

IMPROVEMENT OF FOREIGN LANGUAGE TEACHER EDUCATION IN ALBANIA

Esmeralda Kromidha, Elida Tabaku

University of Tirana, Tirana, Albania

E-mail: aldanushi@yahoo.fr, lidatabaku@yahoo.com

Abstract

Foreign language teaching has been the subject of many changes in Albania in response to the social and economic changes that have taken place in the country and in Europe. The foreign language teacher should be able to teach communicative language and intercultural education. This asks for teachers who work to develop professionally by applying active teaching and learning strategies. Teacher education is the basis for this radical change demanded from the teachers.

University of Tirana is working to meet this challenge. Based on the problems experienced, beliefs and attitudes future teachers share, new Master Courses on Teacher Education have been designed and applied in the last two years. They aim at improving teachers' language and teaching skills by having a balanced proportion of content and pedagogical subjects, teaching practice and research. A well designed curriculum is seen as crucial to teacher education.

A survey has been conducted on the outcome of the new curricula of Teacher education. The main focus has been to make our foreign language teaching and learning comparable to that of the region by keeping to the standards of European Common Framework of Modern Languages.

Key words: *key word, key word, key word, key word.*

Introduction

Teacher education in Albania has undergone several important changes in the last few years because of its close connection with the major innovations occurring in our society. Albania in the 21st century will need people who have flexible and adaptable skills of thinking, analysing, creating and offering solution to problems, capable to live and work at home and abroad. These transformations in the educational system are in accordance with the strategic framework for European cooperation in education and training ("ET 2020"), which set four strategic objectives, the second of which was to improve the quality and efficiency of education and training by ensuring high quality teaching, providing adequate initial teacher education and continuous professional development for teachers and trainers. Language learning and promotion of language teaching is part of this strategy (CEU, 2009).

Learning a foreign language has become a necessity for every citizen. People need to know English as the language of international communication, which will help them to find a job, study and use the vast information provided by technology in foreign languages, travel abroad or immigrate. Foreign language teaching makes up an important part of the school curricula, which reflects the National Strategy for the Development of pre university education that states

"Foreign languages policy of the Ministry of Education and Science has been designed and applied in accordance with the developments in our country and in concert with the EU policy in this regard, following two basic EU directives, multilingualism and intercultural education (MES, 2008)."

The need to adjust the Albanian school system to the European standards in education

and to the levels of foreign language competence as described by the Council of Europe (Common European Framework, 1996, 1998), the Government policy for the introduction of foreign language learning to all levels of education, the reform of the matura exam, in which a foreign language is one of the elected exams, ask for foreign language teachers able to teach not only language skills, but also prepare their students with intercultural and learning skills. There is a growing demand for well-qualified foreign language teachers who can do communicative language teaching and have the desire and responsibility for growing as professionals to keep up with the changing needs of their students. This demand can be met if methods of teaching and assessment are changed with the aim of making students learn communicative language skills in a shorter time with less expenses as well as providing them with learning strategies. Pre service Teacher Education is the key to professionalism of the future foreign language teachers. Given that the curricula and the teaching process constitute the backbone of the educational system, improvements of the system start exactly with the review of the curriculum and modernization of the teaching process (MES, 2008).

Problem of Research

Foreign language learning and teaching changed drastically after 1990. The need for communicative language learning, the widespread contact with foreigners, mobility abroad, the introduction of foreign textbooks, a wider access to authentic language through literature, films and music led to a different attitude to teaching and learning. The new situation brought forth new tendencies in offering and teaching the foreign language. So since 1992 a foreign language is a compulsory subject of school curriculum from elementary education onwards. There was an urgent need to use other approaches to language learning rather than the traditional grammar–translation one which was the only approach used up to that period. Most of the foreign language teachers are university graduates. In addition to University of Tirana, five other universities train foreign language teachers, who teach English, French, German, Italian, Greek and Turkish. But they have not been able to cope with the great demand for language teaching, a fact which has led to many self-taught teachers to operate in different regions, making the foreign language teaching picture a various one where a complexity of teaching methods and techniques are used which influence students both positively and negatively. There are different beliefs on language learning and teaching. Many of these beliefs stay on with the students when they start studying to be teachers.

