capital provides stability, cohesive society and open minded children, in the center of which is human being, and then consolidates democracy, creates the conditions for a longer life of citizens (this means better income, better public health etc.) and better access and equal public services and equality for gender, ethnic, religious groups etc.

Social capital is a relatively new concept in the social sciences, who say that “the ability of participants to a society or group that acts collectively accomplishes common goals” (www.hamdinuhiju.blogspot.com). Control and active engagement, which appears in various forms of exploitation, constitutes the

most important elements of social capital. From various investigations made, they show that “Various forms of social capital are necessary for economic and political development of a country, as namely decontrol and inactivity have a high economic and political price”.

Human development - HD, have meant “progressive process of adding and progress oriented to improve the overall life of citizens in society” (United Nations, 26-28). Behaviorism theory in psychology is based on this oriented recognition. According to behaviorists, we do not know how it goes the process of gaining knowledge on individuals, because the psychological structure of individuals is unknown, is a black box (does not know all the psychological characteristics, physiological and genetic). So therefore, to assess knowledge, “we must start from the effects of external behavior, the products they are able to do. Having observed external behavior, we can give estimates as to the efficacy, as well as effectiveness, of individuals as well as society” (Healy& Cote.: 33).

This method, although it has many shortcomings, is practical and used for evaluating the efficiency and effectiveness of individuals, as well as social systems, such as education. The use of this method in human life has become much simpler. Thus, for example: we do not know the structure of the handset mobile phones, but are able to use it by using some strict action and feedback in the form of signs or certain tones taken from them. It has been detrimental to the education of Albania, is harmful even today the fact that changes in education are mainly based on this approach.

In this context, HD concept, the people, their needs and desires are set in its center. As such, the development is not meant to promote more revolutionary changes, but stable and permanent changes, which can also be evolutionary, but which provide economic prosperity, stability and social cohesion, social justice and equality, the rule of law and full equality of citizens before the law.

In HD, the role of education is very important and irreplaceable. According to economists like: Adam Smith, D. Dicaudo, Helvetius, Robert Owen, Philip Cooms and many others, in the past and today, education is considered the most impulsive economic category. These forward-looking opinions are verified during the twentieth century (Smith, L. & Keith, P. (1971), 157-179) and confirmed by science members and prominent politicians today, who have given their genius to powerful scientific discoveries and educational development policies.

2- Education - Teaching - Knowledge Of Human Development

With the development of society and, in particular, the increased pace of socio-economic changes and technological importance and role of education and learning for human society have taken an increasingly greater value. Present process of Human Development is a serious important link in the chain related aspects of Education - Teaching - Knowledge.

HD theory recognizes and accepts the role of Education System in general and within it recognizes the role of CAB in HD. Human development means “all

powers and individual characteristics that are important for economic development” (Massell: 167). Uniting the people on social networks, respect nor schemes and codes and sets ethical forms of social capital.

Putting in place - the implementation of these competencies and characteristics of the individual, the HD transforms human capital of PE. We, as seen, make a substantial difference between HD and PE, as to distinguish between the possessions of money from financial capital, because the money not put into circulation is not financial capital, since it does not generate profit.

In this context, we can talk for knowledge and knowledge capital. Possession of knowledge can not be identified with knowledge capital. Having knowledge capital is only when knowledge is put in place and when it generates new knowledge and skills. Only knowledge capital is a function of HD, and not knowledge not implemented and not producing new knowledge and skills. “According to the OECD analysis (Blondal; Field; Girouard; 2002), the profit generated by the investment in education can be manifested with higher incomes with greater connection to the labor market, better health and a number of other non-monetary benefits. Viewed from this aspect, investment in education is part of a general political development. What this policy makes very specific is its long-term strategic character. Conceptual errors in educational policies result in prolonged consequences, which, firstly, are seen in labor market in the form of misbalanced equilibrium, between supply and demand for occupations that later is manifested in deadlock economic situation (Spillane; 179).

Educational policies are not only productive within HD and PE but also in the context of social capital - SC, because through the educational process they can influence the growth of social capital, including social networks, norms and values between individuals in society (Spillane; 44).

The impact of educational policies lies not only in the field of human capital but also in social capital, and Fukuyama states that, “The area where governments are more likely to generate social capital is education”.

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Education, unlike other goods, promotes positive effects on the outer side level of society, even though the individual has direct benefits from individual knowledge and skills, which are gained in the process of education. This justifies the intervention of public authorities to finance education by private requirements. The entire society may profit from what someone is educated on” (National Strategy for Pre-university Education Development 2007: 7-9).

Factors that have been the focus of a quick research are:

- Infrastructure of PE;
- Curricula and textbooks of PE;
- Teaching methodologists and teachers' professional development.

Also, it should be noted that the PE value is based on the Millennium Development Goals. Thus, during the last decade of the 20th century, it has developed a range of activities at the European level and beyond for learning problems through life. It's worth mentioning that the year 1996 has been declared "European Year of Lifelong Learning" and only at the beginning of 21st century were held three important meetings of the European Council: in Lisbon, in Santa Maria da Feira in Portugal and in Nice, France (Bejtja; 57-58).

In October 2000, based on the conclusions of the European Year of Lifelong Learning and subsequent experience gained at European and national level, the Commission published the Memorandum of Lifelong Learning. It served as the basis for wide European consultation, in which participated more than 12,000 people and culminating in a conference held in Brussels on September 10, 2001. The results of this consultation were presented to the Commission Communiqué entitled "Making the European lifelong learning a reality" (November 2001).

Activities related directly or indirectly to learning during life were organized by other organizations, such as UNESCO, OECD, CEDEFOP, ETF, ILO etc. At the conclusion of these activities there were adopted important documents, such as: Education and training: Joint Announcement of BIAC 6 and TUAC (January 1991), Cologne Charter: Aims and tasks of lifelong learning (Adapted from G8 industrial countries, on 18th June 1999), Resolution and the formation of human resource development (adopted on 14th June 2000 by ILO General Conference, at its 88th session, etc.).

During the activities mentioned and others, attention has been paid, first on processing a clear and comprehensive concept of lifelong learning. This is conditioned by the fact that 21st century, which has already began, is defined as the era of knowledge and information and communication technology, and it will be characterized of changes in all spheres of life and activity of people. As stated in the recommendations of the II International Congress on Technical and Vocational Education, which was held in April 1999 in the South Korean capital, Seoul, 21st century "will bring an economy and society radically different". That will have as key features" globalization, constant technological development, information and communication revolution and the rapid and ongoing social changes resulting from them" (Beqja; 5). These changes will lead to deterioration and more rapid depreciation of knowledge, skills previously acquired and at the same time the need is so quick to replace them with the new knowledge and skills.

At these summits, it has been decided that all countries have to achieve the following goals: to ensure primary education for all (we have yet to achieve this goal); ensure that the child mortality rate has to be less than 35 in 1000 newborns (not yet achieved) as well as the mortality rate of children up to the age of 5 years

to be less than 45 children per 1000 children; achieve the same level of education for women, as well as men (have not yet achieved); reach life expectancy greater than 70 years (we have not reached - the average life of 68 years) (Lifelong learning and all its width. 15-16).

To improve the efficiency and effectiveness of the quality of pre-university education we are compelled according to the following documents: European School for adults - without Borders, 1993; Hamburg Declaration on Adult education, 1997; Dakar Framework for concrete action, 2000; EU Commission Memorandum on Lifelong Learning, 2000; Communiqué of EU Commission on lifelong learning, 2002.

3-Basic Education Infrastructure and Its Impact On Human Development

The concept of human development through investment in education means ensuring to every citizen of Albania conditions and same options for the same choice, so that the best or worst fate cannot be determined in advance according to birthplace, language spoken, gender and religion.

Since the beginning, it must be said that the essential elements of the development process and basic education curriculum is also the working environment. When it comes to the working environment in schools, first of all bear in mind a whole variety of elements, ranging from the physical environment - the object, space, school classes; school equipment - equipment inventory classes, school cabinets (informatics, biology, physics, chemistry, etc.); physical safety in schools; healthy environment - permanent medical care for students, eliminating the phenomenon of child delinquency; positive school climate (harmonious relationships among teaching staff and students, mutual respect); extracurricular activities and ample recreational spaces, etc.

From what we have said, it appears that pre-university education infrastructure (PEI) is complex and determining the quality of basic education. It is an input, which depends not only the process and procedure quality of education, but also results and the benefits that students, parents and society take from the result (effectiveness of a quality education). PEI affects enrollment, students negotiability, the degree of student's training for economic activities, lifelong learning, etc. So the fair can be said that, PEI creates the conditions for successful learning reflects in human development, sometimes directly, sometimes indirectly. These implications, whether direct, indirect, whether will be mentioned in this part of the article.

The process of reforms in pre-university education in Albania in its breadth of coverage has necessarily included working environment in schools, as a very important component that influences the improvement of quality in education and human development. Due to the complexity and quite hard situation in which the general physical infra-structure was in Albania – almost totally destroyed by the war at the start of the reform process, the focus of its commitment and institutional activity of governmental and civil social community focused on rebuilding and repairing school objects. Besides the Ministry of Education and Science (MES),

there are different governmental and non-governmental organizations that have invaluable contribution in the improvement of school infrastructure in Kosovo, where we can mention UNICEF, since that may be mentioned UNICEF, repaired and constructed 60 schools. Thus, in the period 1991 -2001 in Albania are built and restructured over 1,000 school buildings that were hit by the war (Report of the Ministry of Education for the 1994-1995 school year)

The continued work in improving the infrastructure indicates growing awareness on educational institutions regarding the creation of a qualitative work environment. But almost total concentration, especially of MES, for new construction, on the one hand, according to the Head of Investment Directorate at MES, has led to given weight to the maintenance of existing facilities, and, on the other hand, there was no interest and the largest investment in the psycho-social aspects of the work environment in schools.

Investments in creating a psycho-social environment more convenient and attractive for learning are today one of the priorities of educational institutions in the country. This certainly has to do with the fact that dominant concepts of educational institutions in Kosovo, for what is defined as the quality of the working environment - especially in terms of the psychosocial environment in schools, are not clearly defined and developed to the extent that would allow the existence of a vision and contemporary approach to create better conditions in schools, and, in turn, consequently, raise the quality of education.

On the basis of the current legal provisions, regarding in Kosovo, the local government is charged with greater powers in terms of care for the working environment in schools. And from past practice in education developments, municipalities have shown little interest due to the most radical aspect in terms of improving school conditions; this is because, as some directors of Education Departments in local government bodies would explain, education is not always priority for municipal assemblies in Kosovo.

Awareness of educational institutions (MES, CED, and RED), donor community, civil society and schools to ensure quality working environment for pre-university education schools in Albania continues to grow and develop as a process. The decision to reform the country's educational institutions PEs', restructure according to module 5 +4 +3, which in practice started in 2007 with the application of the ninth grade, has brought great challenges in Albanian education and not easy affordable.

In this context, one of the most challenging issues, even today, is the lack of adequate learning space. Causes of lack of space, in addition to those which are based on a lack of investment over the years and the ravages of war, normally derived from the restructuring of the education system. Reforms, enforcement of new module were launched in the first pre-school infrastructure for the old module, Primary Eight. This has hindered the learning process in many schools of the country, pushing schools to work with two shifts, such as the gymnasium "Qemal

Stafa” in the city of Tirana, which has 2,500 students, organizes educational comprehensive school in two shifts, while legal provisions stipulate the first classes be organized in two shifts.

The opinion of the majority of directors and PE teachers is that lack of adequate learning space causes major obstacles to the progress of learning, because this lack imposes overload of classes with students - many are cases where a class has about 45 students. This reality is omnipresent in our nation’s schools, especially in the most prestigious high schools, the largest cities in the country, being in flagrant contradiction with the regulations in force for the space-student report, which provides 2 square meters for each student. There are very clear indications that the process of education reforms is yet to create the conditions to meet the needs and requirements in terms of environmental quality in schools.

If we make a comparison between the situation that currently prevails in schools, in terms of quality of the work environment and the aims and objectives arising from PE reform process in Albania, there is an inconsistency that really highlights the lack of commitment necessary to institutional education with MES ahead of organization, to due attention to the improvement of learning conditions. This confirms even an MES official responsible for basic education, according to which, despite the huge commitment of this ministry to create enough space and attractive environments to work in schools, the situation is still far from the standards that reforms achieved prescribe.

On the other hand, UNICEF is constantly engaged in projects aimed at improving the working environment in schools, the quality of the work environment in schools is not given sufficient importance, the fact that in most cases the educational policy-making initiatives by MES has always come from above, often not being able to take into account the real needs of schools in different regions.

Law on Primary and Secondary Education in Albania, adopted by the Parliament in 2002, has established the general framework of functions of primary and secondary education in the country, including the issue of quality work environment. Although not to the extent necessary and in a comprehensive manner, the law provides in some parts of its regulation various aspects of the work environment in schools. However, we think that this law is not sufficient, and in this way its working draws to more administrative orders, that there are no legal infrastructure problems.

Funds for providing quality work environment in schools undoubtedly constitute the “Achilles heel” in the whole process of the operation of the education system in Albania and implementation of legislation in education. Under education law, funds are provided under the general provisions of law applicable to the financing of public services in Kosovo.

More specifically, the Ministry of Education allocate funds to municipalities and communes in order for them to perform their functions in the field of PE, then

the local governments or municipalities set funds for educational institutions within its territory, which these plan and administer themselves. This is the general way how the process works and use of securing necessary finances for pre-university education, where a certain part of these funds are designed for the working environment. According to MES officials, the institution allocates annually 7-8 million € for construction issues and maintenance of school facilities, along with other tools provided by municipalities and foreign investors, who do not nearly meet current requirements and needs in basic education.

Namely the issue of management and distribution of funds for the work environment in schools appears to have caused quite a lot of difficulty even for school principals and, in many cases, be a hindrance to improve working conditions in schools. District and school education principals have many complaints about what they call centralization by MES in Albania. This has to do mainly with the fact that schools do not manage funds provided for expenditure by them, but they are managed by directories - Regional Education Directorate (RED).

The current legal infrastructure in the field of education has not sufficiently involved psycho-social aspects of the work environment in the school, which is reflected in the absence of facilities in many schools, making them not having the attributes of one of the agents - the most important of socialism. But, with regard to those matters that are prescribed by law, can not be said that things stay good, especially because of lack of accordance between the real situation and legal provisions. Many teachers and school principals complain that the law does not take into account the real situation in Kosovo, and, as such, many of its provisions are unusable.

What is mainly spoken here is failure of MES to provide free textbooks for schoolchildren of first level, which is required by law - section 3.2 (b), or even on the issue of providing transportation for students in PE - Article 22.1, which is local government competency.

In fact, the problem is the fact that the question of the existence of separate mechanisms for the working environment is not properly regulated by law, and thus is not provided as fund raising, especially for the working environment. In this context, as the schools are better; budgetary constraints relate to those municipalities that lack technical staff (security, cleaners, administrative staff) to be highly expressed, never mind then to others, such as pedagogue, psychologist, doctor, etc.

Access to educational institutions in the country, in terms of their organizational structure and mechanisms that operate within them, is a comprehensive approach - local and central administration in educational institutions is not structured on the basis of specifications and needs of various individual educational components. This also confirms the assertion of an MES officer, responsible for primary education, with all its administration the ministry works towards the creation of favorable environment for work.

What greatly hinders mutual cooperation is the lack of job competencies of schools and lack of technical school staff (maintenance). Another obstacle influencing on the lack of sufficient cooperation between schools and local and central institutions of education, in terms of working environment, is the issue of excessive procedural bureaucracy, which greatly hinders the effectiveness of schools. More specifically, it comes to procurement procedures, which brings more problems, when it comes to intervene, even for very small technical things, such as a change of any door or broken glass.

4-Curricula and Textbooks, Their Impact on the Human Development

Curricular programming as a new working method of learning process, for the first time, found application in year 1960, initially in the U.S. and then, in other western countries. Unlike traditional activities at school, which were guided by the general teaching plan whether the program was thematic descending or analytical with content of a unified curriculum summary, a system of knowledge practices and planning of teaching program functioned in breadth and depth. It dealt, guided and taught during the knowledge acquisition by the student.

The right to education is a fundamental human right, which meets specific weight for the physical, human and social capital development not only of a country but also of our planet as a whole. For this reason, the right to education is a right guaranteed in the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child of United Nations. Universal right to participate in basic education is to put on top of the list millennium goals set by the United Nations. However, participation in education is still low in many countries of the world.

Research shows that in 2000, more than 113 million children did not attend primary education, 880 million adults are illiterate; gender discrimination continues to survive in many educational systems and the human values and skills is far from the aspirations and needs of individuals and societies (Fundamental documents; 55). These data are the basis for a greater commitment to universal participation in basic education that has taken on global measures after the World Education Forum meeting in April 2000 in Dakar, Senegal (Senegal; 2). Education is considered as one of the basic areas of development, peace and stability between countries and one of the main mechanisms for effective participation in the societies and economies of the 21st century, under the auspices of the accelerated process of globalization (Ibid; 4). But efforts to actively participate do not necessarily guarantee quality education, therefore the continuous improvement of quality to improve the quality of education, stability and progress of quality education, would be an inevitable part of these efforts.

The human notion of education quality is a broad concept, comprehensive and complex, which not only focuses on policy and planning at the national level, but also pays particular attention to the implementation of school policies and classroom learning environments, etc. of Human Development and social capital, should an efficient planning and managing and implementation, monitoring and

evaluation of tracking real transparency and accountability of large input conditions in which the PE, the processes to develop basic education, the results arises from the process of education as well as impacts of results in physical development, personal traits of students that are necessary for economic development, as well as recognition, respect and adherence to the values that are beneficial to citizens social welfare for democracy, social justice and the rule of law. Only in this way the educational system in Albania performs a functional human development.

But for that to happen in this process, there should be a broad involvement of actors and partnership at all levels of society. Above all, high-quality, policy, planning and school practices should aim to address the interests, needs and success of students as a final goal. Interests, the needs of students, the needs of society for technical developments, technological, scientific, social and physical development of students, to increase human development index should be addressed in the curricula and textbooks, which illustratively are nothing than “food” for human development and social capitals for the Albanian society.

Therefore improvements must be made in curricula and textbooks for: “improving the quality of education, which certainly requires the adaptation of the curriculum content, (textbooks-JS) and processes aimed at putting the student at the center, to recognize and apply diversity of needs, interests and stages cognitive development, social and emotional development of students

and development of knowledge, skills and attitudes that enable an individual to learn independently, learning and solving problems related to school.”

