



Integrating the Web in the English Language Teaching-Learning Process: A Case Study in Text Analysis, 2nd Course, English Branch

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Abstract

E-learning has changed the perception of the world and influenced many areas of human social activity. It offers many new pedagogic opportunities and challenges in the teaching-learning process in Higher Education. Based on that, the integration of websites in the English acquisition process is important in the variety of interactive activities for improving the understanding of the English language and the communication of students in different subjects. This article analyses the integration of websites in the English teaching-learning process and examines the extent that technology-enhanced teaching and learning and its integration with coursebooks, make students benefit from language acquisition. This paper is focused on a case study with a group of 12 English language students, at the University of Korça. It focuses on how the web can be interlaced with the Text Analysis coursebook, by integrating four language skills, to improve overall language comprehension. The empirical descriptive qualitative research is applied to offer a lesson observation and description of applied learning experiences, such as collaborative learning with technology and the use of technology in communication. To gain an in-depth result, quantitative research is applied based on a focus-group online questionnaire with the students to see how web integration develops cognitive learning and how it facilitates learning and memory through speaking, listening, reading, and writing new knowledge found on the web, at different time intervals. Based on students' perceptions it is seen how the websites may be a means of entertainment and motivation in acquiring new concepts in the subject of Text Analysis.

Keywords: cognitive development, website, higher education, interaction, language skills, Technology

1. Introduction

The range of technologies available for use in language learning and teaching has become diverse and the ways that they are used in classrooms have become central to language practice. Digital technologies are what Bax has referred to as ‘normalized’ (2003, 2011) in our daily life. The use of technology has enabled teachers to re-think what they are doing, to encourage learners to bring this activity into the classroom with them, and to use it as the foundation of lessons.¹ According to Sampson (2003),² web-based education is a mode of delivery that includes learning independently by using self-study and asynchronous communication. Many internet-based lessons involve research to find information for many specific purposes and others including: Live text communication with other online users, live audios, delayed-response text communication (forums, contributions to websites), reading web-based texts, downloading or using web-based content, designing their own webpages or websites.³

This research focuses on web integration in the teaching-learning process in Higher Education. It focuses on classes in technology. This is important because it engages students, and brings the outside world into the class. It helps teachers teach through resources, by leading to transformative learning. The information on sites has to be selected from both, teachers and students. The benefits of both teachers and students result in the development of the ability to critically evaluate what is available on the web, and build knowledge of practical technology. Web integration during the lesson enhances communication among students, increases motivation, and research skills, combines language communication and intercultural skills, and may be adapted to lesson activities.

Website is a useful instrument in the modern process of learning. They are becoming more and more the main teaching aids and the main element of the teaching-learning process. The modern educator is not only a teacher, but websites as well are educationalists and creators of content that is available to access not only from computers but even from mobile devices.⁴

Websites, for so long are an innovative mobility in teaching-learning process and have a great contribution to the learning of the English language, by facilitating teaching and learning through the use of many dynamic strategies and by helping students to reinforce the cognitive approach.

2. Context and theoretical background

Nowadays there is wide access to computers and the internet, in a separate computer laboratory, or in other areas. Technology is the presence of language teaching. The use of new technologies and particularly the internet is a possible means of creating a greater cultural dimension in the classroom by reflecting the complexity of English use in global contexts. There has been much discussion concerning the potential for technology to aid in the process of language learning particularly through offering the learners access to a wide

¹ Motteram, Gary (2013). *Innovations in learning technologies for English language teaching*, British Council Brand and Design /C607 10 Spring Gardens London SW1A 2BN, UK; pp.7

² Sampson, N. (2003). Meeting the needs of distance learners. *Language Learning & Technology*, 7(3), pp. 103-118

³ Scivener, J., (2005). *Learning teaching*, Second edition Macmillian, pp.356

⁴ Frania M. (2013). The role of Technology in supporting the learning process of adults in the network society, *Journal of Educational and Social research*, MCSER Publishing, Rome, Italy, Volume 3, issue 7, pp.557

range of resources⁵. There is great value in the websites for home study, classrooms, self-access, and distance learning. As Scrivener states, teachers need to exploit web materials rather than just plonk students down in front of the screen and expect the programs to do all the work⁶. There are many educational websites that involve flexible variations. These websites are used in this case study as great classroom resources, by allowing students to broaden their vocabulary, put into use the explained concepts based on coursebooks materials, check things, and exchange information during lesson time.