On the other hand, foreign language teachers have their own beliefs that determine and shape the way they conduct teaching language in the class. Some think teaching languages is difficult because of big size and mixed ability classes. Communicative language learning can hardly be carried out in this teaching environment. There is a lack of teaching resources, especially in the field of information technology. Some teachers think that if you master the language well, the science of language, its history and literature you can be a good language teacher, which leads to ignoring important pedagogical and methodological courses.

Despite the great importance put on foreign language teaching the change in its curricula was too slow. Until 2008 the would-be foreign language teachers studied four years. Teacher education courses accounted for only 10% of the total classes (180 classes and 1 month teaching practice out of 2400 classes taken by a student in four years of study). Lacking the necessary pedagogical and methodological knowledge and skills the language teachers fell on their own teaching resources, which were the imitation of the traditional model they had already created during their formal education. This has created problems for the teaching methodology and learning outcomes, which is translated into longer time of learning the language and more expenses for the families and the society.

Taking into account the multifaceted importance of learning a foreign language and the urgent need for well qualified language teachers with knowledge in the foreign language and competences in teaching methodology the improvement and modernization of foreign language teacher education is considered as key to success.

Research Focus

The study deals with the design and implementation of new curricula in Teacher Education Master's Programs. This is in line with the EU directives which ask for the participating countries in the Bologna Process to "...endeavor to ensure that teachers hold a qualification from a higher education institution..." and to "consider the adoption of measures aimed at raising the level qualifications...for employment as a teacher" (CEU, 2007, p. C300/8). This EU directive has been reflected in our HE National Strategy (2008-2013) where it is emphasized that the curricula in pre service teacher education are overloaded without paying attention to courses necessary for educating a successful teacher. There are problems with teaching practice in high schools. Further teacher professional development can not be carried out if emphasis is not put on pre service education (MES, 2008).

Since 2008 foreign language teachers in Albania must have a Master's Degree in teaching. From 2010 onwards this has been turned in to a Master's program of 120 credits. The new curricula prepare the teachers not simply as knowledge givers, but also as knowledge builders who are active members of the community prepare their students with civic values. Teachers need to be able to understand how students learn, their various needs for building effective lessons that meet these needs.

Methodology of Research

General Background of Research

Daily observations, survey of student teachers teaching practice, interviews and questionnaires with teacher students have highlighted some problems that helped to better design and implement teacher education curricula. Based on the problems encountered teacher education curriculum was redesigned and improved. The new curriculum aims at insuring development of key competencies in language and educational matters and provision of practical experiences. This will be accomplished by using successful strategies into classroom activities which are student centered.

Sample of Research

The focus of the research was to investigate the outcomes of the new curricula in Foreign Language Teacher Education Master programs and how it leads to training effective language teachers. It also analyses teacher students' beliefs about the profession of teaching and their perceived difficulties and needs. The sample of research consists of 120 students out of 400 enrolled in MA in Tirana University in 2010-2011. They are chosen at random by using the Survey Random Sample Calculator with a confidence interval of 6 and confidence level of 90. They are full time Master's students studying to be teachers of English, French, Italian, German, Greek and Turkish. Their age ranges from 21 to 35, with a mean of 23.5. All the participants hold a Bachelor degree in the respective language. 85 % (102 participants) of the sample is females. The courses offered are in Albanian and the target foreign language. Language teaching is mostly preferred by females. Higher proportions of females are found among bilingual education, ESL and secondary school English teachers (Broughman and

Rollefson 2000; Henke, Choy, Chen &, Geis, 1997). The same has been found in other studies. Pantić (2008) points out that it is obvious that the teaching profession has been feminized to a great extent in every researched country in the Western Balkans.