These changes are closely related to human development concepts, since the curriculum is an important contribution and without avoiding human resource development. The very concept of development means creating an environment where one can develop its full potential and have a productive, creative life coinciding to needs and interests. But since the concept of development sees people not as a means, but as ends in themselves, human development is the process of expanding opportunities and choices. To achieve this, it should have access to knowledge and information, access to resource materials for a decent standard of living and free participation in community life for collective matters (Shera; 113-114).

Research shows that investment in PE in general and curriculum specifically, influence the impact on human development, since the content of education, respectively curriculum guides or learning process toward defined goals on some individual abilities and skills can be brought into life in practice.

Reformations of educational content in Albania from 2002-2007 aimed to change the contents of the curricula and teaching methods from the perspective of human development and the need for lifelong education. Main goal is to enable children and young people to contribute effectively in preparing the new generation for successful and active participation in society. But to achieve this goal, there is a

need for comprehensive and qualitative reform of curricula and textbooks, and an effective, efficient and sustainable development.

The term curriculum is a relatively new term in the Albanian education. In Albania, it has been used since 2000. Terminology changes the curriculum in itself, meaning that there has been a tendency to change the approach to content and implementation of content in the Kosovar education system.

Curricula changes, however, are closely related to the conception of the curriculum, despite what curriculum is and what purpose does it have remains a controversial issue. From a traditional angle, this concept is narrow and focuses mainly on the content of a subject and the transmission of this content to students, initiating a process closer to understanding, mainly at the level of object recognition, memorization and repetition of information and knowledge. As a result of such an approach, the knowledge of the teacher is “Transferred” to the student and “not detected” along with limited teaching, learning and assessment in a supposed “correct answer” (School is ours; 52).

Paulo Freire, Brazilian education expert, familiar with the metaphor “banking system” of learning, has criticized by claiming that such access is limited to the process of receiving knowledge, organizing, sorting and disposal of knowledge at the end. According to him, students are the ones who lose all creativity, the ability to transform and knowledge required in such a disoriented system of teaching and learning (Freire; 72).

Traditional education and the traditional concept of challenged and constantly changing curriculum is not just as a concept, but also as a practice through new liberal educational trends and democratic curriculum development. With new trends, when curriculum has a more comprehensive and broader concept, exceeds the highest concentration in the content and gives greater focus in the process of promoting student learning. Greatest concentration in learning according to Dewey, American education expert, defines curriculum as a field of which deals with the experiences of students or even all the experiences that the child receives under instruction of teachers. Or, the curriculum is conceived as an environment where children carry themselves an active part in learning (Hunkins & Ornstein;15).

Emphasis on the student-centered teaching process and learning means objectives that help transition from memorizing the facts, events, names, dates, and formulas in the curriculum to challenge thinking, analyzing the ideas and personal experiences to him / her. Such goals have redesigned it as stresses Oakes and Lipton, “real model of training students in solving problems to create people who know how to identify and resolve problems (Oakes & Lipton; 122). So changes incline towards connecting refrained curriculum and implementation of content experiences of human beings, as well as education is seen related to the work experience and community life as claims Dewey, “schools is a miniature of a democratic society where children live, not a place where only learn lesson units” (Dewey; 13).

These new concepts are also the basis of changes in education in Albania. Latest trends in the development of advanced curricula in learning with constructive teaching with student at the center will develop abilities and skills like critical thinking, solving problems, creativity, curiosity, high intellectual abilities, which have been goals for curricular changes in Albania. As stated in the curriculum framework, curriculum-based document in Albania, "curriculum is assessed as a coherent articulation of goals and objectives, contents, methods of teaching and learning and as a basis for evaluation and predicts how students should prepare" (Curricula On School Basis; 8-9).

Provisions of curriculum address important issues dealing with what issues need to know and what they should be able as students, which values should be cultivated, how students will live together and how to support the development of their full potential so that they can actively contribute to the welfare of society and personal welfare. Also, in this framework, a whole chapter specifies in detail the principles and structures of curriculum subjects.

One of the documents related to school activities, as well as educational managing institutions is the "Normative Provisions for Public Schools", which came into effect in the academic year 1996 -1997 (Ministry of Education and Science (1996), Normatives, Tirana), in support of the Law nr. 7952, dated 21.06.1995 (Law Nr. 7952, date 21. 6. 1995, "On pre-university education in the Republic of Albania" (adjourned)", 1995, Article 25). In its article 25 it quotes on special attention and knowledge assessment of student conduct: "Assessment of the level of knowledge, abilities and practical skills of students is an important issue and parcel of all teaching and educational work in schools. Evaluation is done with the note or phrase. Assessment is made by the teacher" (Law Nr. 9741; 2007).

At the end of the first decade, fueled by European educational policies MES made the task on establishing the National Education Assessment Centre. The establishment of the center is estimated at the National Education Strategy 2004-2015, as one of the two important institutional reforms of the second decade in the Albanian education transformations. Its establishment will mark the beginning of the institutionalization of evaluative institutions in Albania (Axxhemi, S., December 6, 2001).

5-Conclusions

In the above paragraphs we expressed the importance of human capital formation to increase the efficiency and effectiveness of pre-university education. The studies clearly see that there is a close relationship between human capital formation for the 21st century competencies and quality growth in PE.

One of the greatest benefits of continuing education is that it can improve one's skills in a current job or help gain new skills in preparation for a career change. Necessary skills in the areas of work may change over time, so people must continue learning and be prepared for possible changes. Continuing education is also very important for those who plan for a future career or appropriate one

according to their abilities in the labor market.

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Integration of GIS Projects with Curricular Projects, Their Use in Geographical Studies

Abstract

GIS projects are very in use recently. All effectiveness of them is how it is learned, used and implemented. Of course through them can be done well planning, different designing and can be goaled good results. GIS projects are used as curricular projects and of course as a good method of learning about GIS technology. Curricular projects aim to provide solutions to situations where students must be committed extensively including the knowledge gained in their education. These projects are really original. GIS projects are part of the curriculum projects except the used information is intended to be geographically referred. These projects enhance the ability of information management. GIS projects are part of the university curriculum at the University of Tirana in the Department of Geography. This is presented as a case study at this Department.

The paper aims to focus the importance of using GIS projects in geographic studies during university academic years and beyond, as a method to elaborate new knowledge and to practice them. Projects are more interdisciplinary and all-inclusive subjects enabling the examination of a wide variety of geographical problems. The period of time and the role of the lecturer are essential during GIS project application. The lecturer occupies a special place not only in its technical supervisor but methodologically as well. Depending on the topic chosen by the student may be included more than one professor in order to use properly the gathering of information and its correct processing by issuing a geo-referencing product (mostly) map.

GIS projects remain the main trends in the realization of an original research paper where information technology is extensively involved and where geography students find themselves best.

Keywords: GIS Project; Curriculum Project; Geographical Studies; Geo-Referencing Product-map.

1-Introduction

We live in hectic times and this puts educational system in front of challenges which must be carefully faced in order to bring out the individual's best potentials. New scientific knowledge along with technologic evolution has grown individual's requests towards educational system. The everywhere found ICT returned strongly these last ten years has rendered the pupil and student's sources of information easier and larger, growing information and reasonableness offered in schools. Curricula projects for students are part of their deepening into the subjects and beyond. The GIS projects are also part of the curricula projects and those beyond subjects. Their special feature is the wider use of ICT and computer software related to geographic information that will be both processed and studied. Let us have a wider glimpse on the general area and let us stop especially on students that study geography fields.

2- Interrelation of Curricular and GIS Projects

GIS projects are a special form of curricular projects. Basic curriculums expect pupils to gain basic and technologic knowledge from subjects, to become efficient and to create their own views for different problems they aim to treat while they put into practice such projects, whereas projects beyond subjects and GIS projects expect these elements to be concrete and improved, shaping new individuals with geographical referred knowledge. Pupils and students take initial knowledge when they treat problems in curricula found in schools, colleges, universities. Later on from them it is required to deepen their knowledge through different projects both curricular and GIS project, and to improve their abilities or hold their own views.

Among skills expected to be improved during practicing with such projects are: communication skills, practicing skills in technology and put in use the information acquired, managing information skills, skills in solving difficult issues, in being critic and creative, in being ethical, in team work, and so forth. Through ICT it is required from teachers and professors that pupils and students gather more electronic information, to process, save, analyze it, and solve problems with the help of electronic devices and software (as the case of GIS through Arc INFO software, and so forth.) Through ICT could be possible the work done with the help of digital devices and so forth. In 2010, IZHA, MASH cited that: "An indication of forming their own views and attitudes in young people is when they discuss, esteem and debate over various issues and problems». (IZHA, MASH, p.103)

By means of these projects, young ones are required to bring an original work by their own that passes the stage of organizing the curricular information or from any other source. In this moment the skills in managing information are clearly seen. The curricular project for discussion of new knowledge is to be found by teachers and lecturers. This could happen in high schools where during the three years each pupil is involved in such projects around 18 classes. Moreover, the curricular projects can be part of managing the gained knowledge. Thus, pupils and students take part directly in curricular and beyond curricular projects. The same can be true as to GIS projects. What about the time these projects will take? Curricular projects can be developed from schools' head offices and two of them

can be found in subject plans of the teachers. They take from several days, weeks, months and, in most cases, a full academic year. Currently GIS projects are developed as projects during college curriculums in some universities dealing with Earth and Informatics sciences. They are part of the literal subject curriculums, of the course assignments, of the diploma themes that must be covered by students by the end of Bachelor university system, part of the micro theses of Scientific Master systems, or even part of themes covered by those who want to master a doctorate in Geography Department in the University of Tirana (in our case study). We have taken seriously its study in this department because GIS projects, as highlighted above, are already available also in departments of other Universities.

That is why in academic teaching plan of the study program «Bachelor-Geography» is included a subject entitled «Project in GIS», where students widen up and create their own project, which often is the basis of their themes in diplomas and other course assignments. This subject is developed as curricular project to acquire knowledge, so the students are more efficient technically at the same, through projects and in solving certain problems. Good knowledge about GIS is acquired also in subjects such as: SIG Basics, Elements of Maps, Thematic Maps, in Bachelor in full-time and part-time systems, and the subject Geographic Information Systems-Geographic Analysis, in the system of Scientific Master (see Tab.1). Generally these are individual projects and their evaluation is accompanied with scores of a course assignment, becoming part of a final report which in turn plays a fundamental role in evaluating the student for his work. Thus, evaluation in GIS projects differs from curricular subject projects where evaluation of pupils in pre-college education is realized assessing each one individually with one grade, according to the guide book on grades and assessment (IZHA, 2010), (assessment as part of group assessment in 80% and 20% as part of individual assessment, in project assessment) (IZHA, 2010, p.123). GIS projects are considered successful nowadays in students that study Geography. Their application is becoming more and more practical because so many problems need solution and the information is based geographically on real geo-references.

3-GIS Projects as a Methodology and Efficient Technology in During University Years

Through GIS projects, the students are trained with knowledge and technological mastery. GIS technology is exactly what is taught better by applying it. So in specific disciplines, GIS theory is combined with students' own applications. Independent work and also with projects, make it possible that students exercise and find solutions to various situations associated with a geo-referring system. A good lecturer would ask his students to develop a project independently. A GIS is a database, which allows students to work on data presented in the map. To work with a GIS, students need Soft GIS (GIS laboratory exists in the Department of Geography, UT equipped with hardware), data, and trainers (lecturers in our case).

Maribeth Price, states that since 1969, where Laura and Jack Dangermond, created ESRI-in (Environment Systems Research Institute), as the first in geospatial connotation of different characteristics in the tables, the 'industry' of Arc / Info-s has

never stopped developing and already accounts about 90% of nowadays GIS market. So the importance of GIS applications today in the field of technology is increased (Price, 2010, p 3). In geographical studies, it is an inherent part of geospatial study of phenomenon and occurrences as a part of regional, physical, and human geography. In the 5 handling issues of geography (position, location, human-environment interaction, movement, region) the role of spatial positioning is always present and important. The nowadays integration of GIS projects to geographical science is becoming stronger, becoming one of the main sources in decision-making, planning and solving environmental problems, or those with human nature and region. GIS projects can be small when they include a student, or medium and large when the treated issue involves more participants and a company. GIS curricular projects, are considered small in university programs, including a student or a small group of students who work with possible problems that they are able to respond within the managing possibilities of a project.

a- Creating and Managing a GIS Project?

Models of GIS projects are numerous, but generally have some common steps:

1) Determining the scope of the project and its objectives, for an issue that should be studied.

2) The methodology that should be used (defined collection of data and the need for different extensions). Here a specific question is made and must be responded or what product (map) we want to produce.

3) Evaluation of the data and other data needs potential sources of their collection and their integration.

4) Evaluate of the accuracy of the analysis and the accuracy of the project. It is always necessary to assess the validity of the results.

5) Presentation: This phase includes providing the results of the research to an interested audience. It may be in the form of a report, a map in the format of a poster, in the form of an article in a magazine etc.

A well organized project would help and avoid unnecessary and excessive hours of a research. To realize the above stages, it is often needed to develop a proposal project, especially when the community must include a budget. General schemes include: Introduction, objectives, methodology, data sources, and work plan, budget.

b- Case Studies of Geography's Students in different Study Programs

The first case study: Maps created in Master of Science Program. It is created the natural heritage map of the Municipality of Liqenas. This map has applicative values and it is more than an evidentiary map with a special theme: the evidence of the natural heritage objects in a certain area (municipalities of Liqenas) (Micro thesis: Muslli, 2012, p.15) (see Fig. 1).

The second case study: There are two maps of Lezha's municipality about land use in 1980 and 2010. In these maps, the skills of technological use are being increased, going to a comparative phase of the selected issue. Here are presented two maps of the same area in different time periods comparing the use of land in Lezha's municipality (Micro thesis: Gjecaj, 2012, p 31) (see Fig. 2 and Fig. 3).

The third case study is the creation of a thematic ethnographic map, where popular outfits are identified in the geospatial scope in the district of Durres (Micro thesis: Lila, 2012, p. 53) (see Fig. 4).

The last case study is: a map created in the third program study in doctoral school. The map is intended to provide a solution to a problem using Arc Info technology. Manipulating and using geographic analysis, answer is given to the question being reflected in the map 5 (see Fig. 5).

4- Conclusions

Technological developments have created the need to expand their applications in various forms even in the form of tangible projects in order to equip young people with the knowledge, skills and attitudes. Curricular project in its forms is an efficient pedagogical technique applied in our schools and universities. GIS technology through GIS projects is seen as a positive methodical form in providing new knowledge in terms of its technology as well as its use in solving issues related to Earth Sciences, as the information that is provided as a geo-referencing product-map. In the Department of Geography, Faculty of History and Philology, University of Tirana, there is a GIS laboratory, and the responsible lecturers, make possible the teaching of this technology. To fulfill this mission, in the university curriculum of the department, is made possible the establishment of specific subjects related to this technology. Now the students are able to realize the applications of GIS projects in all stages of research, starting in the tasks of the course, in the topics of Bachelor system diploma, Masters and Doctoral School Scientific Programs. Despite the potential difficulties, GIS projects have been successful, especially for students with inclination towards computer science.

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TABLES

Table 1: GIS in university curriculum in Department of Geography, UT, (full-time system)

| Nr. | Subject | Credit | Total | Lesson | Sem. | Exercise | Practice | Duty course | Semester |
|-----|---|--------|-------|--------|------|----------|----------|-------------|--------------------------------|
| 1 | Elements of cartographies | 5 | 60 | 30 | - | 30 | - | 1 | Viti 1; sem. 1; Bachelor |
| 2 | Thematic cartography | 4 | 45 | 30 | - | 15 | - | 1 | Viti 3; sem. 2; Bachelor |
| 3 | Bases of GIS | 4 | 45 | 15 | - | 30 | - | 1 | Viti 3; sem. 1; Bachelor |
| 4 | Systems of geographic information-geographic analyzes | 4 | 48 | 12 | - | - | 36 | 1 | Viti 1; sem. 2; MSHK. |
| 5 | Project in GIS | 4 | 45 | - | - | 45 | - | 1 | Viti 3; sem. 2; Bachelor |

FIGURES:

Figure 1:

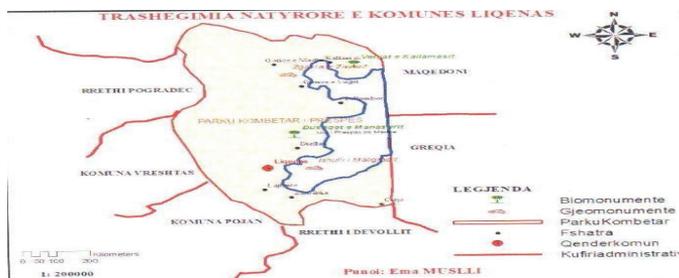


Figure 2:

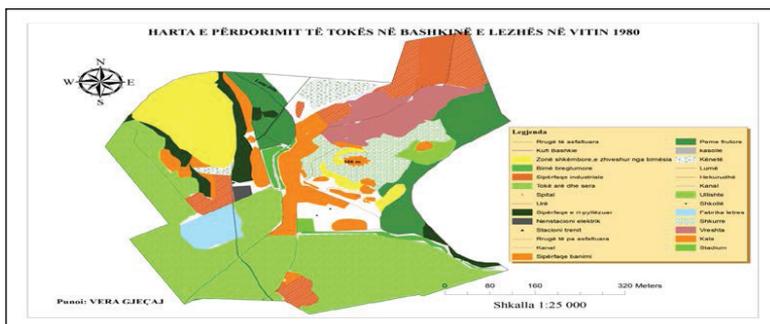


Figure 3:

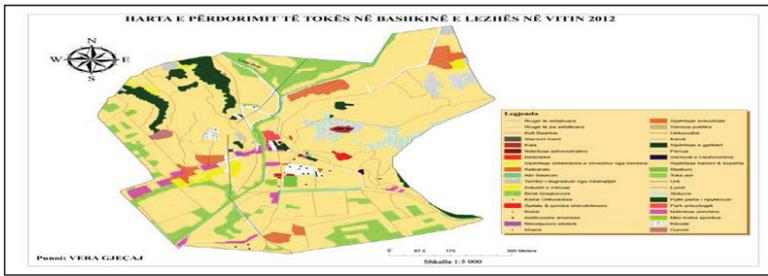
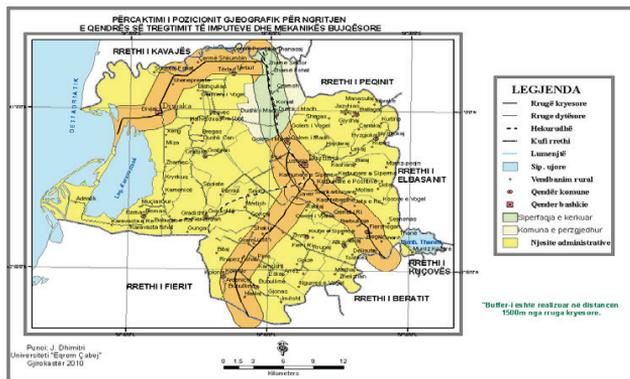


Figure 4:



Figure 5:



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The Effects of the Effective Use of the New Information and Communication Technology in the Classroom

Abstract

In the last decades there have been steps forward in the use of Information and Communication Technologies (ICT) in the classroom. The teachers have changed their traditional way of teaching and the students their traditional way of learning. The teachers and students are pleased with the new information and communication technologies because they see a number of advantages that help them a lot in the teaching and learning process. The students are using the technology as a tool or support for communicating with their teachers and among them. Hence they are in an active role rather than in passive role of the recipient of information transmitted by the teacher, textbook. The students make choices how to generate or obtain and display information. On the other hand, the teacher plays the role of the facilitator, provides guidelines, suggestions, etc. Furthermore, the students and teachers are aware of the fact that these new forms of the teaching and learning process present some disadvantages that should be well taken into consideration. Thus, this paper presents the many advantages and some disadvantages of ICT in explaining the new material, the new methods developed in order to satisfy the growing needs of the students in search of more knowledge.