This study explores the use of technology in English language teaching interlaced with coursebook materials, in Higher Education, Korça City, Albanian context.

In order to integrate websites into the teaching-learning process, it is essential to develop a collaborative environment among the students.

3. Using learning technologies in class: Benefits and drawbacks

The use of technology in class is inevitable and indispensable at the same time. It is interactive because it can give feedback and evaluation. Multimedia provides a combination of media (text, graphs, sound, video) in one place. Students acquire perfect IT skills. Students can work through the material at their own speed. It offers variety and fun, by adding variety to courses. Presentation quality in videos provided on the web is good. It is authentic because the information is often written by native speakers. There is real communication when using websites. Students' autonomy is enhanced, and it is motivating.⁷

Besides advantages, during the teaching-learning process, the teachers and students may face technical issues. Classroom management is another possible problem as the teachers may have to change their classroom management traditional techniques. The accuracy of language and Internet content may not always be appropriate, so it is good to use the right websites. Furthermore, many internet sites have a lot of advertisements, and it is easy for students to get distracted.

3.1. Exploiting the Web in class

In order to have a successful use of the world wide web organization, it is needed technical and professional development, sufficient training, recognition, and syllabus integration. All the above-mentioned things are available in both actors of the teaching-learning process. Teachers nowadays have more web literacy, searching skills, knowledge of available resources, methodology, information handling skills, ability to assess students' needs and skills, and confidence. Students need to skim and scan onscreen, take notes, edit, and present as well.

The use of the Web in teaching Text Analysis subject, in our case, may be of different kinds, such as: accessing authentic materials, using it as a bank of different types of texts/genres, taking part in communication projects, conducting research projects, using it for reference, using it for language exercises.

⁵ Chapelle, C. (2009). The spread of computer-assisted language learning. *Language Teaching*, 43(1), pp. 66–74.

⁶ Scivener, J., (2005). *Learning teaching*, Second edition Macmillian, pp.355

⁷ Phillips. T. (2009). Teaching English-learning technologies, *The British Council Design Department UK*

There is a variety of topics out there; news, foreign culture, and general areas such as environment, crime, food, health, travel, etc. Students not only select and organize the information they've found on the web; they orient their activities towards a specific goal they've been given.⁸

Integrating the web into the teaching-learning process is a good way for teachers to begin to incorporate the Internet into the language classroom. There is a variety of individual, pair, and group activities, and these guide students to communication, and knowledge sharing which are the main goals of language teaching.

Both teachers and students, encourage critical thinking skills, by comparing, classifying, and analyzing. Students not only repeat information they find but are led towards transformative, motivating, and authentic tasks, which encourage learners to view activities as something 'real' and 'useful'. This leads to more effort, concentration, and interest in task achievement.⁹

4. Supporting language skills

When websites are used for lesson development, there is a need to consider the accuracy and acceptance of the site, authority and coverage, audience and relevance, educational focus, and ease of use. In the English language teaching-learning process, are developed receptive skills (listening and reading) and productive skills (speaking and writing).

So in class, to develop receptive skills there are needed to be used exercises to stimulate prediction, to extract specific information or details, exercises to get a general picture-reading /listening for gist, to recognize function or discourse patterns, to deduce meaning from context etc. While the integration of the Web in the teaching-learning process can be used to support these skills as well, by looking at headlines on a news site and predicting the news, or by skimming and scanning articles, to provide the opportunity for student control; students can read/listen at their own pace repeating as many times as they want, providing fast reference to dictionaries to aid understanding, using videos for listening exercises to provide context and other visual aids.