Instrument and Procedures

The data for this study were drawn from qualitative and quantitative research methods. Foreign Teacher Education curricula of the previous four-year university study programs were reviewed. University classroom observations, questionnaires, in-depth interviews with university teachers and Master students were carried out. Based on data previously obtained from course assessment forms and feedback taken from former graduated language teachers a questionnaire was designed and used. The questionnaire consisted of an introductory explanation of its aims and content, instructions for its filling out and demographical information about the respondent. A combination of open and closed questions was used to find out the expectations of the students from the program, perceived difficulties and different needs.

Respondents had an opportunity to comment and explain their attitudes, opinions and expectations. An integral part of the questionnaire was a number of teacher competencies divided in four groups: teaching skills, mastery of the foreign language, knowledge and skills in doing action research, skills in intercultural education. The importance was assessed by the respondents, according to Likert scale ranging from 1 (not important at all) to 5 (extremely important). The second phase of analysis and research data processing included an analysis of the content of curricula of the present Teacher Education Master's program of 120 credits compared to the previous Master's of 60 credits, which was in operation only two academic years: 2008-2009 and 2009-2010. A questionnaire was emailed to 120 students. Out of 120 questionnaires sent, we received 105 or 87.5%. This high percentage of response is explained by the fact that they are full time students and do a lot of communication on line. The respondents were mostly women, 93.4 % (98 females), 7 males, or 6.6 % of the respondents. 30 students out of 120 students were chosen at random to be interviewed. They were asked open-ended questions.

Data Analysis

Qualitative and quantitative data were taken from interview transcripts and written records from structured observations, reviews of teacher education curricula in use in the last five years. University teachers appointed to observe teacher students while teaching used a guided observation form with the focus on lesson format, subject presentation and class management.

The respondents' answers to open-ended questions were organized by questions so that consistencies and differences could be identified. This helped to see the pattern in teacher students' beliefs, attitudes, teaching and learning styles.

Descriptive statistics were used to identify the range of strategies reported to be used by the sample and their preferred language teacher competences. This mixed method approach was chosen as more appropriate to analyse both qualitative and quantitative data of the study.

Results of Research

Language teacher students holds a wide range of beliefs and attitudes on teaching in general and language teaching in particular, as well as their special role both as an instructor and a learner in this process.

Regarding teachers' knowledge of the language all the respondents see it as the primer

of teaching English. Language skills integration is marked as important with a mean of 4.1. The lower percentage in marking competences in language acquisition (1.9) and identifying difficulties of learning (1.3) show their beliefs on the role of the teaching in language learning and highlight a need to change these beliefs by providing teacher students with knowledge on second language acquisition (Table 1).

Table 1. Language teacher competencies (Mastery of the foreign language).

Mastery of the foreign Language	N	Mean
The language teacher masters the language and uses this knowledge to model and provide effective teaching in English	105	5
The language teacher integrates listening, speaking, reading, and writing and develops students' language proficiency	105	4.1
The language teacher understands the processes of first-language and foreign language acquisition	105	1.9
The language teacher knows common difficulties experienced by students in learning a foreign language and effective strategies for helping students overcome those difficulties	105	1.3

Respondents rank competences related to teaching methods, teaching strategies, selection of resources, and materials as extremely important or very important. But they rank competences related to theory, critical thinking and integration of technological tools and resources into the teaching process as very important or important. At this stage of their studies they do not see themselves as active and responsible actors of change in their lessons. At the same time it reflects the traditional teaching techniques they have been exposed to. (Table 2)

Table 2. Language teacher competences (Teaching skills).