Keywords: *Active Role; Facilitator; Increased Motivation; Information and Communication Technology*

1-Introduction

This article attempts to explore the problem of introducing ICT into EFL lessons. A large number of educational institutions in many parts of the world have exclusively begun introducing the integration of computer technology into teaching. The diversity of learning programs continue to shift and change according to the demands of society. Nevertheless, since the development of communicative skills, language learning requires social interaction between the teacher and the students and among the students themselves, the use of computers has for a long time been regarded only as a support tool with regard to certain skill areas (Brandal, 2005). Information, Communication and Technology (ICT) could be a complement to conventional teaching of English among students who learn English as a foreign language. English and ICT have become essential skills for a vast amount of non-native English speakers to ensure full participation in the information society, (Jung, 2006) which is directly related to the wide spread of English and ever growing technological advancements today. Internet and modern technology has brought the world together wherever the students are. Previously there was some doubt regarding the technology in the classroom assuming that technology was replacing teachers. But technology - ICT is not a replacement for teachers and if it is used properly, it can be very affective and effective in the EFL classroom. Students and teachers perceive that both English and computers are tools in the learning and teaching process.

2- What Is ICT And How Can It Be Used In Teaching English As A Foreign Language?

ICT stands for Information, Communication and Technology, which emerged in the 1980's. The acronym ICT which is the combination of both terms Information and Communication, were put together in order to emphasize the merging of both technologies. This phrase is also used to describe a range of technologies in order to gather, store, retrieve, process, analyze and transmit information (Internet Advisory Board, 2008). ICT use in general terms is any use of "computing devices such as desktop computers, laptops, handheld computers, software, or Internet in schools for instructional purposes" (Hew & Brush, 2007, p. 225). Thus it refers to the use of technology by teachers for instructional preparation, instructional delivery, and to the use of technology as a learning tool for students (Inan & Lowther, 2010).

ICT is a tremendous aid in the classroom. Teachers all around the world are using ICT and bringing languages and culture into the classroom. ICT is just as much or even more a communicative language. Many researches are conducted as to the effects of innovative technological tools in the EFL teaching and learning process. The general finding supports the fact that technology has the capacity to afford opportunities for powerful teaching and learning environments (Hermans, Tondeur, van Braak, & Valcke, 2008) and can impact students' learning (Cancannon, Flynn, & Campbell, 2005), motivation (Mahdizadeh, Biemans, & Mulder, 2008), critical thinking (Lim, Teo, Wong, Khine, Chai, & Divaharan, 2003), and autonomy (Claudia, Steil, & Todesco, 2004). Many research studies have also been conducted in relation to the factors that affect ICT use by teachers in different school levels. These research studies point out that the use of ICT is not an easy process at the

beginning. It is a complex and slow process and there are many important factors that play a key role. Such factors as the characteristics of teachers and students, level of technology use, and pedagogical philosophies of the country's educational system are among the most important ones.

An analysis of the history of Computer-Assisted Language Learning (CALL) shows that ICT tools have been actively and widely used in language classes from the initiation of computers into the world due to the fact that language teachers have always been the pioneer of using innovative teaching tools in their classes (Amiri, 2000). The history of CALL consists of three distinct phases, i.e., behavioristic, cognitive, and interactive CALL, each of which is characterized with both a certain level of computer technology including mainframes, PCs, and multimedia technologies and a specific language learning and teaching approach (Warschauer, 1996). Although the phases are all distinct and separate in their own way, they all rely on each other in order to function. The Behaviorist CALL was based mainly on behaviorist theory of learning that is a type of language learning consisting of repetitive drilling and practicing. The computer acted as a tutor that delivered the language instruction. In the 1970's and 1980's was the second phase, Communicative CALL. Many language theorists believed that the drill and practice programs did not allow for authentic communication. The last phase can be described as Integrative CALL: Multimedia.

This phase unlike the others is based not on theory but on multimedia computers and the internet. Multimedia can be defined a simultaneous, combined use of several media at the same time such as films, slides, flashing lights and music (Stein, 1982). The internet can be defined as a computer network consisting of a worldwide network of computer networks that use the TCP/IP network protocols to facilitate data transmission and exchange (Freedman, 1999). There is also hypermedia, which makes the internet and multimedia even more powerful in that multimedia sources are linked together (Stein, 1982). Overall, the history of CALL shows that computers can serve a variety of uses in regards to language teaching. It can be a tutor where everything that is heard has to be repeated, practice drills in order to help the students perfect the language, as well as a starting point for discussions or a tool for writing and research. The value of ICTs must be assessed according to the degree to which it promotes the attainment of the objectives of the specific subject. EFL teachers have utilized ICT tools for teaching and learning purposes.

3- The Effects Of ICT Use For Teachers

a-Advantages of ICT Use for Teachers

The teachers can play a crucial role in relation to the quality of students' learning, and they are the ones that decide what actually takes place in the individual classroom. The use of technology in teaching such as World Wide Website, multimedia presentation tools and so forth can offer a number of benefits. There is no doubt that the role of the teacher is of paramount importance in the process of integrating ICT into the classroom. ICT provides a variety of different approaches as well as learning styles that reinforce the material delivered in other

formats. These are useful tools helping the teachers in using different interactive techniques. In a blended learning environment that uses ICT tools, it is easier for the language teacher to use different approaches with students and accommodate different learning styles and the different needs of fast or slow language learners. ICT allows teachers to organize their teaching in an efficient manner. With technology, teachers can visualize the abstract concept and create the real world simulations. ICTs not only help students understand the topic better, but they can save the teachers' time for explaining the abstract matters to students.

Technology provides teachers with a wide range of resources that are useful for their teaching. If they have limited time for developing the teaching materials, they can directly go to the website and select any materials or topics that meet their needs. Usually, the already available resources can offer more than what is needed by teachers. Technology can also help teachers develop networks with other teachers from different parts of the world who share similar interests or who have the expertise in certain field. They can help teachers discuss with their colleagues, solve their teaching problems and, therefore, enhance their professionalism.

EFL teachers use ICT tools for preparing teaching materials and activities to be used in teaching pronunciation (Lee, 2008), grammar (Al- Jarf, 2005), vocabulary (Tsou, Wang, & Li, 2002), listening and speaking (Hochart, 1998), communication skills (Lee, 2002), reading (Akyel & Ercetin, 2009), and writing (Chikamatsu, 2003). Learning applications prepared by teachers or commercially produced ones such as drills, tutorials, and computer-based tasks are used in the classroom to promote collaborative learning of English skills (Beatty & Nunan, 2004). EFL teachers use computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication. Therefore technology can provide learners with a range of authentic materials and tasks that have a positive influence on their autonomy.

Another benefit of the use of ICT is the opportunity that ICT-based tools give to language teachers so that they can tutor their learners more effectively. With the help of ICT tools and the constantly growing number of available educational resources language teachers are able to give individual and personalized guidance to the learners.

b- The Obstacles of the Teachers

Teachers experience the obstacles to successful integration of ICTs in their teaching on a daily basis. Many teachers are afraid of using ICT tools due to different reasons. It has been suggested that the development of teachers' positive attitudes toward ICT can be a key player in reducing teachers' resistance to computer use that is associated with computer anxiety. Some teachers think that the class will be noisy. The students will not be focused on their task, but will take every opportunity to start browsing the Web at will, find some sites, and play games, playing around and wasting time, etc. But students will be students. Some wish to obtain the new knowledge, others will always try to play truant. The teachers have to accept the situation and have to do their best. But if students are

trained and understand that ICT is a tool, a source of knowledge, they will listen to the teacher and follow the steps suggested by him.

Time limit is a concern for the teachers. It is time-consuming to produce such materials and keep them up to date so that the pupils have new challenges and can progress into exercises constantly offering revision of new vocabulary, grammar and other topics. The teachers are afraid of the new technology. Probably the language teachers are not so good at it and have the fear of showing the lack of knowledge in front of their students. They are anxious of not having the appropriate skills about computer, computer ownership, and frequency of computer use (Baloglu & Cevik, 2008). It is assumed that computer anxiety can be a barrier to basic computer skills and teachers with higher levels of computer anxiety might experience difficulties in using computer in their classes and thus would avoid that. Despite a strong desire of teachers to use ICT in their classes, sometimes they cannot use it to increase the quality of teaching and learning due to lack of essential ICT skills.

The absence of adequate help or technical support to facilitate teachers' technology mediated teaching is another factor which may hinder teachers' teaching. Different researchers have revealed that many teachers, when having some difficulties with the technology equipment being used, had to give up using it because there was no one available to help deal with the problems. The lack of technical staff was considered by teachers as one of the main obstacles in their successful use of technology based pedagogy. Teachers' age and teaching experience is another barrier found by the researches. ICT use decreases with age and teaching experience of teachers and those younger teachers incorporate ICT tools into their teaching more than their older counterparts (Inan & Lowther, 2010). It is evident in the literature that teachers' age and experience are related to their lack of computer knowledge and skills in terms of computer-based or computer-managed instruction and lack of enough training to exploit effective ways of integrating instructional technology into language teaching. Previous research (e.g., Pamuk & Peker, 2009) shows that teachers who are above middle age and who did not have much formal computer training in their high school or college education are more likely to exhibit computer anxiety than younger teachers and this can be reflected in their limited use of ICT use in the classroom.

Another fear of the teachers is related to the logistic aspect, to the operation and functioning of the technology. They know that sometimes the internet crashes. In such a case, the language teacher has to be prepared to continue the process doing other exercises, or using other techniques to manage the class. The integration of ICT into the regular school curriculum is another obstacle. The teachers know that there is quite a rigid plan, a curriculum they have to follow, as well as a strict school timetable. All the teachers have to deal with the same problems: how to include and integrate ICT, search for information, new types of lessons, international projects and other types of cooperation-communication, into their usual work so that they don't harm the educational process.

4- The Advantages of ICT Use for Students

ICTs are valuable since they seem ideal for promoting the student centered teaching and learning through the access they provide to sources of information and arenas for interaction. Language classrooms are increasingly turning into blended learning environments that focus on active learning. Active learning advances the learning process and thus raises the quality of the language learning experience. Jonassen et al. (1999) define technology-enhanced meaningful learning as active, authentic and cooperative. In the last decade, changing conceptions of learning and rapid technological advances have been accompanied by changes in language teaching and learning. Blended language learning uses multiple teaching and guiding methods by combining face-to-face sessions with online activities and utilizing a mix of technology-based materials. The growing use of ICT in blended language learning environments has changed the face of language teaching and learning in a beneficial way and will continue to do so along with future technological innovations. The use of several media—audio, video, authentic contexts and real-world experiences help language learners with different learning styles to assimilate the content according to their needs. The ICTs are used in compliance with the students' level of competence, skills and tasks.

ICT—and the Internet in particular—provides language learners with the opportunity to use the language that they are learning in meaningful ways in authentic contexts. The Internet provides an easy and fast access to the use of current and authentic materials in the language being studied, which is motivating for the language learner. Such authentic materials include online newspapers, webcasts, podcasts, newsroom video clips or even video sharing websites such as YouTube, etc. Language teachers can ask learners to access the information online, thus helping them learn with current and real-time materials. Another motivating language learning opportunity using ICT is provided by chat rooms and virtual environments where the language learner can practice not only the written use of the language, but also practice speaking and pronunciation, without the fear of making mistakes. Another advantage is the increase of motivation. The students having shown less initiative in carrying out the assignments, have shown more motivation when they are asked to conduct their duties using different forms of ICT. Some teachers think that students' motivation is increased as a result of student satisfaction with the immediate feedback provided by the computer and the sense of accomplishment and power gained in working with technology.

ICT experience must be pleasant, rewarding, important and without coercion. It's a more facilitating atmosphere in the classroom. The students can more easily comment, commenting on each other's work, offer assistance, and discuss what they are doing. Students feel relaxed in their classes, they do not feel the stress because technology provides different ways in which students can demonstrate what they understand, for example by programming a simulation to demonstrate a concept rather than trying to explain it verbally. Enjoyment is a part of effective learning, thereby raising the learners' interest, increasing personal discovery, generating enthusiasm and the desire to learn, as a result promoting an interest to improve the learners' motivation. Students love working with ICTs and especially using ICTs as instruments to aid in the development of their language skills.

Researches have shown that tasks that involve variety and diversity are more likely to facilitate an interest in learning. Students are likely to accept the use of ICTs if they find them useful and easy to use. Studies done on the use of ICTs claim that pupils using them are motivated to stay on task longer and that they take pride in their achievements using the materials. Researchers have found out that students using them are more dedicated and committed to the tasks compared to the students in classes that don't use ICTs. Enhancement of student self-esteem is reported a very good advantage. Both the increased competence they feel after mastering technology-based tasks and their awareness of the value placed upon technology within their culture, lead to increases in students' sense of self-worth. The teachers see more confidence in the students and it's not just computers, it's a multitude of things, but they can do things on the computers that most of their parents can't do and that's very empowering and exciting for them. Students clearly take pride in being able to use the same computer-based tools employed by professionals. Students gain a sense of empowerment from learning to control the computer and to use it in ways they associate with the real world. Students are able to handle more complex assignments and do more with higher-order skills because of the supports and capabilities provided by technology.

Another effect of technology cited by a great majority of teachers is the opportunities it affords to students for cooperation and collaboration among them. Language teachers are introducing ICT-enhanced language learning projects, including simulations, between their students and groups in other countries, thus widening the language learning perspective into that of learning about the cultural context of the language being used. Previously, students or classes would write letters or later even e-mails to each other. Today, using ICT they can skype or chat online, where they can not only write to each other in real-time, but also see each other and speak to each other online. Students are thus able to write, read, speak, listen, and react to a conversation using ICT as part of the language learning process. They are motivated to communicate and collaborate with peers to produce common products. These beneficial ICT-enhanced language learning activities call for the teacher to organize and monitor them, although in a blended language learning class the overall role of the teacher has changed from the traditional authoritative role to that of a facilitator.

Peer tutoring is another benefit. When the students work together in pairs or small groups using technology on different projects, they are inclined to cooperate together, help each other and tutor each other. This is done for many reasons. One very important reason is that the group can be successful only if all group members are doing their respective work. So they help each other a lot at the computer. Improvement of language skills and increase of communicative skills are achieved through the ICT use. These skills are related to handling information and the language through which it is conveyed in the stages of searching, analyzing and processing information (Lanni, 2005). When ICT use is accompanied with other skills students benefit and gain much more than what was expected. Jarvis (1998) believes that by integrating basic IT skills in the EFL classroom, the students are developing language skills and are equipped with technology skills as well. On-line

debate is an excellent medium for generating social construction of knowledge. According to Elia (2007) "ICT plays apart in fostering intercultural competence", which is a part of learning a second or foreign language.

Talented pupils are provided with a new environment that challenges their knowledge and less talented ones are given the chance to "catch up" by repeating exercises which they did not manage on their first attempt, perhaps at home. ICT use improves learning English along with convenience and efficiency. The use of ICT may lead to: a greater interest and involvement in learning; greater self-esteem; determination to achieve specific tasks; spending more time on the learning task; trying to do better than one's peers; and achieving more control over one's own learning.

5- Conclusions

ICT helps to improve the teaching and learning process for students learning a foreign language. The types of technologies can improve teaching and learning by increasing teacher and student efficiency and reaching different learning styles. The success of ICT when implemented in the foreign language classroom depends on the teacher and the students. It is very important that the teacher is well versed in using the tools surrounding ICT in order to fully take advantage of the benefits that ICT offers compared to a conventional classroom. The need for teacher intervention is essential to avoid leaving the technology to control the lessons. The teacher needs to see the real effect ICT materials have on the learning process. Furthermore, there should be an appropriate balance between hands-on and other work and the motivational aspects of using ICT will be effective only with appropriate planning and guidance from the teacher. ICT has enormous potential to improve learners' achievement by expanding students' learning experience, increasing motivation, enhancing enjoyment and interest, facilitating collaboration, fostering learner autonomy, enhancing self-esteem, increasing commitment to the learning task, promoting global understanding, developing language skills if it is used effectively in the context where learning takes place. Students have events under their personal control and are given the opportunity to do tasks that involve variety and diversity.

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ICT Impact on the Education System

Abstract

This paper presents the results of case studies about innovative ICT supported pedagogical practices in different educational systems. Analysis will be based on the results of those survey countries (PISA) choosing countries that rank at the top of this assessment and in countries that do not have high achievements in this survey. During this study the focus will be on how important the implementation of ICT is to enhance and improve learning outcomes and teaching methods. On the other hand, the aims to use ICT in the school are different between countries that are at the top of the classification and the ones positioned below. In this perspective, the aim of this paper will be the study of the impact of ICT on pedagogical practices in different education systems. Firstly, we will analyze the impact of ICT on student achievements in school. Secondly, our question is: what are the changes in the curriculum during the implementation of ICT in the education system?