To develop productive skills in class, there may be used pronunciation exercises, role plays, and any functional writing. The web can be productively used to support these skills in many ways, such as Discussion or commentary based on visuals, such as describing a video clip while a partner has their back to the board, summarizing audio, video, and text material-developed in our research study), writing questions (for the other group, or partner) based on the website news, explaining how to do something, for example, play a game to a partner, collaborative writing.¹⁰

In the Text Analysis subject, the lesson is focused more on coursebooks which play a very important role in the teaching-learning process, in the Albanian context. Even in Higher Education, they are used as exclusive sources in teaching. The coursebook turns into an object of knowledge to gain resources and knowledge and to become a reference.¹¹ Coursebook is defined as structured material, so as to be included in the learning process, in order to increase its productivity.¹²

⁸ <https://www.teachingenglish.org.uk/professional-development/teachers/integrating-ict/articles/webquests>

⁹ <https://www.teachingenglish.org.uk/professional-development/teachers/integrating-ict/articles/webquests>

¹⁰ Phillips. T. (2009). Teaching English-learning technologies, *The British Council Design Department UK at Qualitech*, pp.37-56

¹¹ Cosaceanu A, Politiques linguistiques et reforme des manuel de langue an Romanie, 2010; pp. 39

¹² Fransua M. ZH. Ksavje R Hartimi dhe vleresimi i teksteve shkollore, pp.60

But the teachers may not follow the order of the text's rubrics. Web integration in teaching may be a very productive way toward good language acquisition and more interaction and interest will arise, compared to the fact of using only the coursebook. Students' culture is an essential factor to be considered for successful learning. Learning a foreign culture makes it easier the integration of a foreign language into the lives of learners¹³. This can be best done through website exploration of a diversity of cultures.

C1 advanced students have developed very strong perceptions of what works for them, and how they want to learn. These preferences may have developed through positive or negative learning experiences; they may be culturally situated; they may help the student towards perfect learning. As teachers explore technology in use with their students, there is engagement, responding to needs, seeking feedback on what works, and finding ways around apparent barriers.¹⁴

5. Research methodology

The research aims: One of the main aims of this paper is to integrate web resources into the lesson and critically evaluate web-based activities. The objective of this study is to explore the different perceptions students have about an English reading comprehension course in a web-based modality, integrated with coursebook materials and based on the explained concepts from the coursebook. It is focused on how the web can be interlaced with the Text Analysis coursebook, by integrating four language skills, to improve overall English language comprehension.

The research methodology of this study is empirical. It is based on lesson observation and description. It is descriptive and qualitative research. It includes describing, taking notes, analyzing, and interpreting the existing facts. It describes the phenomenon, situation, and condition that happen during the research. The teaching method applied, is online integrated learning, student-centered learning, and inquiry-based learning and discussions.

It is quantitative research as well, as it consists of a focus-group online survey/questionnaire, and various responses are collected.

5.1. The study

This is a descriptive and exploratory case study with a holistic and interpretative approach, that aims at exploring the integration of the web in the teaching-learning process on a text analysis comprehension course and its integration with coursebook materials. This study is an observation of applied learning experiences such as collaborative learning with technology and the use of technology in communication.

To gain an in-depth result, a questionnaire is conducted with the students at the end of the classes, to see how web integration develops cognitive learning and to see whether it facilitates learning and memory through the use of four linguistic skills and new knowledge acquired from the web. Based on students' perceptions it is seen whether websites are a means of entertainment and motivation in acquiring new concepts in the subject of Text Analysis.

¹³ Xega E. (2015) English coursebook as a safe framework for teaching in Albanian context, *International journal scientific and applicative papers*, Greece. Vol 10.1;pp: 711

¹⁴ Motteram, G. (2013). *Innovations in learning technologies for English language teaching*, British Council Brand and Design /C607 10 Spring Gardens London SW1A 2BN, UK pp. 13

5.2. Data collection and participants

In this web integration study, data is gathered from the following instruments; a focus group, and a questionnaire. This research consists of a case study. Students are informed in advance, as far as it is a case study research that their participation in the study would not affect their physical, academic, and working well-being.

The questionnaire included open and close-ended questions.

The lesson is organized in the Foreign Language laboratory of the English Department in the Faculty of Education and Philology, Fan S. Noli University. There are sufficient computers and headphones for students to work individually, in pairs, and in groups.

The materials used are websites, a video projector, and a whiteboard. The focus group involves 12 students from the 2nd year English Studies, Bachelor program. They are divided into three groups of four students.

A survey is conducted in this study. It consists of a lesson plan organization and a questionnaire. The questionnaire is done in Google form, and it consists of 22 questions.