Teaching skills	N	Mean
The language teacher understands teaching methods and uses this knowledge to plan and implement effective, teaching	105	3.1
The language teacher uses knowledge of theories, concepts, and research on second language acquisition to select effective, appropriate methods and strategies for developing students' language skills	105	1
The language teacher knows how to design and implement appropriate teaching strategies in the language class	105	4.2
The language teacher selects and uses instructional methods, resources, and materials appropriate for students' learning goals and promoting learning in students with diverse needs	105	2.4
The language teacher engages students in critical thinking, and fosters students' communicative competence	105	1.5
The language teacher integrates technological tools and resources into the teaching process to facilitate and enhance student learning.	105	2.8
The language teacher applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity	105	2.9

As for the competences related to action research they rank as extremely important or very important competences of identifying, developing research and sharing it with colleagues. They consider as extremely important for research subjects problems such as class management, (4.1) and planning (3.9), while the course books (2.1) and classroom dynamics (1) are not ranked as important. They think these are not acute problems for language teaching due to their

misconception of such process. Some argue that it is not up to them to deal with these issues as they are not related to language learning. (Table3)

Table 3. Language teacher competences (Knowledge and skills in doing action research).

Knowledge and skills in doing action research		N	Mean
The language teacher knows how to identify research problem		105	1.4
Research problems teachers can analyze:			
a.	Classroom management such as instructions, participation, teaching techniques, pace, balance of talking time	105	4.1
b.	Course book and teaching materials , themes , approach , level	105	2.1
c.	Planning , lesson objective , lesson plan , timing , balance of activities	105	3.9
d.	Classroom dynamics , relationship to students, students relationship to each other	105	1
e.	Student learning , learning difficulties , learning strategies	105	2.6
The EFL teacher knows how to develop an action plan		105	1.5
The EFL teacher knows how to analyze the data and share them		105	3.5

They recognize the importance of intercultural education and rank it as extremely important or very important, but on the other hand, because of little mobility of teachers and teaching in a one culture environment, they see its realization only through integrating into language curriculum authentic cultural topics and activities that provide opportunities for reflection. (Table 4)

Table 4. Language teacher competencies (Skills in intercultural education).

Skills in intercultural education	N	Mean
The language teacher educates and facilitates the construction of learners' personal and social identities in the process of developing language skills	105	3.5
The language teacher motivates learners by making learning topics and activities more complex in order to challenge learners to build intercultural competencies	105	2.7
The language teacher integrates intercultural ELT activities through casual conversations in the classroom	105	2.1
The language teacher integrates into its curriculum authentic cultural topics and activities that provide opportunities for reflection and critique of both native and target cultures	105	2.8

A list of language learning strategies was given to students. They had to mark what strategies they usually had used or already use as language learners. The strategies were classified in four groups: Vocabulary learning, Reading, Grammar learning, Writing, Speaking and Listening strategies. The data received from these questionnaires showed that teacher students have been exposed to many teacher guided exercises and the lessons have been teacher centered. Most of them learned vocabulary by heart (with a mean of 4.8), by writing the word down (4.5), or by writing sentences (4.1). Strategies such as visualizing, looking at the morphological structure, using antonyms and synonyms were less used (1-2). In most cases vocabulary learning is incidental. The same picture is with reading, writing, speaking, listening and grammar.

There is a mismatch between the strategies they have used, which are a mirror to the teaching they have been exposed to, and the teacher competences they mark. The latter shows that our students feel that language students need more student centered activities.

In addition a group of 30 students, from the sample of study were observed during their

teaching practice. A structured observation was used as it is very systematic and enables to generate numerical data from the observations which help in making comparisons between settings and situations, and frequencies, patterns and trends to be noted (Cohen, 2007). Thirty teacher students were appointed to do their internship in the Foreign Language High school, which offers English, Spanish, French, Italian, German and Russian. This number was conditioned by the number of classes in the school. University teachers follow their activity and observe them while teaching. In the framework of the study they used a guided observation form consisting of three parts.

Part I: Lesson Format. It yields a perspective on objectives and concepts, introduction, delivery of content, controlled, guided and independent practice and conclusion.

Part II: Subject presentation. Information is taken on the method (explanation, discussion, demonstration, question & answer, drill, small group work, etc.) It also gives data on pacing of lesson, wait time and transitions, teacher talking time, student talking time.