Keywords: *ICT in education, curriculum, pedagogy, change, students.*

1-ntroduction

A series of reforms have been performed in Albania since 2005 to enhance the quality and efficiency of the education system. These reforms are related to changes in educational programs, teacher professional development, implementation of interactive methods in schools, specific programs for students in need, and development of creative thinking skills in school curricula. One of the key reforms is the integration of ICT in basic education, starting from 2005. The aims of these changes are related to the development of society, and the primary objective was setting up computer laboratories in every school. After this primary initiative it was important to develop teacher training programs to use ICT in school and outside it is.

Based on numerous changes to our education system in the implementation of ICT in school curricula, it was considered important to study the factors that have had a positive impact as well as factors that have hindered the implementation of ICT in developing countries. A comparative analysis will also show the impact that education policies have on the successful development of ICT in school. To realize this paper we will be based on international exams such as PISA (Program for International Student Assessment) of the Organization for the Economic Co-operation and Development (OECD), which compares the academic achievements of students in specific academic areas. According to PISA (2003) Hong Kong and Finland have the highest achievements in the four fields (literature, mathematics, science, and problem solving situations) (OECD; 79). On the other hand, studies related to the integration of ICT in education (Module 1 & SITEMS M1;54) will also be considered. These studies conduct research on how ICT is used by teachers and by students in school, analyzing also the school infrastructure and pedagogical practices (Pelgrum & Anderson; 86).

In this study will be highlighted the importance of ICT in both teacher professional development and student development. In today's digital society ICT competencies are among the most required competences in the labor market, while the development of these competencies within the school environment, enables students to be practical and capable for the labor market (OECD, 2004, p.80). By pointing out these differences, according to Voogt (Voogt & Odenthal; 25), today we can talk about a transition from a former industrial society into a digital society.

Changes in society often bring about pedagogical changes in the school system. Teachers are the first actors to change teaching forms and methodologies depending on social demands. But students as well change the learning methods because they have more choices to information and even more opportunities to learn from each other or with each other. The following table is based on these conceptions, according to:

Table 1. *Overview of pedagogy in the industrial versus the information society (Voogt & Odenthal; 270)*

| Aspects | Less (pedagogy in an industrial society) | More (pedagogy in the information society) |
|----------------------|--|---|
| Active | Activities prescribed by teachers. Whole class instruction. Little variation in activities. Pace determined by the program. | Activities determined by learners. Small groups. Many different activities. Pace determined by learners. |
| Collaborative | Individualist Homogeneous groups Everyone for him/herself | Working in teams Heterogeneous groups Supporting each other |
| Creative | Reproductive learning Apply known solutions to problems | Productive learning Find new solutions to the problem |
| Integrative | No link between theory and practice Separate subjects Discipline based Individual teachers | Integrating theory and practice Relation between subjects Thematic Teams of teachers |
| Evaluative | Teacher directed | Student directed |

According to Voogt & Pelgrum (Voogt & Pelgrum; 286) pedagogical changes are associated with changes in curriculum, as the curriculum must be updated with information. Changes in school curricula should be adjusted depending on the context in which they take place. An important factor is the context of the school culture which plays the primary role in a successful implementation of ICT in the curriculum, and the implementation of innovative pedagogies in educational systems (Fullan; 25).

What we will go in depth in his study is the impact that ICT has had on teaching practices and student achievement as well as curriculum changes in countries ranked first in the PISA exam. To answer these questions we will rely on curricular developments that have taken place in the Albanian education system.

2-Impact of ICT on the Curriculum and Student Achievement in Education

To analyze changes in the curriculum during the implementation of ICT in school we will rely on the three phases that relate to the way how the changes occur in the implementation of ICT in the education system.

1. Curriculum development: changes in content and goals of the school curriculum.

2. Implementation of ICT in schools: the changing role of teachers and 21st century student requirements, in countries ranked in the first places in the PISA exams.

3. High student achievements in the implementation of ICT in school.

In the following paragraphs we will explain each stage based on the above mentioned studies and analysis of the curricula in the Albanian education system.

a. Developing the curriculum

ICT initially started to be considered important being studied as a separate subject, so that every student was skilled in core competencies of Office package use. With these core competencies students would gain good knowledge on computer and Internet use in daily life. However, the rapid development of technology made new demands arise for teachers as well as new requirements of the labor market. To respond to these changes, more economically developed countries began to make first changes in school curricula (OECD; 25). According to Voogt, countries such as Hong Kong, Finland, the Philippines, began to integrate ICT into teaching curriculum so that each student was able to use ICT to find information, to develop information, and to analyze it according to the requirements of the particular subject.

According to Voogt “an interactive guide on mathematics is used by the 9th grade students to realize geometric analysis. Through this electronic portal students create simple geometric figures, create equations, and solve equations seeking online help from their peers. The main purpose of this portal was that students develop critical thinking through activities that develop them individually. In this way students learn in more depth, and try to find solutions autonomously “(Voogt ;165).

Given these changes, the first step for the development of ICT would be the change of the purpose of the educational system, as well as the change of the curriculum content, a curriculum based merely on books vs. a curriculum based on digital information, of digital content to provide school information in any place and at any time. It is important to note that these changes do not alter any curriculum information but enable deeper information to assist in the development of innovative capabilities and development of skills in the 21st Century (UNESCO; 31).

These skills relate to the need for lifelong learning and acquiring practical skills. In the new curriculum reform of basic education, subject integration, integration of ICT in each subject of basic education, and development of critical and creative thinking and problem solving are given priority. The aim of this reform is to prepare new students with practical and scientific competence needed for learning within the school but also outside it. The curriculum aims to a) change the quality of student thinking focusing on creative and problem-solving thinking, b) support the students to learn more about themselves and the world around them, c) know how to receive and give information depending on the audience surrounding them, d) select and manage digital information in the most accurate way, f) include digital literacy in primary school and start learning ICT from the primary cycle, e) learn to work independently and in groups on specific tasks, f) support students in learning how to learn, g) use student experiences to explain academic concepts. At this stage ICT is not seen as a skill that is acquired separately but as a skill which develops more when it is used as a teaching method by teachers of all subjects.

In the following paragraphs we will explain how curriculum changes and extensive integration of ICT in the curriculum have brought changes in the work and role of the teacher.

b. ICT implementation in school: change of the teachers' role and requirements of the 21st century.

As the focus of this paper is on ICT in education and changes its implementation brings across all the links of education, in this paragraph we will continue to explain the implications that it might have for teachers and students. Digital literacy, e-literacy, new literacy, screen literacy, multimedia literacy, ICT literacy are all terms that describe clusters of skills that students (and their teachers) need in the digital age of the 21st century. Because of ICT, literacy concepts have extended well beyond traditional notions of print-based literacy. To be literate today requires the ability to interpret and write various codes "such as icons, symbols, visuals, graphics, animations, audio and video" (Nallaya; 48).

Whichever term one chooses to describe the skills students of today need, it should embrace basic literacy, that is, ICT enabled reading and writing, as well as many new related skills identified by Nallaya (Nallaya; 30). For this reason, it is preferable to use a plural term, and hence the term we adopt in this document is digital literacy. At the core of digital literacy are reading and writing, not only page reading and writing on paper, but also their electronic extensions on the one hand, screen reading and internet surfing [reading], and on the other hand, texting, keyboarding, and mailing.

Digital literacy includes abilities such as:

- Searching, sifting, scanning and sorting information
- Navigating through screens of information
- Using ICT to create and share information
- Using ICT to research and solve problems
- Locating and evaluating information
- Retrieving, organizing, managing and creating information
- Sending and receiving messages
- Preparing multimedia presentations
- Reading the screen, surfing the internet and sending messages, using the keyboard and sending emails. (UNESCO; 36).

Based on the above paragraph, a number of related skills, which other authors refer to as information literacy, media literacy or visual literacy, comes out. These skills are part of related digital illiteracies (UNESCO; 37):

- Using ICT skills to create and share information;
- Searching, sifting, and selecting information;
- Navigating through screens of information;
- Finding the location and evaluating the information;
- Using ICT for research and problem solving;
- Preparing multimedia presentations;
- Retrieving, organizing, managing and creating information
- Sending and receiving messages.

Furthermore, the types of texts that students today interact with are part of students' life worlds. These texts comprise the various codes identified by Nallaya above: icons, symbols, visuals, graphics, animation, audio and video (Nallaya; 45). Nallaya continues: Teachers who do not acknowledge these texts as part of the repertoire of textual materials in the classroom can make the learning process less authentic, as well as disengage learners 'real life experiences from every day classroom learning and teaching" (Nallaya; 48).

Thus, the use of multi-modal texts in the classroom, along with presenting skills ought to assist teachers in separating the widened range of skills now required of students. If the teacher has previously been the master of power of information, today students come to school already equipped with this large capacity information. The teacher's role will be to help students to develop further information, information analysis, and its precise meaning. To assist in the development of innovative pedagogies such countries as Hong Kong, Finland, Australia, have a school calendar where they develop innovative practices in school. These practices are not related to how students are trained in scientific aspects of the subjects but to the development of practical skills, such as development of problem-solving skills, use of ICT for curricular projects, presentation and publication of tasks, evaluation forms of group cooperation.

The evaluation of these activities is primarily conducted through a formative assessment, where students are explained the achievements or errors that they can correct, and in a second phase the students are evaluated by grade for activities conducted. These practices help students to progress quickly in the forms and techniques of learning, teach them to work autonomously within a preset time, and require students to work in pairs and to solve difficult problems. These forms of learning, and the possibility of getting information and analysis of expanded information using multiple sources, not just the book, prepares these students to cope better during tests of international exams. These techniques also help students be more successful and more prepared to the requirements of the labor market (Chow; Kankaanranta; Law; 59).

c.High student achievement during the implementation of ICT

Most economically developed countries and countries ranked first in the PISA exam, Hong Kong included, stated that the international criteria for the rapid development of education meets the needs of the local society. On the other hand, there are countries that have established national bodies to further specify the international criteria to better respond to their local needs. Studies show that when school starts from social needs to realize specific changes, then school is very close to the labor market. It should be noted that all the countries located at the top list of the PISA survey, pay great importance to research competence, organization, analysis of information, communication and publication through various media forms. These powers increase the capacity of thinking and searching for more accurate solutions to the problem presented.

The Finnish educational system shows clearly the weight of the curricular projects organization in the school curriculum. According to Finland innovative classes involve students to participate in educational projects related to complex problems of the real world that surrounds them. Schools also organize open meetings, which allow students to participate in meetings with businessmen, scientists, personalities so that they have the opportunity to get accurate answers to their questions but also be sure for the choices they will make for the desired profession (Chow; Kankaanranta; Law; 96).

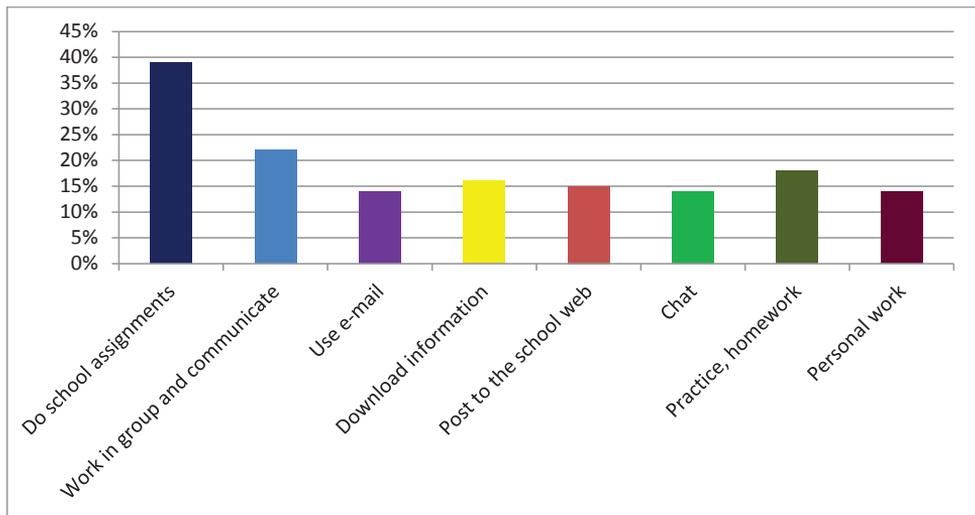
Same practices are found in the education system of Wisconsin while reading the summary of ICT standards in basic education. By analyzing the expectations of the community and employers about what they think the students need to know to be successful, they indicate broad areas of application of knowledge such as communication, thinking, problem solving, decision making and practical use of ICT. These fields are related or go beyond vocational fields of individual subjects.

When students apply their knowledge within and across different curricular areas, they develop concepts and complex thinking. Community members need these skills as responsible citizens. Employers require employees to evaluate and demonstrate these skills because they are people who can continue learning and connect what they have learned with job requirements. College and university faculties recognize the need for these skills as a means of developing a level of understanding that separates the expert from the novice. Teachers in every class should expect and encourage development of these applications separately, both to promote the learning of course content as well as to extend learning along the entire curriculum.

Based on this review one can clearly see the weight that is given to innovative skills in the school system, and the importance of these skills to have successful students. According to studies conducted in the PISA survey, it is clear that a large part of students in Finland and Hong Kong use Internet to accomplish tasks, while teachers to publish exercises for students, but also as student tasks assessment. It should be noted that 90% of the population of these countries own personal computers and have access to Internet due to the high economic development. Students are required to systematically perform some tasks using computer.

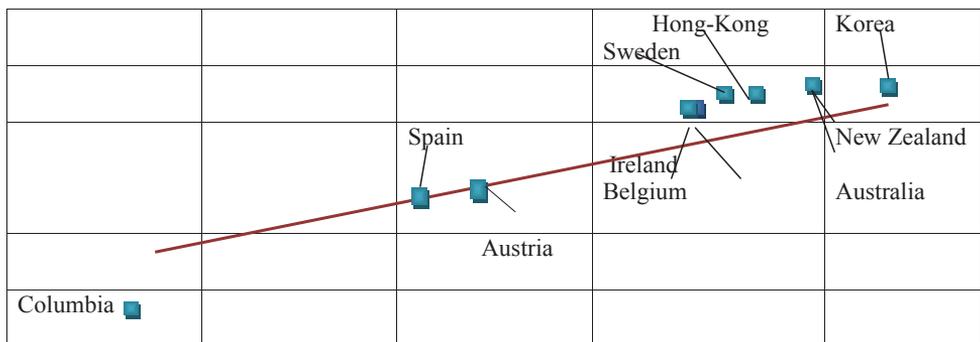
The following table will provide examples of exercises that students must realize once a week via computer to meet the teachers' requirements. From selected OECD countries, 39% of students report that they use Internet to do school assignments, 22% use the computer to work together and to communicate with other students. It is also reported that 14% use email, 18% do homework individually, 15% chat, and 14% use the computer for other personal work. Some of the students (15%) report that they use the computer to post materials on the school Web.

Table 3. *Percentage of computer use in school (once a week) .*



It is clear that ICT takes a wide space in school curricula of these countries. A second point in order to further advance and prepare practice driven students is the accomplishment of tasks through practicing ICT. This form also encourages students to develop cross-curricular competencies; one of them is digital reading. If we look at the statistics of Pisa 2009 report we find a close relationship between the ability to search for digital information and digital reading (see Table 3).

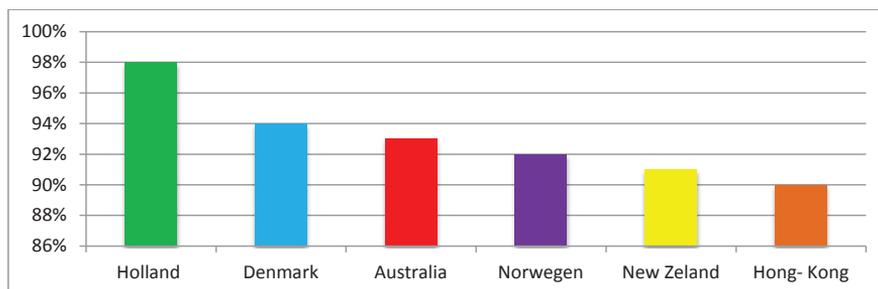
Table 4. *Correlation between research on the Internet and high achievements in digital reading.*



The table provides the correlation between research ability and digital reading performance; it is clear that in countries where students are more in contact with the computer there are highest achievements of digital reading, and it is seen that Korea is in the first place followed by New Zealand and Australia. It should be taken into consideration that the number of computers connected to Internet is very high. 93% of students in developed countries classified by OECD report to have access to school computers. More than 98% of students (Netherlands, Denmark, Australia, Norway, New Zealand, Canada, Sweden, Hong Kong and part of Thailand) report

having access to school computers. The same percentage of students also has Internet access to further develop their competences. This percentage refers to a part of the countries shown in Table 5 (PISA 2009).

Table 5: Percentage of Students Who Use Internet and Computer in School



In order to bring our students closer to the above mentioned developed systems these skills occupy a major part of the curriculum reform in our educational system. The reform starts from primary education. In primary education it should be taken into account that students should not be overloaded during ICT classes, but rather learn through playing and practicing. Learning time should be based on a theme tailored to each age. Computer is used as a tool to play with programs, whether learning fun games, writing programs, cuts, presentations, searching the internet or communication. In this way creativity is stimulated, motorist development is encouraged and thinking about problem solving is driven. The success of this lesson is reflected especially in the freedom gained by the students in using ICT tools, in the cooperation with classmates, in building autonomy in decision-making and responsibility to the community.

3-Conclusions

This paper analyzed changes occurring in educational curricula during ICT implementation in the school system. During this analysis we tried to highlight that during the integration of ICT it is not necessary that every curriculum be created from the beginning. The Curriculum changes taking into account the skills needed by students in the 21st century. Many innovative practices are intended to guide curriculum towards a curriculum that promotes lifelong learning and development of practical skills needed for the job market.

During the transition from an industrial society to a digital society, more importance is given to forms of findings, analysis and communication of information depending on media forms. On the other hand it is clear that ICT is not an acquired skill in itself, but it helps and is influenced by collaborative skills, communication skills, and problem solving. Given this view it is important that the ICT subject is developed as a cross curricular subject that permeates all curriculum subjects. During this analysis it also results that the teachers and students use ICT skills in

various forms. Students are often driven by curiosity in search of innovations in the field of technology, making them advance rapidly in this direction.