Why these websites are selected?

The three websites selected for use during the lesson, have an explicit educational focus. And they belong to the advanced level. They have content based on the topic of the unit in Text Analysis, geography, travel, and tourism information. The focus of the lesson is on understanding how people live in other countries. They are useful resources for projects and are carefully selected by trustworthy publishers, and the content is written by experts in their fields. They are well-designed websites with lots of information, and news content is up-to-date and relevant where four language skills are integrated. Materials are adapted for developing grammar and vocabulary and the students find themselves wherever they want to. These educational resources are for cross-curricular subjects, and on important issues.

5.3. Data analysis

The lesson Procedure

The course explores different sections in the text analysis coursebook, such as reading and use of English, a vocabulary of describing adventures, adjectives and nouns and phrasal verbs, listening- sentence completion- tourist destination, and many curiosities, which makes the lesson fun and exciting.

The selected topic in this study deals with traveling. The topic of Unit 9 in the coursebook is “*Going Places*”.¹⁵

The reading section is about climbing and taking up challenges.

The writing section includes writing an essay on a documentary on ways that sustainable tourism might be achieved. It offers many exercises and a wide range of vocabulary structures to be used, structures that students used in writing skills when web information is implemented in the lesson.

Vocabulary and listening section in the course book. In vocabulary describing an adventure is given descriptive language and students are asked to form collocative expressions. In *listening*, sentence completion, students listen to a receptionist in a hotel giving tourists reviews on what that place offers.

After new concepts and the above-mentioned sections are done in the previous classes, from the coursebook, it is thought to integrate different websites during two academic classes and

¹⁵ Norris, R, French, A. (2015). *Ready for advanced, coursebook* 3rd edition. Macmillan Publisher Limited, pp115

to merge coursebook materials with websites information by inviting all the students to fully participate and exploit new sources from the web, communicating, interacting and collaborating together. To describe information, write questions for the other group/partner, based on the selected text on the website.

The aim is to process website information in order to use language skills. This study lies in 2 academic classes (100 minutes). They are CLIL lessons (Content and Language Integrated Learning) because they strengthen students' ability to process input and prepare them for high-level thinking skills by enhancing cognitive development and critical thinking. According to the 4Cs curriculum (Coyle 1999), a successful CLIL lesson should combine the following elements: Content, Communication, Cognition, and Culture.¹⁶

Below is given in detail the way how the lesson is organized.

Lesson plan

Theme/ Topic: Going places

Learning outcomes: By the end of the lesson, students will be able to integrate web resources into the lesson, critically evaluate web-based activities, and develop their own web-based lesson ideas.

Language skills practiced: Scanning for specific information, writing in a particular style, skimming, collating information, reading, speaking, writing, and listening.

Other skills: Research and analytical skills.

Aims: To encourage learners to read authentic newspapers articles on the Internet • To familiarize learners with the BBC Archives news site • To practice listening skills • To encourage learners to use new vocabulary from these articles in their own writing • To practice article writing skills • To practice oral presentation skills • To encourage small collaborative group work

Computer skills: typing, browsing, searching, navigating

Level: C1

Time: 100 minutes (2 academic classes/hours)

Resources: CAE Advanced coursebook, workbook, teacher's book, CDs

Websites:

1. <https://www.britannica.com/browse/Geography-Travel>
<https://www.britannica.com/video/180075/Overview-Marrakech-Morocco>
2. <https://www.bbc.com/news/science-environment-56837908>
<https://www.bbc.com/travel/article/20230108-hydra-the-greek-island-that-banned-wheels>
3. <https://www.britannica.com/browse/Geography-Travel>
<https://www.britannica.com/video/179588/Overview-resort-city-Mexico-Cancun>

Procedure

The coursebook topic deals with describing adventures: "Mount Margherita"¹⁷ and it includes sections having to do with diverse environments and tourist attractions, by offering a wide range of vocabulary words and phrases to students. Students are given background information on the topic and in the language learning context, and they revised already learned key vocabulary concepts which students will need to use in completing the tasks

¹⁶ <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/clil-lesson-framework>

¹⁷ Norris, R, French, A. (2015). *Ready for advanced, coursebook* 3rd edition. Macmillan Publisher Limited, pp115

involved in the websites. The unit in the coursebook integrated with web searches is “Describing adventures”, and the web is selected based on these topics: tourism destinations, diverse environments, traveling, topics that attract students’ interest and help them make good use of learned vocabulary and expressions, phrasal verbs, adjectives and nouns of describing adventures.