Part III: Classroom Management gives information mainly on classroom rules, routines, procedures, adaptations, teacher prompts and cues, management of disruptive behavior and reinforcement of appropriate behavior.

The aim of this observation was to gain insight into the way teacher students plan, organize, use different approaches and techniques of teaching and management techniques. Each teacher student was observed twice. Regarding Lesson Format explanation took up 75 % of the lesson time. Controlled practice was organized by 25 of the teachers. Questions were very frequent. It was the only way of organizing talk in the language class. Out of 1300 questions recorded in the 60 classes observed, with a mean of 21 questions in a class only 16.6% (216) of them were open-ended questions. The others were closed questions seeking for simple answers. The lessons are mostly controlled by teachers. The only form of communication is teacher students or student teachers. Students talk when and if they are asked by teachers.

The interview was done with the teachers observed, as part of the observation. A rating scale of four points was developed, ranging from rarely to always in ascending order (1=rarely, 2=sometimes, 3=usually, and 4=always). The observed teachers were asked to rate the extent to which they use teaching methods taught during in the Master program. The methods presented to the teachers for rating were Teacher Lecture/ Presentation, Teacher-led Q & A, Students Working in Pairs, Small Group Discussion, and Student-led Presentation (Table 5).

Table 5. Teacher responses on the degree of usage of the methods are discussed separately below.

No	Methods	1 Rarely	2 Sometimes	3 Usually	4 Always	%	N	Mean
1	Teacher lecture presentation	6.6	28	55.4	10	100	30	2.8
2	Teacher-led Q & A	6.6	56.8	33.3	3.3	100	30	2.3
3	Students working in pairs	6.6	60.4	26.4	6.6	100	30	2.3
4	Small Group Discussion	33.3	33.3	33.4	---	100	30	2
5	Student-led presentation	50	33.3	16.7	---	100	30	1.7
	Average	20.5	42.2	33.3	4	100	30	2.2

The results of the interview indicate that student teachers use the methods taught in the Program, but those used least frequently were Student-led Presentation (1.7 mean rating) followed by Small Group Discussion (2 mean rating). Teacher lecture presentation was used the most frequently with 2.8 mean rating, over half of the students report using this method. Both Teacher-led Question and Answer and Students Working in Pairs are reported usually or sometimes used by 90% of the students with 2.3 mean rating.

The students identified the most common challenges they have to meet, applying their academic knowledge in real classroom situation. The time of teaching practice, peer observation is short. The analysis of the data, the interviews with teacher students and observations in classes have shown that content knowledge and knowledge of general principles of pedagogy are not sufficient for training effective language teachers. Teachers rely far more on the teaching styles they have experienced as learners than on the theory or even the practical knowledge they encounter in teacher education programs. They also are not able to tailor their lesson to individual needs of the students, because they have not been exposed to this way of teaching. Teacher educators must be concerned with preparing future teachers to implement reforms by exposing them through their own formal learning to teaching styles that support reform. Courses organized through readings, reflective writing assignments, lesson observations, peer teaching, and classroom discussion will help faculty and teacher students to manage large, mixed ability classes.

The review of the existing curricula highlighted some problems. In the former four year system educational course made up only 10 % of the classes (240 out of 2400). In the Professional master Program the Curriculum contained 9 courses, internship and thesis. The syllabus did not provide for teaching and learning effective teaching skills.

The new curricula have been designed in a way to meet the increasing public demands and expectations for the prospective language teachers. It consists of four main strands namely: 1) Pedagogical education of 32 ECTS, 2) Specialised courses on teaching foreign languages 40 ECTS, 3) Internship of 18 ECTS and 4) Master Thesis 30 ECTS. The former Master studies, of 60 credits did not ensure a good theoretical and practical preparation of the teacher students. They lacked practical teaching skills.