On the other hand we see that systems that regularly use ICT for performing analysis and assignments mark highest achievements in PISA survey, but these achievements are also related to the assistance that school gives to every student to realize complex projects. Reflecting on curricular changes in Albania, ICT curriculum aims to develop students' innovative skills, and innovation management skills, skills that every student needs in his/her further studies. In this analysis we clearly saw that the curriculum needs constant changes, but these changes should be planned in accordance with the context in which they are conducted and in accordance with the school culture. Students are successful when education is successful, provides answers to students' questions and runs parallel to their needs.

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An e-Syllabus Model for the Turkish Language and Literature Departments

Abstract

In the last ten years, technology is developing rapidly and it is being used in all sectors. Education is one of these sectors. Computer and other related materials began to be used in education. However, this was not the only development. Smart boards in classrooms, computer labs, projections and internet access not only facilitate education but also improve the quality of education. Sharing curriculum on the internet is done by using this technology. Firstly, a syllabus which is prepared on paper has to be transferred to an e-syllabus. Thanks to the e-syllabus, a student can find easily all the information about the course. The study will also examine the importance and benefits of e-syllabi. E-syllabus of Turkish syntax is used as a sample taken from the department of Turkish Language and Literature.

Key words: *e-syllabus, Turkish Language and Literature, Turkish syntax*

1-Introduction

Technology is developing very fast and it is facilitating the basic needs of human beings in all areas. Thanks to these developments people had gone to the place where they could not go earlier and met people whom they did not even know. Once upon time, human beings could not even afford to climb a mountain without improving the previous technology. Nowadays, they have gone to space. Developments in every field are still continuing.

Until the beginning of the 2000's, technological developments in the field of education were very far behind. The developments were mainly focused in the fields of transportation, communication, war, food, clothing and entertainment.

Education and training did not benefit enough from the technological opportunities. In particular, developments in the field of computer and internet made it possible for new developments in the field of education. More than ten years ago, it was not possible to use the computer in the class. Nowadays "smart boards" and "tablet computers" began to be used as highly developed educational materials.

Perhaps the saturation from the developments in other areas has enabled big firms to invest in educational technologies.

Innovations and developments in the field of education are continuing to develop and teachers who use it have begun to catch up. A geography teacher takes away his students all over the world by using the "Google Earth" program. He also brings the World into classroom by using the same method.

A brain surgery in India can be monitored through video conferencing anywhere in the world. Medical students may take such courses from the world famous surgeons while they are in their own countries and in their own schools. Researchers can make studies more quickly by using electronic libraries, catalogs, internet, electronic journals and e-books. Many people, who are unable to continue their education for various reasons, can complete their education through "distance learning".

Thanks to the assistance of technology in education, learning is becoming easier and more interesting. However, using these opportunities in education or learning how to use them also needs a focus on other issues. Companies cannot develop new and beautiful products, if people don't use these products or don't learn how these products.

Curriculum prepared at universities is a very important benefit facilitated from the technological facilities. In the Bologna process which applies in Europe, Turkey and some countries, syllabuses of all courses are prepared as an electronic syllabus.

“The European Credit Transfer System Information Package”, also known as an ECTS application constitutes a common understanding of a credit between universities. This information package includes all the information about all courses in one department which are compulsory or elective in a period of three or four years of education. This information is shared with the entire world on the internet. The most important aspect of this application will be the following: Students can easily access programs via the internet and can find detailed information about the selected course.

In this study, we will try to examine e-syllabus’s benefits to students and the learning process. Furthermore, in this study, we will focus on the syllabus of Turkish Syntax taught in the department of Turkish Language and Literature. We will create an e-syllabus model which can be applied in other courses. This study will include the following main points:

1. ECTS Information Package and information about e-syllabus.
2. The benefits of e-syllabus to students and learning process.
3. Preparing an e-syllabus:
 - a. Explanation of the general information of the course
 - b. Course description and objectives
 - c. The preparation of the curriculum (the distribution of subjects over 14 weeks)
 - d. Outcomes of the course
 - e. Academic references for each course
 - f. Examination and assessment methods
 - g. ECTS information
 - h. Preparing an e-syllabus
 - i. Sharing e-syllabus on internet
4. Conclusion and evaluations

2- Information About ECTS Information Package and e-Syllabus

a. Information about the University

Name and address
The academic calendar
Academic officials
The type and status of the institution
Programs Offered
Admission and Registration Procedures
The university regulations and the recognition process
University ECTS Coordinator

b. Information on Programs

General Description
Qualification Awarded
Specific Admission Requirements
Occupational Profiles of Graduates
Educational and professional goals

Access to Further Studies
Course structure diagram with credits, Program Section (year 60 ECTS)
If there is, final exam
Examination, Assessment Methods and Criteria
Department ECTS coordinator

c. Identification of Each Lesson

Name of the course
Course Unit Code
Course Type
Level of Course
Academic year
Regular Semester
Course's date and time
Office hours
Credits and ECTS
Name of lector
Objectives of the course in terms of learning outcomes and competences
Course outline
Prerequisite(s)
Description
Textbook
Other References
Teaching methods
Assessment methods
Language of the course
Learning outcomes of the course
Learning outcomes of the department

d. General Information for Students

Expenses
Accommodation
Food
Health facilities
Facilities for students with special needs
Insurance
Financial support opportunities for students
Office of Student Affairs
Job opportunities
International programs
Practical information for exchange students
Language of the Courses
Internships
Sports facilities
Leisure and hobby activities on free time
Student clubs

3- The benefits of the e-Syllabus and ECTS Information Package, in the Students Learning Process

a. The Benefits of Choosing the Appropriate University:

It is very important for people to choose their own profession according to their abilities, desires and interests. This is necessary for the person, (individual) and the society. In order to do that, the information about employment opportunities should be given to young people in high school. The fact that the technology is being used at an early age makes it possible for high school students to conduct research about the departments and professions that they will chose. The universities and departments should highly emphasize the employment opportunities while introducing and presenting themselves. Each faculty and department with the help of ECTS information package that was mentioned above can offer all the necessary information to the students. The students who are going to choose the university will be able to choose the profession and the department according to their skills, interests and capabilities. Furthermore the student can learn more information through this package. It can learn about the location of this university, conditions, teaching system, and methods. (Ko, Susan; Rossen, Steve; 2010, 117)

b. The Benefits of Choosing Courses:

Students studying at the University will know the compulsory and elective courses through course preference section and will make the choice for the subject that is available in the department. With the required information the student will be able to choose elective or non- elective courses in the same field. This information plays an important role in particular for the elective courses. Previously the students were choosing the courses with hearsay information or with little information provided by the University. The students now are able to select courses based on their content. (Grunert, 1997, p. 14-19)

c. The Benefits of the Follow-up and Processing of Course:

This information package and in particular e-syllabi provide information about the contents of the courses. Thanks to the information contained in these syllabi, the students can learn everything they need to know about the courses.

From course type to course hours and from weekly course outlines to the dimensions of the issues. This information will help students to better follow that course. In this study, we particularly will provide you an e-syllabus that contributes to the processing of the course. The best prepared e-syllabus provides information referred to in section c. However, the most important point in an e-syllabus is its outline giving weekly topics. (Parkes, Jay; Harris, Mary B.; 2002, 57)

Another important point is that the teacher and students follow courses according to the syllabus. I think this issue needs to be taken a step further. Dividing the course topics in 14 weeks is not enough. According to an e-syllabus, students should know which weeks, which hours and which topics should prepare during their courses. In addition, teacher of this course should share course materials with his/her students. (Diamond;1989, 279)

d. The Benefits of Students who Come to Course Prepared:

Efficiency of a course should be increased by when both the teacher and the student come prepared and motivated to course. While teacher comes to lesson making the necessary preparations, he also expects his/her students to come well prepared. Therefore, it is important that some activities should be made first. For example, sharing the syllabus with students, giving the course topics weekly and sending course materials should previously. If a student knows which topic he should learn and from which sources it can be done, he will prepare for the next course. Students participating to the course can learn the information provided by the teacher better. The teacher will also have the opportunity to make some analysis and synthesis instead of giving some basic knowledge. (Grunert, 1997, p. 14-19)

We would like to suggest that teachers should share course materials with her/his students. If there is a reference book, teacher should share this book and provide his/her students with it.

The important point in interactive lessons is that each teacher should prepare course presentation and share it. Even if there is not the possibility to present this material in classrooms, presentations should be shared with student's before the course by an e-syllabus. (Smith,1993; 215–221)

The influence of the presentation has an indisputable impact on learning. If there is no possibility for teachers to make presentations in classrooms, at least students should follow these presentations by their electronic tools. This will help the students to be more attentive as well as to understand the topics more quickly.

e. The Benefits of Student Exchange Programs:

E-syllabi are also important particularly in terms of students exchange programs such as Erasmus or Erasmus Mundus. The department which sends its students for exchange programs can access easily the other department's programs and courses' ECTS.

4- Preparation of an e-Syllabus

Preparing a quality e-syllabus which is easily understood by both the teacher and the student is very important in terms of education and training. The experience gained during several years proves the accuracy of this information. While preparing a syllabus there come out some questions: where to begin, what to do and which way to follow? It is important to find the answers to these and similar questions during preparing an e-syllabus. In this part of our study we will prepare an e-syllabus of "Turkish Syntax" taught in department of Turkish Language and Literature. During the preparation process we will try to give answers to these questions and create a model for other courses. (Davis, B.; 1993, 15)

Preparing an e-syllabus should be done by using an international format. This international format should be a standard format which is compatible with the Bologna Process. In such syllabus general information of the course, course

description, outlines, learning outcomes, reference books, examination and assessment methods and ECTS status information must be available.

a. Specify the General Characteristics of the Course

Firstly, during the preparation of such a syllabus general information about the course should be given. This section should consist of some knowledge such as which department offers the course, the course name, course code, course type, course level, in which term it is taught, the instructor and assistant of the course, language of course, which classroom and when it occurs. (Altman, H.B. and Cashin, W.E.; 1992, 2)

The following table is an example of the e-syllabus prepared for “Turkish Syntax”

Figure 1:

| General Info | Syllabus | Outline | Outcome | Textbook & References | Exams & Hours | ECTS | Prerequisites |
|---------------------------|--|---------|-----------------|-----------------------|---------------|----------------------|---------------|
| Department *: | Department of Turkish Language and Literature | | | | | | |
| Course Name (SH) *: | Gramatika e gjuhësTurke III (Sintaksa) | | | | | | |
| Course Name (EN) *: | Turkish Syntax | | | | | | |
| Course Code *: | TDE | 211 | Section Number: | 1 | | | |
| Course Type *: | B | | | | | | |
| Course Level *: | Bachelor | | | | | | |
| Regular Semester *: | 3 | | | | | | |
| Lecturer: | Adem Balaban, PhD | | | | Office hours: | Monday, 13.00-14.00 | |
| Assistant Lecturer: | Hakan Kaçar, MA | | | | Office hours: | Tuesday, 11.00-12.00 | |
| Course Languages *: | <input type="checkbox"/> Shqip <input type="checkbox"/> English <input checked="" type="checkbox"/> Turkish <input type="checkbox"/> Arabic <input type="checkbox"/> Spanish | | | | | | |
| Course Hours & Classroom: | Monday, 10.30-11.20 and Saturday, 08.30-10.20 | | | | | | |

b. Preparation of Course Description and Objectives

In this section, brief description of the course and objectives of the course are given. A student gets information about the content of the course and learns the goals and objectives of the course.

Figure 2:

| General Info | Syllabus | Outline | Outcome | Textbook & References | Exams & Hours | ECTS | Prerequisites |
|-----------------------|---|---------|---------|-----------------------|---------------|------|---------------|
| Syllabus Language *: | <input type="radio"/> Shqip <input checked="" type="radio"/> English <input type="radio"/> Turkish <input type="radio"/> Arabic <input type="radio"/> Spanish | | | | | | |
| Course Description *: | Characteristics of Turkish syntax, Topics will be discussed under two headings as phrases and sentences. In this course some topics will be studied such as word types, word groups and structural features, sentence, sentence components and their properties; types of sentences; dependent and independent sentence types. | | | | | | |
| Objectives *: | <ol style="list-style-type: none">1. Explain the syntax structure of Turkish.2. Explain the syntax specifics of Turkish.3. Explain the of Turkish syntax structure and explain the reasons of them. And give some examples.4. Recognize the expression which are suitable to Turkish structure.5. Recognize Turkish phraseology | | | | | | |
| Lab Work: | No | | | | | | |
| PC Work: | No | | | | | | |
| Other: | No | | | | | | |

c. Preparation of Course Curriculum (The Distribution of Topics Over 14 Weeks)

This section is the most important part of the e-syllabus. In this section, course topics taught over a period are given. Lecturer divides the outline of the course in 14 weeks. He determines the topics that will be studied weekly. Then he formulates related course materials.

These materials are textbooks, reference books, lectures, articles, etc. It is important that the students should access easily the course materials. The topics in an e-syllabus are the issues that we emphasize and in particular:

- Instructor regulates the topics of the course in 14 week.
- These topics are separated by their own sub-topics.
- Preparing course material for each topic every week.
- Opening a web page for the course by the instructor
- Students access course materials, presentations and publications in this page
- Opening a web page for the course by the instructor

This section is a sample course model for the department of Turkish Language and literature.

Figure 3:

| General Info | Syllabus | Outline | Outcome | Textbook & References | Exams & Hours | ECTS | Prerequisites |
|--------------|----------|---------|---|-----------------------|---------------|------|---------------|
| Outline: | | Week | Topic | | | | |
| | | 1 | The role of the sentence in linguistics and grammar | | | | |
| | | 2 | Formation and elements of the sentence | | | | |
| | | 3 | Sentence and its elements | | | | |
| | | 4 | The Subject | | | | |
| | | 5 | The Verb | | | | |
| | | 6 | Complements | | | | |
| | | 7 | Word groups in sentences | | | | |
| | | 8 | Midterm exam | | | | |
| | | 9 | Word groups in sentences | | | | |
| | | 10 | Word groups in sentences | | | | |
| | | 11 | Word groups in sentences | | | | |
| | | 12 | Sentence types | | | | |
| | | 13 | Sentence types | | | | |
| | | 14 | Sentence types | | | | |
| | | 15 | Sentence types and its analysis | | | | |
| | | 16 | Final exam | | | | |

When a student clicks on a given topic in an e-syllabus, the web page of course opens. Students can read course materials or can download it. Sample web page: [https:// sites.google. com/a/ beder.edu.al/abalaban/](https://sites.google.com/a/beder.edu.al/abalaban/)

d. Learning Outcomes

In this section the course of learning outcomes should be given. By the learning outcomes, the students can learn what this course benefits are. The lecturers also can teach the course according to outcomes.

Figure 4:

| General Info | Syllabus | Outline | Outcome | Textbook & References | Exams & Hours | ECTS | Prerequisites |
|--------------|----------|-------------------|--|-----------------------|---------------|------|---------------|
| Outcome: | | + Add New Outcome | | | | | |
| | | No | Outcome Description | | | | |
| | | 1 | The students learn the concept of a sentence | | | | |
| | | 2 | The students learn types of sentence | | | | |
| | | 3 | The students make comparisons of sentence | | | | |
| | | 4 | The students evaluate phrases | | | | |
| | | 5 | The students make an analysis of sentence with example | | | | |
| | | 6 | The students examine sentences from periods of Turkish | | | | |

e. Academic References for Each Course

Using only one reference at the university level education is not correct. Different reference books should also be offered. In this section, lecturer of the course indicates different references which the students will benefit. Resources should be accessible to students. Therefore available references at library should be used primarily. (Altman, H.B. and Cashin, W.E.; 1992, 2)

Figure 5:

The screenshot shows a course management system interface with a navigation bar at the top containing tabs for 'General Info', 'Syllabus', 'Outline', 'Outcome', 'Textbook & References', 'Exams & Hours', 'ECTS', and 'Prerequisites'. The 'Textbook & References' tab is active. Below the navigation bar, there are two main sections: 'Textbook:' and 'Other References:'. Each section has a green '+ Add New [Book/Reference]' button. The 'Textbook:' section contains a table with 6 rows, each representing a book with a 'No' column and a 'Book' column. The 'Other References:' section contains a table with 3 rows, each representing an 'Other Reference' with a 'No' column and an 'Other Reference' column. Each row in both tables has a red minus sign icon in the rightmost column, indicating a delete or edit function.

| No | Book |
|----|--|
| 1 | Ergin, Muharrem; Türk Dil Bilgisi, Boğaziçi Yayınları, İstanbul, 1984. |
| 2 | Eker, Süer; Çağdaş Türk Dili, Grafiker Yayınları, Ankara, 2003. |
| 3 | Banguoğlu, Tahsin; Türkçenin Grameri, TDK Yayınları, Ankara, 2007. |
| 4 | Deny, Jean; Türk Dili Gramerinin temel Kuralları, TDK Yayınları, Ankara, 2004. |
| 5 | Atabay, Neşe ve S. Özel. Türkiye Türkçesinin Sözdizimi. Ankara: TDK Yay., 1981. |
| 6 | Demir, Nurettin ve Emine Yılmaz. Türk Dili El Kitabı. Ankara: Grafiker Yay., 2003. |

| No | Other Reference |
|----|---|
| 1 | AKSAN, Doğan: Her yönüyle dil: Ana Çizgileriyle Dilbilim (5. Baskı: 3 cilt bir arada), Ata... |
| 2 | BANGUOĞLU, Tahsin: Türkçenin Grameri, Baha Matbaası, İstanbul, 1974 (Türk Dil |
| 3 | ERCİLİSUN, Ahmet Bican: Başlangıcında Yirminci Yüzyıla Türk Dili Tarihi, Akçağ Yay., ... |

f. Examination and Assessment Methods

The status and form of examinations is a very important factor which affects the motivation of the student. At the beginning of the semester, the instructor shares the information about total score. Students will prepare according to this situation and criteria. In the following table, is given the measurement and the evaluation table of the Turkish Syntax course.