Warm-up

Pre-task warmer: Reading and use of English: In this lesson, phase included questions related to travel and tourism, as these are the main topics treated in the coursebook and in the websites students explore, during these classes.¹⁸

Traveling: Where would you go for your ideal holiday? Is there any tourist attraction you know!?

Have you traveled abroad? Where have you been? Which country would you most like to visit?

Where did you go on your last trip? Talk about where you went and what you did.

What is the best place for a vacation in your country? Why is it good?

What is the longest time you have been away from home? Did you feel homesick?

How long should a vacation be? How long does it take you to really relax?

What forms of transportation do you prefer to use when you travel?

How do you choose where to go? Are you inspired by other people's travel stories? Or photos? Or advertising?

Things can go wrong when you travel. Have you had any bad travel experiences?

Which places in the world do you think are too dangerous to visit? Why are they dangerous?

What is the best age to travel? Can children appreciate the experience?

What are the advantages and disadvantages of traveling alone?

What kind of accommodation do you like to stay in when you travel?

Do you like to talk to the local people when you travel? Why or why not?

Would you like to go to a big international event, such as an international film festival? What would be good or bad about attending such an event?

Task/The Research: After warm-up motivation, students are divided into three groups, respectively 4 members in each group. Each group is required to select one of the three recommended websites to integrate in the lesson, by involving themselves in reading, listening, speaking, and writing to make a proficient use of the 4 language skills.

Procedure

The three tasks are done at the same time by the three groups. Each group chose to practice different language skills. They enlarge their knowledge as well and the information on websites helps them lead to language perfection, by receiving up to dated information.

1. The first group has *Listening and speaking skill*- This group reports Geography and travel videos: <https://www.britannica.com/browse/Geography-Travel>
<https://www.britannica.com/video/180075/Overview-Marrakech-Morocco>

There is a wide variety of interesting topics. Students chose one of them, entitled: *Take a tour of the mysterious and magical city of Marrakech, Morocco*. (2:19)

They played the video in their headphones and they try to interpret and summarize web text materials in their group to transmit this information orally to their mates. The time set for them to summarize the information is 8 minutes. They may add or use other words and vocabulary expressions from those they learned from the coursebooks. Questions are raised

¹⁸ <https://ieltsmaterial.com/ielts-speaking-questions-part-1-2-3-topic-travel-holidays/>

and a productive discussion is developed in class. The group welcomed and answered questions from the other groups, based on what they listened.

The students received satisfaction from another culture. The evaluation of listening skill is done based on the students' ability to process authentic spoken language, understand explicit linguistic information, and make inferences of clearly presented information on the video.

2. The second group chose traveling. The skills practiced are *Reading and speaking skill*. The websites selected are: <https://www.bbc.com/news/science-environment-56837908>.

<https://www.bbc.com/travel/article/20230108-hydra-the-greek-island-that-banned-wheels>

The students chose a destination to explore and to report orally to the other groups, based on the conspectus they have selected: The students are attracted by titles to make their choices.

They chose the travel adventure: *Hydra: The Greek Island that banned wheels*. After they worked together as a group, one representative reported in a short summary to the other groups the information read, by using their own words and transmitting new cultural information to their mates. New words are as well added to their lexis. The evaluation criteria of the speaking skill is done, based on the students' pronunciation, vocabulary, accuracy, communication, interaction, and fluency.

3. The third group of students dealt with *Listening and writing skill* following the website:

<https://www.britannica.com/browse/Geography-Travel>

<https://www.britannica.com/video/179588/Overview-resort-city-Mexico-Cancun>

The group selected: *Explore the breathtaking resort city of Cancún, Mexico* (2:08)

Students are encouraged to write a short report in their own words, based on the listening video, using at least five keywords from the video material. Students presented it to the other two groups. They gave feedback on their reports. Students were reminded about the instructions and tips they have already learned in the coursebook for writing a report, based on the website information. This helped students develop a bank of previously explained useful phrases from the coursebook. Using a wide range of language is one of the ways in which test scores for the writing paper can be maximized. They worked individually and followed the advice of the Writing section in the course book. They had to be selective in choosing the most important details to refer to and how to interlace this website info with the learned vocabulary from the coursebook.