Discussion

The first strand of Curriculum aims to train prospective teachers who need to be responsive to and respectful of the diversity of the students in their classrooms; to prepare the teacher students to work with adolescents and young adult learners in a wide range of settings by providing them with knowledge and skills to modify programs, instruction and assessment for students with varied needs; for general curriculum development, specific classroom instruction, or for evaluating student's achievement. The courses taught are teaching methods, Critical thinking, Developmental Psychology, Curriculum development, Class Management and Assessment and Evaluation. They make up 25 % of the Program Curriculum.

Specialized content courses aim to produce highly competent teachers in English teaching. Ann Barnes (2002) writes that 'Modern foreign language (MFL) teaching, however, requires not only that teachers have the language proficiency to provide an effective language model to pupils but also the pedagogic competence to exploit this proficiency in the service of pupil learning.

Courses offered provide students with an overview of the theory and practice of FL teaching in the secondary schools and give them knowledge and skills to integrate assessment into daily teaching practice; develop a broad repertoire of teaching practices; use available technology effectively; draw upon a variety of classroom management techniques. This strand makes up 28 % of the program, or 36 credits.

The third strand, Internship, makes up 10 % of the program. It enables teacher students to have diverse sets of experiences throughout an entire school term in addition to observation and practice teaching (staff meetings, parent-teacher meetings and extra-curricular activities). Its assessment will be a performance based one including mentor evaluation and portfolio. These are new practices and need careful planning, guiding and monitoring by teacher trainers. The fourth strand, thesis, aims at enabling students to do research on practical and important issues related to teaching in general and subject matter teaching in particular. This will be preceded by a lot of reading, literature review, observation and action research. Student research will include topics on teaching methodology, research in applied linguistics, comparative studies in teaching and research on school curricula. It makes up 45 % of the curricula, 12 credits courses on school research and 30 credits thesis writing. Importance put on research comes from the shortcomings observed and the need of transforming the FL teacher into a researcher. Research involves them as classroom teachers in an activity which encompasses evaluation of different situations in his/her own teaching and in the school context. Only when the teacher is a keen observer and willing to make changes and improvement will he be able to develop himself and his teaching methods. As Mills (2003) defines action research, it is like "... any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process, for the purpose of gathering data about how their particular schools operate, how they teach, and how students learn."

The introduction of Action Research is of great importance in teacher education programs. This will make the students able to make educational decisions based on rational argumentation, in addition to everyday or intuitional argumentation. The skill of being able to think along the lines of research principles presupposes a general understanding of all-around research methods (Kynäslähti, H., et al., p. 248-249 (2006)). The courses are organized into modules which allow teachers to work within a flexible structure where objectives are established in terms of competencies to be achieved on the basis of those previously acquired. This new way of organization to university teachers and students allows students to monitor their own process of learning and enhances learning autonomy. On the other hand it poses difficulties which teacher educators have to address.

The changes and improvement in the EFL teacher education curricula are expected to educate foreign language teachers who demonstrate an in-depth understanding of language learning and acquisition and subject-specific skills and apply that understanding to doing meaningful learning activities for all students. They should work for the achievement of all students by helping them learn and by teaching learning strategies to them through meeting their diverse needs. They should demonstrate skills for insuring intercultural communication and show the capacity for professional growth by engaging in research and by applying their understanding to improve learning, teaching, and school organization. A very important expectation is educating strong beliefs about EFL teaching as a developing profession and training teachers with communicative language teaching skills by exposing teacher students to real classroom practice and by providing them with action research.

Conclusions

Foreign language teaching in Albania is complex and difficult to grasp mainly because of the wide variety of factors that have interacted in the last twenty years in terms of educational reform, curriculum renewal and societal conditions. The most important change that has taken place in the shaping of the belief about the expectations of learners and role of the teacher in this process is the need for a sound pre-service education. Pre service teacher education is an essential step in the lifelong teaching/learning process. It gives to future teachers the necessary tools to turn them into effective and thoughtful professionals. Developing as a professional

language teacher is much more than being just a language expert and helping others learn such language. Language teachers are to be skillful teachers able to use teaching approaches that best suit the social context of teaching. The introduction of Masters Programs of 120 credits with a balanced ratio among four strands will lead to enhanced and better education of foreign language teachers. The study shows that a program focused on students' needs and experiences is successful in meeting our objectives in training effective teachers, because it is Pre service Teacher education that determines the quality of teaching in high schools in the Albanian context. In addition, this will be successful when the approach to offering changes and teacher students are exposed to active ways of learning by becoming subjects of the lessons.