Figure 6:

| General Info | Syllabus | Outline | Outcome | Textbook & References | Exams & Hours | ECTS | Prerequisites |
|---|--------------------------------|---------------------------------|---------------------------------|-----------------------|---------------|------|---------------|
| Weekly Lecture Hours *: | <input type="text" value="3"/> | | | | | | |
| Weekly Seminar Hours: | <input type="text" value="1"/> | | | | | | |
| Weekly Lab Hours: | <input type="text" value="0"/> | | | | | | |
| Grade Name | Quantity | Percentage | Total percentage | | | | |
| Midterm: | <input type="text" value="1"/> | <input type="text" value="30"/> | 30 | | | | |
| Quiz: | <input type="text" value="0"/> | <input type="text" value="0"/> | 0 | | | | |
| Project: | <input type="text" value="1"/> | <input type="text" value="15"/> | 15 | | | | |
| Semester Project: | <input type="text" value="0"/> | <input type="text" value="0"/> | 0 | | | | |
| Lab Work: | <input type="text" value="0"/> | <input type="text" value="0"/> | 0 | | | | |
| Attendance: | <input type="text" value="1"/> | <input type="text" value="10"/> | 10 | | | | |
| Contribution of intermediate grades on the final assessment: | | | 55 | | | | |
| Contribution of final exam on the final assessment: | | | <input type="text" value="45"/> | | | | |
| Total: | | | 100 | | | | |

g. The ECTS Information of Course

Another important issue to be defined is the credit information of the course. The student can learn the teaching load per week, American credits and ECTS. This also provides significant facilities about the selection of the courses and student exchange programs.

Table 7:

| General Info | Syllabus | Outline | Outcome | Textbook & References | Exams & Hours | ECTS | Prerequisites |
|----------------------------|---------------------------------|---------------------------------|----------------------|-----------------------|---------------|------|---------------|
| Activity: | Quantity | Duration (hours) | Total (hours) | | | | |
| Course Duration: | <input type="text" value="16"/> | <input type="text" value="4"/> | 64 | | | | |
| Studies Outside Classroom: | <input type="text" value="14"/> | <input type="text" value="2"/> | 28 | | | | |
| Duty - Assignments: | <input type="text" value="1"/> | <input type="text" value="3"/> | 3 | | | | |
| Midterm: | <input type="text" value="1"/> | <input type="text" value="10"/> | 10 | | | | |
| Final: | <input type="text" value="1"/> | <input type="text" value="16"/> | 16 | | | | |
| Other: | <input type="text" value="1"/> | <input type="text" value="4"/> | 4 | | | | |
| Total: | | | 125 | | | | |
| Credit: | | | 3,5 | | | | |
| ECTS: | | | 5 (5.00) | | | | |

h. Publication of Curriculum on Web Pages for All Students

After preparing the weekly topics, syllabus should be transferred into the electronic environment. Thus, e-syllabus is created. For both students and faculty good course materials should be achieved easily. Therefore, instructors shall share course materials as in table 7. The student goes to web of course here: <https://sites.google.com/a/beder.edu.al/abalaban/>

Figure 8:



5- Conclusions and Evaluations

The technology is being used everywhere nowadays. Education and training should also benefit from technology. The universities should make use of all the advantages of the technology. Universities are regarded as leaders of all kinds of educational institutions. The technological products are indispensable in the functioning of the course as well as in doing extra-curricular activities. Particularly the prevalence uses of computers and internet have made it mandatory using them in education. As a result of that the universities should lead other institutions by being an example in this respect as they are in all other aspects. In particular, the application of e-syllabus information and its publication on the internet will provide many facilities for both students and faculty members. There are many benefits if you follow-up the course materials. Particularly, the interaction process between student and teacher can be easily achieved. To sum up I would say that we are living in the age of the information and technology, so the e-syllabus application seems to be an inevitable in effective and positive learning.

References:

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Postmodernism Art-Theory: Satire, Irony and Grotesque in Anti-War Novel "Catch-22"

Abstract

This abstract is a study of Catch-22 (1961), a specific early document of American postmodern literature. In particular, this one is going to present the critical argument on this novel as parallel to the wider concept of the postmodernism. My claim is that, this novel is going to be treated in accordance with postmodern thought to paradox, irony, black humor, which is a line between fantasy and reality and readers of the novel are unsure about the point at which realism fades into fantasy and a collapsed literary possibility, traditional techniques in literature, for these literary issues in fact have come out many interpretations. So to attain best this argument is an approach to Catch-22 of Joseph Heller.

In attempt to, firstly, demonstrate how critics have reduced the potential meaning of the novel in imposing its own notions of a literary-historical circle and secondly, how readings of Heller's characters in the novel can reveal an untapped possibility for further exploration of the broadest definitions and interpretations of the project of postmodernism. Through this work will be obviously explained some of the most essential and basic postmodernist devices especially through the art of writing and language used.

Not only marginalized, lateral characters will be on the spotlight of observation and analyses but also the major and protagonist ones will characterize the typical features of postmodern notion.

Keywords: *Postmodernism; Satire; Paradox; Black Humor; Catch-22*

1- Introduction

The sphere of postmodern literary criticism, an arena very much accomplished to the idea of “collapsing the traditional literacy conventions,” is ideally equipped to challenge the authority of any contrary ideology putting pressure on this movement being without basic foundations and thanks to this, it has been constantly on the verge of anxiety, being criticized of stemming from its own lack of authority.

Many theoretical practices that coexist under that umbrella of postmodernism, the above quotation from Linda Hutcheon should ensure some relief. Here Hutcheon suggests that the influential theories of Michel Foucault (a French philosopher and a historian of ideas), Jacques Derrida (a French philosopher whose work is known as a post-structuralism related with postmodern philosophy), and Karl Marx (a German philosopher focus on the economic structure) stick in despite the paradox that they are “implicated in that notion of center they attempt to subvert” and they are so implicated deeply and consciously. Hutcheon’s idea of persistence in the face of paradox indicates the sense of humility and sense of fortitude that underlined all discourse on the postmodern. Participants in this discourse writers, critics, and readers, must accept the instability and obscurity of meaning that refer to the project of decent ring epistemological authority; but on the other hand, they must also be courageous enough to produce meaning from such unstable basis.

At the center of this paper lies an American novel *Catch-22* about World War II that is typically included in this discourse of postmodernism. It seems to obtain or produce meaning where none seems to exist. I have to admit how difficult assignment was for all critics to deal with postmodern paradox, satire, irony with all its inverted structure in their work.

In the literary critical approach in this novel, is exactly the difficulty the critics should highlight during their work. This kind of discussion has been utterly controversial particularly at war novels, including here even Kurt Vonnegut with his masterpiece. It is quite interconnected the way how this novel *Catch-22* can help us to fully understand the concept of postmodernism and how postmodernism can help us better understand this novel, too. More specifically, I hope to establish the following five positions that are critical to my understanding of each novel and its context in postmodern literary discourse:

Firstly, postmodern literary criticism is naturally teleological. Despite the encouraging of postmodernism, critical texts tend to be inserted within the wider context of a literary historical tradition with a specified streamline. A paralytic situation is critics’ ability to fit the paradoxes, black humor of postmodernism, which tends to set linear narratives upon its subjects. Such impositions are inevitable and can be productive, but need to be known and comprehended.

Secondly, Linda Hutcheon suggests postmodernists accept their implicit roles in postmodern paradoxes fundamentally: they are so visible to each of us. Certain writers of literature and criticism may back up postmodern paradoxes on purpose, they stop having control on interpretations of their texts when they are already

public. That is what makes postmodernism so chaotic where collapsed paradoxes are mostly present there in our reading of this novel.

Thirdly, literary criticism conveys that postmodern literature with its innovative qualities results in an incomplete apprehension of how the paradox of postmodernism is itself the insistence of an old paradox.

Fourth point, the efforts to establish a proper definition of this literary trend, all these ones lead to the idea that postmodernism movement tries to resist to all these major cultural narratives, even though a notable scale of this grand narrative is in the 20th century.

Fifth point, postmodern texts like *Catch22* particularly resist impositions of linear, unidirectional critical narratives. One such narrative accepts that postmodernism can provide nothing but frustration, complacency, and meaninglessness: that postmodernism is ethically worthless. However, *Catch22*, and specifically Yossarian's reaction to Orr's successful escape, show frustration and anger coexists with optimism.

Sixth point, the massive instructions that permeated American understanding of the Second World War and, as a consequence, the Cold War are crucial and meaningful American Grand narratives of the postmodern epoch. One distinguished trait of postmodernist literature, different from modernist literature, is its ability to offer alternative narratives that allow cultures to make sense of their history with the least guilt and most pride.

2- What Is Postmodernism and What Are Its Ethics?

Although there is not any fixed definition of postmodernism, most critics agree that, for their anti-war messages, *Catch22* (1961) by Joseph Heller represent something like the first wave of American literary postmodernism. Too many critics and philosophers have been engaged to the postmodern studying, they have deeply analyzed the shift from modernism to post modernity. Some of them are Ihab Hasan, Linda Hutchon, Jacques Derrida, Michel Foucault, mentioning the father of postmodernism Umberto Eco and so many other trying to highlight the differences between these movements but also trying to bring into our reading a common sense to our understanding and clarify our aesthetic characteristics. It is important to demonstrate here an intrinsic problem in observing and analyzing any postmodern material: critic's postmodern expectations to be read into the literature, rather than anything inherent to the novel dictating its classification. Postmodern dimension in its classification context is particularly self-fulfilling critical because of the extremely arbitrary and subjective criteria that distinguish it. Although it still very important to come into a stable agreement for the term.

According to the Johns Hopkins Guide to Literary Theory & Criticism proposes, "postmodernism highlights the multiplication of voices, questions, and conflicts that shattered what once seemed to be the placid unanimity of the great tradition and of the West that gloried in it" (McGowan 587). This citation gives recognition to the many dynamic ongoing debates about the definition of the term "postmodernism,"

which include questions of whether it is even a useful term at all. McGowan also refers expository to the frequently stated the differences between postmodernism and previous early movements; this business of disrupting unanimity is nothing new, he admits. "Multiplication of voices" is just as often referred as traditionally negative connotations such as "instability" and "meaninglessness." Even this pretended "least" disputed definition of postmodernism is controversial. Not being able to agree on a unifying definition for postmodern literature, critics often handle with the inductive practice of examining how a single aspect and unit of the body of literature considered postmodern functions. The idea behind such an approach is that taking on a narrower part of postmodernism can diminish confusing variables and contradictions. In short, it is the postmodern critic who reconstructs postmodern criteria from a state of deconstruction. Too few critics practically allow for the contradictions they tend to embrace in theory. Yet, this process is a useful starting point for understanding how critics view postmodern literature today. Thus, it is made use of various ethical approaches to postmodern literature to demonstrate both uses and misuses specific to readings of *Catch22*.

As literary criticism is, after all, an attempt to assess and reconstruct meaning, any critical approach to postmodernism must first come to terms with the lack of a dominant, authoritative source for meaning. Thomas Docherty succinctly articulates the baseline anxiety stemming from the destabilizing force of postmodernism: "No single satisfactory mode of epistemological legitimization is available". In this environment, each textual expression can be analyzed as an attempt to qualify the features of this contextual trend. Critics of different eras claimed that postmodernism has no central basis of authority in ethical matters; without such an internal basis, how can one approach the ethics of postmodernism? Again, Linda Hutcheon's notion of persistence despite paradox provides a useful way out of this conundrum in answering the question of how any theorizing can avoid being bogged down in its attempts to establish an internal logic center.

Postmodern ethics are ethics that self-admittedly do not make use of a singular claim to authority, but persist anyway. With this in mind, one can expect postmodern ethics to involve a "multiplication of voices" with a multiplicity of answers; rather than sharing a common center, postmodern ethics share the knowledge of this lack of authority, as Hutcheon makes clear. With this in mind, one way to approach the ethics of the postmodern novel appears to be through observing the ethics of novels that both reflect the sensitivity posited by McGowan in his attempt to broadly define postmodernism and persist despite their lack of authority. Such novels would "shatter what once seemed to be the placid unanimity of the great tradition and of the West that gloried in it". The "unanimity of the great tradition," problematic as it is, is easily renown as a trope repeated in the dozen of attempts made to define postmodernism, most notably in the writing of Jean-Francois Lyotard. Lyotard has defined postmodernism as "incredulity toward meta narratives." Similarly, he refers to the necessity of turning down "grand narratives". Instead, he proposes, "value and morality may be established within local communities so that daily questions of living may be addressed from a local center" (Davis 27). Lyotard's definition of the project of postmodernism seems to agree with Hutcheon's idea of persistence

in the face of paradox; postmodern ethical centers only apply locally, because to universalize them would harm their own self-awareness of the necessary limits of their authority resulting from their artificiality, as Hutcheon indicates. It follows that one common ethical act made by postmodern novels is to disrupt the “placid unanimity” of grand narratives; such novels signal their postmodern sensitivity through this disruption.

Specifically, it is highly interested in how *Catch22* disrupt the “mood of war,” referred to by Fussell, that allowed the United States’ actions in the war to pass largely without scrutiny from many Americans. But is this really sufficient for a novel to qualify as ethically postmodern? Regarding this, the temptation is to put another obstacle in front of the postmodern novel to distinguish it clearly from the modern novel. Essentially, inserting criteria like Brian McHale’s narrows the definition of the postmodern novel to include a more selected group of novels representing innovation beyond the style of the modernists. McHale’s *Postmodernist Fiction* establishes a particularly useful set of postmodern literary criteria because it attempts to combine the formulations of postmodern poetics made by others. In this respect, McHale’s method is more deductive, as he looks to locate and describe a level on which other lists of postmodern criteria concur. A poetic work is a structured system, a systematically ordered in a way of a hierarchy of artistic devices. McHale sees an opportunity for a higher order of grouped or classification that might rise above the barriers of the many postmodern contradictions, some of are introduced above. He chooses to locate the dominant for postmodernism at the level of philosophical inquiry. He describes his argument simply: Postmodernist fiction differs from modernist fiction just as a poetics dominated by ontological being issues differ from one dominated by epistemological (theory of knowledge) issues. McHale acknowledges that, as any philosopher would point out, epistemological and ontological concerns always exist together because one can always lead to the other. However, he insists that one set of questions must precede the other; the preceding set of questions is the dominant set. And in postmodernist fiction, McHale argues that inquiries into the nature of knowledge and truth are always secondary to inquiries into the nature of being and existence. My readings, specifically that of *Catch22*, will challenge the strict unidirectional relationship McHale assumes between ontological and epistemological questions, but for now, McHale’s reasoning represents quite well the way critics describe the innovations expected of postmodern literature.

3- Conclusion

McHale’s specific postmodern intention builds a relationship between ontological and epistemological issues. This relation raises a question of whether postmodern literature’s dis-unitification of grand narratives needs necessarily to occur through the new narrative’s own counterexample, or whether this destruction can take place if a narrative simply resists an existing grand narrative. What I mean here is that McHale implies that postmodernist literature must show a different underlying structure, or dominant, in its execution and in its art of style. However, such an implication creates a false distinction. Rejecting an existing grand narrative is creating a stylistically innovative narrative, and the way around.

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The Place of the Game in Teaching Turkish as a Foreign Language

Abstract:

Just as the course books and visual materials are used in teaching Turkish as a Foreign Language, it should be considered that more enjoyable and effective learning can be achieved with some game activities. Thanks to the game activities applied, the students can learn Turkish more quickly and easily. With this method, the student voluntarily and willingly participates in class and learning is more permanent. The games will gain the students such basic skills as listening, speaking, reading and writing. In addition, it improves the vocabulary and grammar knowledge.

In this study, the advantages of the game in language teaching to ensure that the foreign students can learn Turkish more easily, enjoyably and permanently with games.

Keywords: *Teaching Turkish as a Foreign Language; Game; Education*

1- Introduction

Foreign language education is an emerging discipline. On top of that many techniques are developed. Training of trainers, especially the most difficult words in this section. The word education is more permanent and easily the most widely used technique for the movie viewing and gaming. Foreign language teaching can occur effectively only when student-centered method and techniques as well as proper technologies are used (Kara; 2010).

The principles of teaching foreign language are intended to develop the four language skills. These skills include listening, speaking, reading and writing. While teaching how to use the language as a communication tool, these four basic skills have to be executed together (Demirel; 1990).

There are too many activities to develop these four basic skills. Class activities can be applied in accordance with the objectives as determined for teaching a foreign language (Demirel; 1990). Here are some of the advantages of the game a lot of foreign language teaching.

- It facilitates learning,
- It enhances interaction among people,
- It enables the psychosocial development,
- It attracts interest and attention,
- The student searches and is curious,
- It provides freedom of movement for the student,
- It teaches the social rules to the learnings,
- It develops the child's ability to decide and to reason (Kara; 2010).

The game contributes positively to the physical, mental and psychological development. It develops the ability of trust, compliance and observation (Özbay; 2007). These activities are really important in socialization of the individuals.

The games ensure the development of the basic language skills of the students including listening, speaking, reading and writing, while developing their vocabulary and grammar knowledge supporting these basic skills (Özbay, 2005).

Language means interaction. For an interaction to be able to be realized among the individuals, they need to speak a common language. The game is an enjoyable and educatory activity that accelerates the interaction between the individuals and forces the interaction. Thanks to the games, especially vocabulary teaching can be realized effectively and permanently within a short time. The individual has to have adequate vocabulary to express themselves and to establish communication (Özbay & Melanlıoğlu; 2008). Vocabulary teaching is one of the important factors in foreign language teaching. Many studies have been conducted on teaching techniques for foreign language teaching. One of these studies is game.

2- Vocabulary Teaching through Game

“A long process is required to teach the vocabulary. The words taken into short-term memory, when they are first heard, and if they are not taken into the long-term memory, they will be forgotten quickly” (Çetinkaya; 2005).

The more can the students grasp the meanings of the vocabulary intended to be taught, the more will the learning be permanent. In general, these games are the activities applied in the class to more strengthen the pronunciation and vocabulary of the students (Demirel; 2008). It is possible to teach a word that can be learned in a long time within a shorter period and by arousing curiosity through games. Those who learn a foreign language acquire the words unintentionally with game activities.

For teaching Turkish as a foreign language, the student should be involved in the game and grasp the subject by doing and experiencing through trial and error (Yalın; 2006). The following points should be considered during the games (Kara; 2010)

- It should be easy and comprehensible,
- It should be suitable for the class environment,
- It should be beloved by everybody,
- 4.It should be suitable for the levels of the students,
- It should be both enjoyable and educatory,
- It should not require excess materials,
- The game should have a reward at the end.

3- Grammar Teaching through the Games

Grammar teaching is the important point in teaching a language for foreigners. Teachers use several techniques by teaching the grammar. One of these techniques should be the

games. Teachers can easily teach some topics through the games. The students also can learn easily and entertaining. The students can be more motivated during the games (Sandford; 2006).

Some games are used in English teaching can be adapted to teaching other language. A teacher can teach nouns by using Grammar Ninja which is used in English.

The games can be on paper based or electronic games. Teaching of phonology and morphology is very important part of grammar teaching. This part consists of sounds, phonetic rules, the nouns, verbs, types of words etc. These subjects are taught easily and funny by using the games. Zaorob says using the games is very beneficial in teaching process. The games also make the student are courageous. “This has been done on purpose to foster a cooperative rather than competitive atmosphere, and to make sure weaker learners can also participate and win” (Zaorob; 2001).

4- Games for Commonly Used Class

'It is important to note that is needed time to learn the words. The first voices of words are registered as short-term memory, but vocabulary, could not be registered quick omitted in the long-term memory' (Çetinkaya; 2005). Stated quite different learning activities intended to teach the words would be more permanent. In general, these games are better pronunciation and vocabulary used in the classroom to reinforce the activities (Demirel; 2008).

Game events and words without realizing it, are streested as soon as a permanent and taught without being boring. As follows there are types of games in the classroom can be applied in order to learn faster the words:

1. Hang-man game. The teacher draws lines as much as the letters of the word determined by the teacher. For each inaccurate guess, a part of the man is drawn, and if the student could not guess the last letter, then the man will be hung.

2. The game of producing a new word based on the last letter of the words. One of students starts the game by giving a word, and within a specified period of time, another student utters a new word which begins with the last letter of the former word.

3. The game of correcting the mixed words: Two groups of students are asked for correcting the mixed words given by the teacher as soon as possible.

4. The game of finding synonyms and antonyms: The teacher writes synonymous and antonymous words on the board. That group who finds the corresponding words as soon as possible will be the winner.

5. The game of remembering the words. The teacher utters ten words, and the student who can remember and utter these words in the right order will win.

6. Charades. One of the students comes in front of the board and tries to describe the words (a country, a singer, an artist, etc.) that he/she wants to describe with motions and without talking. His/her friends continuously try to guess and the one who can guess correctly will win.

7. Guess game. This is similar to the charade but this time, the describer talks. The students continuously ask questions to the describer and try to guess the word.

5- Conclusion

Addition to the different methods of foreign language teaching, students' foreign language learning games makes it easy to use. Many students adopt this method would be happy. Games develop its capabilities in the four basic languages. Also contributes to learning more words and grammar. Language learning by the students love it shortens the duration of the game. Sensory organs are used in learning how much learning becomes more enjoyable and forgetting what has

been learned can be prevented. For this reason, the teaching of all the stimuli into action games, Turkish to foreigners should be given more space.

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Conflict and Communication in Classroom

Abstract

This research deals with the conflict and communication problems in our schools. It shows that the situation is a real obstacle to the efficient learning process. The study was inspired from my learning and teaching experience during the studying years at "Aleksander Xhuvani" and "Tirana" University.

Firstly there were given a few theories, opinions, and other researches made on this topic. Then is explained the way that how this research was conducted through a questionnaire. The questionnaire was done in two schools, high and primary school, and was divided between teachers and students. The questions were based on these theories and aimed at verifying and proving some of them. These questions and their aims are also explained in the study.

The results of the study are presented at the end. A problematic situation about the conflict and communications in the classrooms is found in this research. Then the study discusses and analyzes the results, encourages further research to be carried on, and gives suggestions in order to improve this situation.

Key words: *Conflict and Conflict Resolution; Institutional Violence; Effective Teaching; Communication; Disagreements; Positive Climate*

1. Introduction

Conflict and communication are inseparable part of our everyday life. Conflict can be found everywhere, in different classes of society, at different generations, and that is since the very beginning of human kind. There are conflicts among friends, politicians, states, in a relationship, in a classroom, within a family, and wherever the communication occurs. So whenever there is a miscommunication, it leads to unclear expectation and that results in a conflict.

In Albania differing from other European countries the conflict and communication in classroom is still a major problem. This is due to several factors. Firstly, most of the teachers were trained at a period when no freedom of speech was allowed, so it was only teachers who decided on everything. Also their way of solving conflicts was by using force and violence. Unfortunately some of these behaviors are found even now days in our schools. Secondly, the Albanian mentality is another factor that contributes in generating conflicts. Albanians have some difficulties in expressing their problems and feelings. By doing so, they accumulate and keep the problems within themselves. As a result they are more likely to enter in a conflict.

Another reason that generates conflict within the class is the generation gap between teachers and students. In teachers' mentality they should not be contradicted by the students. Whatever they say should be accepted without any objection. On the other hand students now days have a different mentality. They like to be heard and taken into consideration. They also do not accept the use of any kind of violence from the teachers.

Having these kinds of conflicts and miscommunication in the class seriously affects the learning process, the personality of the students, and contributes to a negative climate in the class. It affects the learning process by lowering the students' interest and motivation on the lesson. If they have no sympathy for the teacher they will not be motivated to study his/her subject. Conflicts in the classroom also affect the personality of the students. If they are prevented from expressing their thoughts and ideas, it will have a negative effect on their future development.

Studying and analyzing the conflicts in the classroom will help to find out the reasons for such a disturbing situation and finding ways how to improve it. By improving the classroom climate, there will be two major groups that will highly profit from it. Firstly students will have a better environment to learn. Secondly teachers, will find it easier to have an effective and successful teaching in the classroom. During my studying years there have been enormous situations where miscommunication and conflicts were present in the class. Mostly these conflicts were not dealt and solved in the appropriate way. This is a strong reason for undertaking such a study that will hopefully contribute in improving the communication in the classroom.

2- Literature Review

How the world would be if nobody would communicate with others? Of course it would have been a sad place. So we are lucky to be humans and have different

ways to communicate with each other. We can express our thought and feelings with the spoken and written language, with gestures and facial expressions. But it often happens that we engage in a conflict. When dealing with conflicts it is vital to possess an effective communication. However, when we are found in conflicting situation, our communication becomes complicated and disturbing. Then, we have difficulties in expressing our real emotions or we lose our temper to that extend that others are not able to understand our spiritual state.

Communication and conflicts are inevitable in education. Teachers and students need to communicate in order to transmit and receive messages. For that reason conflict and communication in classroom is a well studied, discussed, and analyzed topic from different people. Despite having that many conflicts, their sources are limited. Most of the conflicts are caused by six sources listed below. The first is the basic needs of individuals, then the differences in values, opinions, interest, limited resources, and psychological needs (Shapiro, 1997).

Many people think that conflicts and violence is exactly the same thing. These two concepts are often connected to each other, but are not identical. Many people use violence to solve a conflict, but that is not the only mean of doing so. There are three types of violence: physical, psychological, and institutional (Shapiro, 1997). Physical violence has to do with the use of physical force in order to harm somebody. On the other hand psychological violence has to do with the harming of the feelings and the personality of the others, whereas the institutional violence is the rejection of the fundamental rights of a certain group of society from a certain institution.

One conflict that is very common in the classroom is peer conflict. It is very important for the teachers and parents to understand the peer conflict in order to reduce it. It is widely accepted that conflicts between children is unwanted and unacceptable, so adults usually try to stop them or intervene. However, now days several theories and studies have shown that the conflicts between children help their development and are vital for social interaction (Rende and Killen, 19992: Ross and Conant, 19992). Some educators are even trying to develop conflicts resolution strategies for the children without any intervention from the adults (Ramsey, 1991). Parents' help might also be valuable in developing such strategies.

In a study that was made in three schools when sixty nine children were involved in the research, it was found that during the activities that children made, the number of unresolved conflicts is bigger than the number of conflicts that were resolved (Killen and Turiel, 1991). The research has also found some important information. Despite the level of the conflict the adults resolved their conflicts more often than the children do.

An important fact that plays a key role in conflicts resolution is age and gender. While the younger children try to solve the conflict by using the physical strategies, the older ones use more discussions, debates and negotiations (Ross and Conant, 1992). In another study it is also found that older children relied more on insistence

then the younger ones (Lauresn and Hartup, 1989).

Another type of classroom conflict is the teacher student conflict. Whenever there is such a situation the teacher's reactions is of primary importance (Gjokutaj, 2005). The teacher should be really prepared to manage such situations. The teacher might also use reprimands and punishments to solve the conflict. Despite several disadvantages punishments play an important role in keeping the order when they are used adequately (Gjoci, 2008). Reprimands should also be used, but they should be limited (Gjoci, 2008). They should accomplish the effective teaching in general. The overuse of reprimands reduces the effective teaching and destroys the positive climate in the class. Sometimes students see the teacher's reprimands as disturbing and unfair. They think they are picked on for no reasons. So whenever the school climate is not positive, some kind of punishment and reprimands should be administrated (Orlich, 1995).

There are three ways of solving a problem between a student and a teacher (Myftiu, 2008). According to the first, the teacher should impose resolution in a conflicting situation. This can be necessary in such situations that can be considered as emergencies. According to the second way, the teacher accepts the student's demands. The problems become worse when neither the teacher, nor the student tolerate the other. In this case we can use the third way of solving the conflict, where nobody loses. In solving this conflict the needs of the teacher and the needs of the student are both taken into consideration. Nobody expect the other to totally agree with his or her demands and both parties respect themselves and each other. In this scenario we have an agreement between both parties.

3-Results

After collecting the questionnaires the next step was analyzing and studying the results. The first set of answers to be analyzed, were the teachers` responses. It was clearly the largest and hardest process in the study. Most of the answers are really interesting and worth analyzing.

Regarding the first question that was about the knowledge of the teacher for the children's rights there came out some interesting findings. None of the teachers in the high school had read the declaration of human and children's rights. Seven out of ten of them, or 70%, despite admitting that they have not read the declaration said that they already have some knowledge about it and they know the rights that their students should have. What was more interesting is that 30% of the teachers asked, said that they know about the existence of these declarations, but they have no idea what their content is.

On the other hand the level of knowledge about the children's rights from the teachers of the primary school was even lower. Similar to the teachers of high school none of them have read these declarations. The finding shows that only five out of ten teachers knew about the rights that their students should have. 40% of them said that they have heard about the declarations and the rights of children, but confessed that they have not read them. Surprisingly some of the teachers in

the primary school said that they do not even know that there exist such kinds of declaration for the rights of the children.

One of the key questions in the questionnaire asked the opinion of teachers whether the use of force and physical violence was necessary to resolve conflicts. The results of this question were important to see whether one of the three types of violence according to Shapiro, physical violence, is used or is thought as a necessary tool to solve a conflict. In the high school the vast majority of teachers were against the use of any kind of force or physical violence, while solving a classroom conflict. Eight out ten teachers, 80%, asked in the high school, strongly disagreed with the use of violence in the class. Only 20% or two out of ten teachers justified that the use of force or physical violence sometimes is necessary to resolve conflicts.

The research shows another picture in the primary school. Seven out of ten teachers agreed that the use of force and physical violence was necessary to solve classroom conflicts between a teacher and a student and between classmates. Only three out of ten teachers disagreed with the use of force in the class.

In the following question that was about whether students talk to their teachers about their feelings and problems, the answers were also very interesting. All the teachers in the high school have said that they have a very good communication level between them and their students. They say, they are always willing to help their students, and the students talk to them about their problems. Six out of ten teachers claim that their students talk to them even about their personal feelings and problems including their private life.

Also in the primary school the teachers claim to be helpful and communicative with their students. Differing from the high school, the teachers in the primary school complain that not all the students are willing to share their feelings and problems with the teacher.

The other question asked teachers` opinion about the acceptance of the disagreements and contradictions from the students. The study was encouraged by Gjokutaj`s theory that teacher`s reaction is of primary importance whenever there is a conflict. In the high school all the teachers admitted that is the student`s right to disagree or contradict their teachers. Some of the teachers have said that not everything that the teacher says can be contradicted, and while doing so the student should use an appropriate vocabulary and tone of voice.

The finding shows that nearly all the teachers claim to accept the disagreements and contradictions from the students as one of their rights. Despite that, some of the teachers do not judge equally disagreements with contradictions. While all the teachers admit to accept disagreements, some of them can accept contradictions only within a limited frame, and a couple of teachers in the primary school think that it is wrong if a student contradicts his/her teacher at all.

When asked about the frequency of classroom conflicts, the teachers gave a variety of answers. In the high school two teachers or 20%, said that they usually have any kind of conflict in the classroom. Five teachers or around 50% of them said that classroom conflicts do happen sometimes. Two teachers, 20%, said that they rarely have a conflict in the classroom, whereas one teacher said that he never has classroom conflicts.

In the primary school the answers were divided into three categories. No teacher used the word never to describe the frequency of conflicts. Three teachers said that they do usually have classroom conflicts. Four of them said that they sometimes do have conflicts in the class, whereas the other three teachers said that they rarely had any classroom conflict. The research has found that nearly all the teachers 19 out of 20 accept that they have any kind of conflict in the classroom. More less the frequency of conflicts is the same in both schools. Another common finding is that the majority of the teachers in both schools have chosen the word sometimes to describe the occurrence of the conflicts in their class.

After accepting the existence of conflicts in the class it was interesting to find out how these teachers cope with these conflicts. According to Joana's theory there were three ways of solving classroom conflicts between a teacher and a student. It is worth seeing and comparing these results in order to be aware of the manners that teachers think is most appropriate to use. Most of the teachers in the high school have said that the resolution of the conflicts depends on the kind and level of the conflict. They also said that for a certain kind of conflict they might use different ways of solving it. Never the less 40% of the teachers preferred talking to the students in order to solve the conflicts. 20% of teachers said that they would try to convince the students in order to resolve the problem. 10% would reprimand the student for their behavior, whereas the other 10% would use any kind of punishment in order to resolve the conflict.

In the primary school the answers from teachers differed in percentages from the teachers of the high school. Here, 40% of the teachers would talk or try to convince the students in order to solve the conflict. 30% would either force or punish the students for reaching resolution to the conflict. The other 20% said that they would use reprimands to solve the conflicts.

Another question whose answers were very interesting to look at, was the question whether the teachers require any feedback from the students for the behavior of the teachers and teaching methods they use in the class.

None of the teachers asked in the high school had made any evaluation survey for the subject or the teacher at the end of the academic year. Despite that, 80% of the teachers claimed to have asked for some kind of feedback from the students regarding the teaching methods, but only 20% of them have asked for feedback about the teacher. 20% of the teachers admit that they have never asked their students for feedback about the teacher and the teaching methods.

Same as the high school, in the primary school there are no written evaluation forms filled by the students at the end of the academic year. Here, most of the teachers said that asking for feedback from the students is not necessary. They do not consider their students to be able to judge about the best way for teaching them because of their age. As a result only 20% of the primary school teachers admit that they have asked for any kind of feedback from the students. The rest 80% do not remember to have ever done it.

The following question that was about the opinion of the teachers for the classroom climate also brought some interesting findings. Most of the teachers asked considered their classroom climate as positive. In the high school seven teachers, 70%, considered the classroom climate as positive, whereas three teachers, 30%, admit that the situation in the class is problematic to some extent.

Surprisingly the teachers in the primary school were even more positive. Eight out of ten of them considered the classroom climate as positive. Only two of the teachers or 20% said that the classroom climate is problematic.

When asked about the level of conflict and communication problems compared to other European countries, the teachers mostly agreed that the situation in Albanian schools is worse and need a lot of improvements. Six out of ten teachers in high school think that the communication and conflicts are worse in Albania compared to other European countries. Three teachers think that the situation in Albania is similar to the situation in the other countries and there is no reason why they should see any differences. There was a teacher who thought that the situation in Albania is better than the situation in the other European countries.

Same as the high school the majority of the teachers in the primary school think that conflict and communication in the Albanian schools is worse than other countries. Seven out of ten of them strongly supported this opinion. The other three teachers considered the situation to be more or less the same.

The students' results on the other side are vital in order to see the questionnaire from both points of view and reach a conclusion. In high school sixteen students or 80% admitted to have had a classroom conflict with at least one teacher, whereas 100% of them said that they had at least one classroom conflict with one of their class mates.

On the other hand the students in the primary school, in their vast majority said that they did not have any classroom conflict with their teacher. 60% of them said that they have good relationships with the teachers and never had conflicts. Despite that, 90% of them said that they had conflicts with their class mates. Nevertheless 40% of primary school students said that they had conflicts with their teachers.

In the question about the use of physical violence by the teacher, the results were contradictory to what the teachers have already said. In the high school three students, 15% said that the teachers would use physical violence in order to resolve a classroom conflict. The other 85% of the high school students said that

their teacher would not use physical violence.

The finding shows a different situation in the primary school. All the percentages were reversed. 70% of the students asked said that the teachers have used physical violence on them or on their class mates.

The finding shows a really problematic situation, especially in the primary school. When asked about how they solve their classroom conflicts only 30% of primary school teachers said that they would use the force or any kind of punishment to resolve them. On the other hand there are 70% of primary school students who admit that the use of physical violence by the teachers is present in classrooms. Even in the high school where none of the teachers admitted the use of force there is still a 15% minority of students who accuse them of doing so.

When asked whether students accept the use of force and physical violence in resolving conflicts, different answers were given in the questionnaire. In the high school there is a strong opposition towards the use of force by the teacher. Nineteen out of twenty students or 95% said that they totally disagree and that it is unacceptable that a teacher uses force and physical violence when solving a conflict.

A surprising result came out from the students of the primary school. 40% of them said that the use of force and physical violence by the teacher is necessary when solving a conflict. 30% of them said that they are against and do not accept the use of force by the teacher. The other 30% said that they do not know whether the use of force by the teacher to resolve the conflict is the right thing to do or not.

Asked about whether they do talk for their feelings and emotions to the teachers, students in the high school gave the following answers: 60% of them said that they do talk to their teachers about their problems and feelings, but only 10% of them said that they would talk to the teacher or school psychologist about their personal lives. The other 40% said that they would not talk to the teachers about their feelings and emotions; instead they would prefer someone else to talk to. However, in the primary school the situation is even worse. 70% of the students said that they would not talk to the teacher about their problems, feelings and emotions; whereas only 30% admitted that they would discuss with the teacher such things.

The students had a lot to say when asked about whether their ideas and opinions are taken into consideration by the teachers. Most of the students complained that their ideas are not heard or taken into consideration by the teachers. In the high school 40% of students said that their ideas are not taken into consideration. 30% of them said that they are only taken into consideration on some sporadic occasions. The other 30% said that teachers do take their opinions and ideas into consideration.

In the primary school 70% of the students claimed that their ideas and opinions are not taken into consideration. The number of students who believed that their

opinions are considered by the teachers is only 30%. So differing from the teachers who said that they are open and accept students' opinions, the students complained that their opinions are not heard.