References

- Barnes, A. (2002). *Maintaining language skills in pre-service training for foreign language teachers* Language in Language Teacher Education / edited by Hugh Trappes-Lomax and Gibson Ferguson. John Benjamins Publishing Co.
- Broughman, S. P., Rollefson, M. R. (2000). *Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools*. NCES 2000-309. Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Henke, R. R., Choy, S. P., Chen, X., Geis, S., Alt, M. N., & Broughman, S. P. (1997). *America's Teachers: Profile of a Profession: 1993-94*. NCES 97-460. Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Cohen, L., Manion, L., Morrison, K. R. B. (2007). *Research Methods in Education* (sixth edition). London: Routledge.
- Council of the European Union (2009). *Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020')* Official Journal of the European Union (2009/C 119/02).
- Council of the European Union (2007). *Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 15 November 2007, on Improving the Quality of Teacher Education*. Official Journal of the European Union, 12 December 2007, C 300/6-9.
- Darling-Hammond, L. (2010). *Constructing 21st-Century Teacher Education*. In Transforming teacher education: What went wrong with teacher training, and how we can fix it Valerie Hill-Jackson and Chance Lewis ed., page 223, Stylus publishing.
- Hudson, B., & Zgaga, P. (eds.), (2008). *Teacher Education Policy in Europe: A Voice of Higher Education Institutions*. Umea: University of Umea, Faculty of Teacher Education.
- Kynäslähti, H., Kansanen, P., Jyrhämä, R., Krokfors, L., Maaranen, K., & Toom, A. (2006). *The multimode programme as a variation of research-based teacher education*. I: *Teaching and teacher education* 22, 246-256. X: Elsevier Ltd.
- Mills, G. (2003). *Action research: A guide for the teacher researcher* (2nd Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Nunan, D. (1997). Action research in language classroom. In Richards, J. C. & Nunan, D., *Second language teacher education*. Cambridge University Press.
- Niemi, H. (2008). Advancing research into and during teacher education. In B. Hudson & P. Zgaga (eds.), *Teacher Education Policy in Europe: A Voice of Higher Education Institutions* (pp. 183-208). Umea: University of Umea, Faculty of Teacher Education.

Pantić, N. (Ed.). (2008) *Tuning Teacher Education in the Western Balkans*. Belgrade: Centre for Education Policy.

MES (2008). *National Strategy of Higher Education (2008-2013)* Tirane.

MES (2008). *National Strategy of Pre-university Education (2009-2013)* Tirane.

The *Common European Framework of Reference for Languages Learning, Teaching, Assessment (CEFR)*. 2002, Cambridge University Press.

Widdowson, H. G. (2002). Language teaching: defining the subject. In *Language in Language Teacher Education* / edited by Hugh Trappes-Lomax and Gibson Ferguson. John Benjamins Publishing Co.

Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Philadelphia: Lawrence Erlbaum Associates.

Zgaga, P. (ed.) (2006). *The Prospects of Teacher Education in South-east Europe*. Ljubljana: University of Ljubljana, Faculty of Education.

Advised by Ilo Stefanllari, University of Tirana, Tirana, Albania

Received: *October 14, 2011*

Accepted: *November 01, 2011*

Esmeralda Kromidha

PhD, Vice Dean, Faculty of Foreign Languages, University of Tirana, Tirana, Albania.
Phone: +355 682066460.
E-mail: aldanushi@yahoo.fr

Elida Tabaku

Assoc.Professor, PhD , Head of the English Department, Faculty of Foreign Languages, University of Tirana, Tirana, Albania.
Phone: +355 673078819.
E- mail: lidatabaku@yahoo.com