Regarding teachers' answers about the frequency of the classroom conflicts, students have given a different opinion for the situation. They think that conflicts do happen more often than teachers claim. 40% of the students said there are often classroom conflicts, 30% said sometimes, whereas the other 30% used the word rarely to describe the frequency of the conflicts. The primary school students were more or less on the same percentages. When answered about the frequency of classroom conflicts, 45% of them used the word usually, 30% sometimes, and 35% rarely.

By answering the questions about the ways that these conflicts are solved, students gave us some important information for the study. Most of them in the high school think that the conflicts in the classroom are solved in democratic manners. 70% of the students asked said that the teachers would talk and convince them whenever they try to solve a conflict. 30% of the students claimed that teachers impose a solution whenever there is a conflict. The ways of doing so varies from punishments to reprimands.

In the primary school there was a balance in the answers from the students. 55% of the students asked said that the teachers do talk and consult them in order to solve a classroom conflict. 45% of them said that the teachers force a solution of the conflict. They say that the teachers rather punish them or use the physical strength in reaching the resolution.

Regarding any feedback or questionnaire that teachers ask students, still there is some kind of contradictions between the teachers' and students' results. In the high school only 50% of the students said that the teachers asked for feedback from the students about the teachers or the subject. The results given from the teachers' answers shows that 80% of the teachers claimed to have asked for some kind of feedback from the students. The other half of the students, believe that they are never asked to tell their opinions about the subject or the teacher. They also say that they have never completed any kind of questionnaire related to that topic.

In the primary school only 10% of the students admit that they have been required to express their opinion about the methods used in teaching but not for the behavior of the teacher in the class. The other 90% says that their opinions are not required from the teachers.

The classroom climate was one of the findings that had similar responses from teachers and students. Both in the high and primary school there were about 80% of the students, who think that despite some problems, the classroom climate is positive. The other 20% of the students in each school think that the classroom climate is either problematic or negative.

When asked directly about the conflict and communication problems compared to other European countries, again the majority of students admitted that the situation is worse here. 60% of the students in the high school think that communication and conflicts are worse in Albania than in other countries. The other 40% of the students said the situation is similar to the situation in the other countries. In the primary school 70% of the students described the conflict and communication as being more problematic in Albania than in the rest of the Europe. 10% saw no difference, while the other 20% did not know what to say.

4-Discussion

This study was inspired by several theories and my studying experience on conflicts and communication in classroom. Certain theories from different scholars such as: Shapiro, Rende, Ramsey, Killen, Ross and Conant were verified into practice and reinforced by some of these results from the findings. The results of this research clearly open the debate of conflicts in the classroom. It stresses the problematic issue of solving these conflicts and also gives suggestions on how to improve the situation.

The research was done in the form of a questionnaire and the results seem to be close to the reality of our schools. The results of each question are analyzed one by one and suggestions are given in order to improve the situation.

Teachers do not have enough knowledge about the rights that their students should have and the rights that they have as teachers. So they might misbehave because of the lack of knowledge. It is an important fact that some teachers still think that the use of force and physical violence is necessary in the class. Also nearly half of the primary school children agree with this idea. Teachers should be trained and informed about their and their students' rights.

The use of force was mostly found on older teachers, whereas the young teachers use more democratic means whenever there is a conflict in the class. This shows that there is a problem in the mentality of the old teachers. They should be supervised by the Directors in order to become aware of their own actions.

The survey also found that despite the openness from the teachers, still large number of students does not express their thoughts and feeling to them. This problem is mainly due to the mentality of the students. Not only the teachers and the school but the whole society should work in order to change this mentality.

Most of the students and teachers agreed that it is students' right to contradict or disagree with the teachers. Despite that most of the students claimed that their ideas are not taken into consideration. Also the majority of teachers do not ask for any written feedback from the students. How can they improve their teaching abilities if they do not ask their students how they want to learn? The teachers should be encouraged to make a course evaluation at the end of the year, and if possible take them into the consideration for the following year.

Also the study found that there are a lot of classroom conflicts occurring in our schools. Students described those conflicts as happening more often than the teachers say. Some of the conflicts are not solved in the appropriate way, such as imposing a solution by force and physical violence and what is more interesting, they see it as the right thing to do.

The majority of students and teachers considered that classroom climate as positive. When it comes to comparing the conflict and communication problems with other countries they see it in a pessimistic way. They think that the situation is worse here when compared to other countries.

5- Conclusion

The research is conducted in a specific region so in order to make generalizations further studies should be conducted in other parts of Albania. In doing the research there were some difficulties encountered. Firstly, there were a lot of questionnaires filled; sixty in total, so studying and analyzing them took a long time. Also comparing and contrasting the results between schools, teachers, and students requires a high level of concentration. The other problem that the finding encountered was the fairness in the responses. As it was obvious, there were often contradictions between the answers from students and the answers from the teachers. In that case confronting the results would be the only way of analyzing the results appropriately. Despite that the questionnaire has discovered some important findings. It was conducted in order to get the answers as honest as possible. They were anonymous, filled at home, and in large quantities.

As we can see from the results of the questionnaire the conflict and communications between teachers and students is problematic to some extent. In order to overcome these difficulties there should be an engagement from all the groups of interests. Firstly the teachers should be trained and informed more about the behaving in the class. They also should be open and accept more criticism or opinion from the students in order to improve their teaching skills and as a result have an effective teaching. Secondly students should feel free to talk to their teachers about their problems and difficulties and contribute to the improvement of teaching and learning process. Also the Regional Directories and the Ministry of Education should be more dedicated to teachers and students by supervising, helping, training, and informing them.

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Shapiro, Daniel, *Konflikti Dhe Komunikimi, Lilo, Tirane*

Multiculturalism in Education

Abstract

Today, nation-states face with the challenges of globalization engendered by multiculturalism diverging from the culturally homogeneous model as we know it. A large number of different nations, ethnic groups and minorities live in the world resulting in various linguistic, religious and ethnic characteristics of different cultural identities. This, in turn, requires that cultural diversity of life styles, ethnic groups, sects increasingly focus on their demands for recognition and representation. Since education has a role to shape and affect culture, it is important to define educational policies in multicultural societies to preserve one's values. In democratically unstable societies, the risk of defining and imposing one culture on others is always inevitable. In such cases the members of "dominant culture" have the privilege to limit or define the way of living, representation or participation of other cultures in the society. In this article, we try to re- evaluate the concept of multiculturalism in education in terms of cultural freedom, individual rights and effectiveness of teaching environments for multi-religious and multi ethnic societies.

Keywords: *Multiculturalism; Education; Globalization; Identity; Ethnicity; Gender; Diversity*

1-Introduction

Today, nation-states face with the challenges of globalization engendered by multiculturalism diverging from the culturally homogeneous model as we know it. As Fullinwider (2001) underlines that a large number of different nations, ethnic groups and minorities live in the world resulting in various linguistic, religious and ethnic characteristics of different cultural identities. This, in turn, requires that cultural diversity of life styles, ethnic groups, sects increasingly focus on their demands for recognition and representation.

For some, such as Albert, R. D. Harry C. Triandis (1985) multiculturalism is praised uncritically in an indisputable manner. Those who categorically disagree with this concept regard it either “a new trap of global capitalism” or against “the spirit of national unity and solidarity”.

It may be possible to use the expression “cultural pluralism or multiculturalism” as against to the term “mono-culturalism”. The debates in multiculturalism brought not only the sovereign “nation-state”, but also the rights of “citizen” in the agenda. Since education has a role to shape and affect culture, (Ecirli A., 2009) it is important to define educational policies in multicultural societies to preserve one’s values. In democratically unstable societies, the risk of defining and imposing one culture on others is always inevitable. In such cases the members of “dominant culture” have the privilege to limit or define the way of living, representation or participation of other cultures in the society.

In this article, we try to re-evaluate the concept of multiculturalism in education in terms of cultural freedom, individual rights and effectiveness of teaching environments for multi-religious and multi ethnic societies. A free society and broadminded inter-personal relations can be considered as the source of respect, peace and mutual love for human life. Efficient, respected and comfortable living can be achieved by means of equality and fraternity.

The identity policies play important role in multicultural education. In a society, there is an implicit structure and hierarchical positioning of cultural identities. Emphasizing the diversity of cultures, religions and ethnics in a society may break such a structure and may result in “cultural polarization”. Discussions in multiculturalism in education, concentrates on the topic as to whether respect for individual rights will be in contradiction to that of the collective rights.

This is possible; the latter would not have to be in conflict with former. The realization of equal rights in a democratic process would be possible by means of assuring the co-existence of different cultural life styles and ethnics providing them equal rights (Ismaili, M., et al, 2010). In this sense, the assurance of multicultural life depends on the existence of various cultural groups in society as well as on achieving a “common culture”.

Although the expressions “tolerance” and “acceptance” still imply the differences in religion or ethnicity reflecting a hierarchical view to “others”, they are

widely used as they clearly show the efforts being exerted to achieve a common basis to live together with those “others”. This is important especially to initiate dialog among members of different cultures who must live together or come together in an educational settings. The debates for multiculturalism in education focus on two main views. The nationalistic dominant view suggests that educational system should be built to serve and protect the nation- state and its cultural values. The representatives of the second view regard themselves as the victims of such an educational system.

For the latter, the main purpose of the system must be to teach students their ethnic, religious and cultural values (Jaupaj, A., 2011). An ideal multicultural society can be defined as an environment where each of its members can perform required commitments to their families, communities, religions, nations, countries and cultural values. Otherwise, dominance in education of one culture, religion, customs, manners and language will result in acculturation or assimilation. As Schoorman, D.and Bogotch (2010) explain, societies where different cultures are not allowed to flourish side by side; other belongings and affiliations are rejected or discredited can be considered as colonial, dictatorial or totalitarian. Diboll (2011) underlines the fact that multicultural education policy is the one which respects “other” as the subject of recognition which requires the importance given to “identity”. Such a policy avoids imposing any identity to the “other”; penalizing diversity; or describing the different as “abnormal”, “deviant” or “traitor”.

2- Cultural Identities in Education

Various groups live in society in a variety of sexual, ethnic, religious identities, each with differences compared to others. Some of these identities may experience discrimination in social life. One of the areas exposed to identity discrimination is education. Education should be a right from which all individuals in the community can benefit (Sleeter, E., 1989). The principle is defined to provide education for all, gender, color, race, language, religion, origin, age, excluding any possible distinction. No matter what one’s gender, ethnicity, and religious identity, anyone has the right to self- development. Multiculturalism plays a vital role in preventing the discrimination in education policies and practices (Gorski, P.C., 2009).

According to Uka (2011) multicultural education can be regarded as an inspiring tool which improves students’ intellectual curiosity for other cultures if proper arrangements are made in terms of curriculum and learning environments design. Education should lead students to different views, belief systems and experiences of different forms of conceptualization as well. Here, the importance should be given to provide a setting where student can view the different cultures in equal status but differently. To clarify the term of multicultural education, it is necessary to analyze identity of students in terms of ethnic, religious, gender and etc.

Figure 1: Cultural Identities in Education

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|----------------------|-----------------|-----------------|------------|
| Religious Identities | Sexual Identity | Ethnic Identity | Minorities |
|----------------------|-----------------|-----------------|------------|

2.1- Religious Identities

Genc (2011) made a comparison of Turkish German religious education and he concluded that educational systems aiming the emancipation of individual should focus on the factors protecting them from domination of the elements which has the potential to establish values on his- her religious identity especially in the public sphere where various religions and cultures meet.

However, what is meant here is not to support the religious identity of individuals who value out others, rather it is a public area where cultural identities are preserved without any negative discrimination. In this sense the system does not discriminate the believers or unbelievers, and any faith groups keeping an equal distance to all.

2.2- Sexual Identity

One of the main axes of the debate on multiculturalism is the demands of the feminist movements. The gender inequality in some societies is reflected in schools towards students as well. In such schools the pressure on girl students is a result of gender-based discrimination.

Today, there are still some schools where school administrators try to educate girls saying “you’re a girl,” “girls must or must not do such things”. In such societies school is an environment, where male power is given priority in terms of gender relations. For this reason, the school is seen as an area of gender struggle for female students. The demands of feminism on gender and sexuality, life experiences and the status of certain differences between male and female groups, justifying the dots, political platforms, especially in accordance with the requirements of social platforms to clarify interpretations that can be earned are given in the fighting.

This is the struggle of women in society as second-class citizens, or citizens seen as a reaction to continue. Because women for hundreds of years have been addressed to sexist traditions explained approaches as victims of a system. Extending from the depths of history crush, exploitation and pressure led to the perception of women’s human identity as not sexual beings. Today, it is re- shaping itself to the living conditions of capitalism (Phillips, J., et al. 2012).

Male dominated culture, with control over consciousness and practical classes, people, and inequality between the genders deepen with each and every day. This was a training which was carried out in one of the most effective ways. Male and female gender roles, especially in textbooks reinforce their traditional gender roles. We can see it in different books, texts, where the majority of the characters are men. In addition, women are mostly represented in a way to be expected as being engaged in housework and child- caring.

In general gender-based discrimination can be seen in person in schools for students as in many national educational systems. Schoolwork duties are distributed among the girls and boys according to their gender. Girls are introduced different handworks in comparison to boys in primary schools. School environment effect the gender relations in governing the male power. For this reason, the school, not

only as a medium to reproduce the dominant values, like all other social areas has to create a wider space for girls.

2.3- Ethnic Identity

The coexistence of ethnic identities is important to provide a multicultural school and any dominance over different ethnic, religious or gender groups in such an educational setting means prevention of multiculturalism. Ethnic, religious and gender identities within the framework of the dominant ideology are in line with this understanding. Being dominated by other cultural and ethnic identities, the hierarchy between the protection, creation and reproduction of forms of social domination and inequality, stands as an obstacle to freedom (Jashari, H. 2012).

2.4- Minorities

One of the main issues regarding multiculturalism is the issue of minorities. A barrier to minority rights is the nation-state-based structural protection of the dominant group, which brings the concerns of contending separatism. Demands for the realization of the rights of minorities on the way to win the independence of the nation-state have to be well established and understood.

Ethnic and cultural differences in the representation and recognition of legal regulations safeguards will be brought outside the relations of equality between ethnic communities. However, one of the greatest demands for ethnic communities is known as “education in mother tongue”.

3- Conclusion

In multi-cultural, multi-religious and multi-denominational open societies people live together with different worldviews. Majority of the differences, in terms of relationships between groups and individuals, inevitably constitute a potential problem. Even some common elements of the individuals and groups which are closer to each other have repellent potential differences.

Teaching who teaches children is the key for multicultural education as the future teachers should have the readiness for it. Rego in the year 2000 and Bennett in 1900 studied the predictors of such readiness for multicultural education in terms of teacher education.

Cultural diversity and its ecological balance seem to continue evolving. An approach favoring unitary identity seems to be resistant to change. Another approach claiming one culture- one identity is artificial and contrary to the nature of man. Societies where the power of the majority or dominant culture is in the position of structuring the unitary state and other different cultures are known as assimilating. This manifests itself in various forms of imposing in relatively innocent ways. Diversity of different cultures in a society cannot ignore the demands. By definition, diversity is an inevitable part of public life. The secular state should be in an equal distance to all beliefs. It should not exert pressure on any group of religion favoring another one. Citizens should not be subjected to a negative discrimination just because of their beliefs. First of all there is a need for a multicultural society, a representation of all cultures in order to make reliable society where all the identities are in close relation with each other

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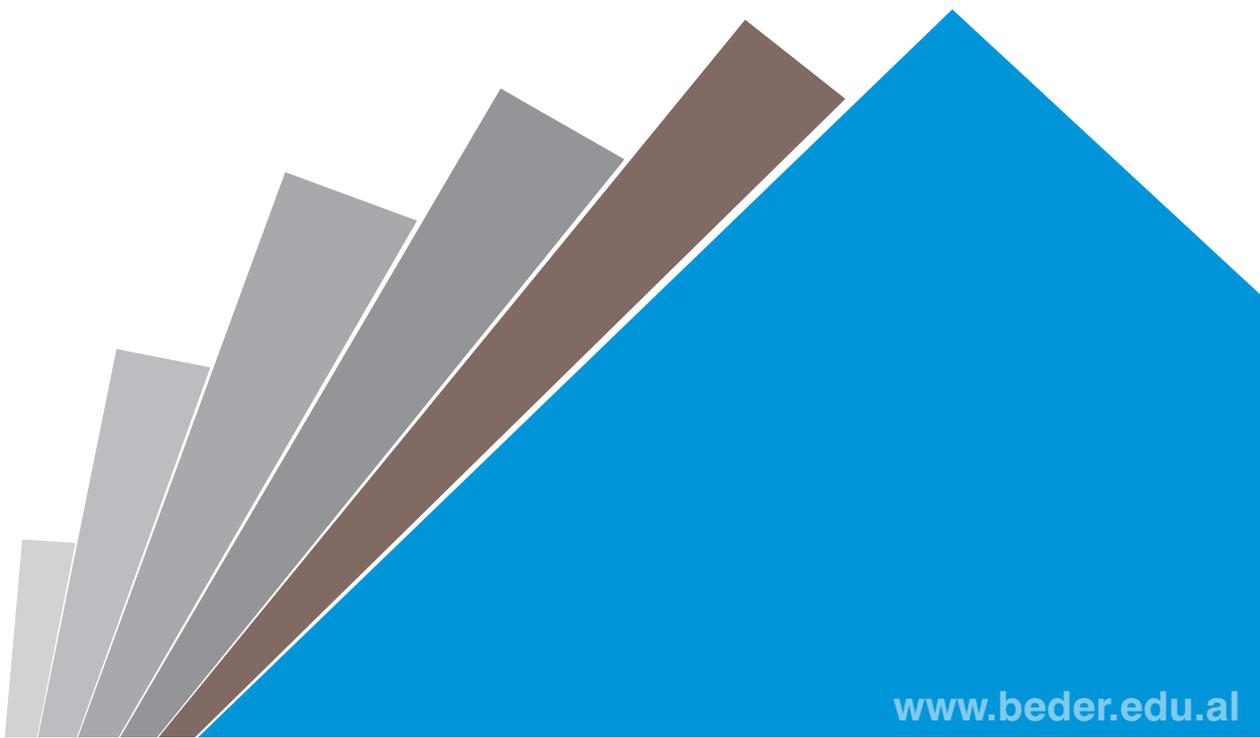
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