The students read it to the other groups and the task was collected and assessed, based on instructions for writing a report: the content, communicative achievement, register, organization, paragraphs, and linking devices, clear introduction and conclusion, and language accuracy.

At the end of the lesson, each group gave feedback on the other groups, by comparing and contrasting what they have produced, and they felt they have learned from the new given information from the web. The three groups of students are assessed based on their performance.

This activity provided a clear structure of writing, allowed for collaboration, and reading how the text is edited by the proficient expert provided students with further learning opportunities, by making good use of the given material. The written summary of their own work, by using a wide range of learned writing structures, based on the given authentic resources made students work at their own pace. It was fun working with images and text. There is as well a big opportunity for developing IT skills.

5.4. The questionnaire

Discussion, results and the students' perceptions.

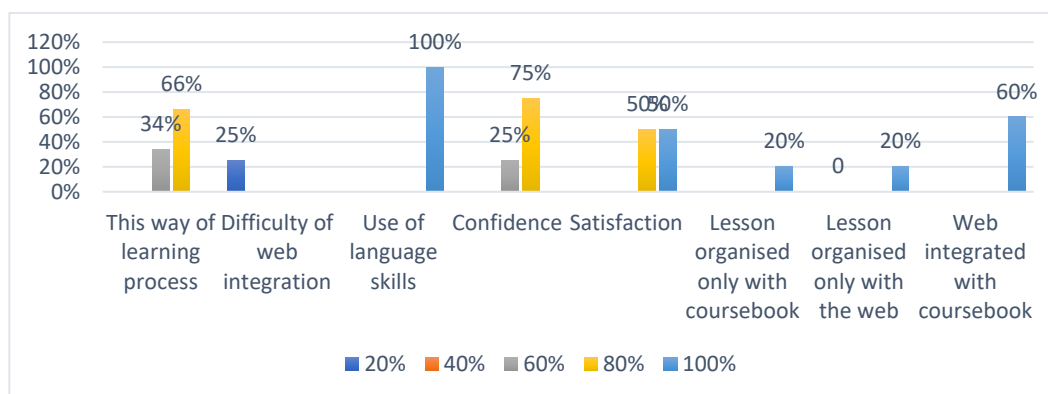
At the end of the web integrated classes students are asked to fill a questionnaire, based on their opinions related to the web integration in academic classes.

Based on some quick opinions of the students, at the end of the classes, they highlighted that the implementation of videos, audios, written materials are very interesting, amusing and informative and they explain the content of the course. The students felt highly motivated to take even other courses in the same modality of instruction because of the benefits web-based courses represent. The teacher is available to answer the students' questions, and the learning process is perceived as personalized. And in addition, the role of the teacher as instructor and facilitator is very important in classes where coursebook is integrated with web. The course content and objectives set are met.

After obtaining the results of the questionnaire, they are explained below and specified in the respective graphs, based on the questions. (Figure1, 2 and 3)

1. This way of organizing the learning process helps 66% of the students think and learn more deeply in a mass of 80%, and a percentage of 34%, helps them in a mass of 60%. Students focused on information and this way helped them create, summarize and elicit critical thinking on the respective topics in each website.
2. Students find it attractive. Only 17 % of the students find it boring in a mass of 20%.
3. Most of the interviewed students believe that this way of lesson organization is not difficult at all. Only a low percentage of students find it difficult in a mass of 20%, basically Reading section on the web.
4. Web integration involved the use of the four linguistic skills. So all the students used language skills in a mass of 100%.
5. Web integration, built confidence in a mass of 80% to 75% of the students and 60% to 25% of them. It boosted self-discipline and responsibility; they felt comfortable and more relaxed.
6. Students felt mostly satisfied with this way of learning in a mass of 80% and 100%, as variety is added to the lesson organization, cooperation, and critical thinking are applied as well.
7. 60% of the interviewed students, prefer this lesson to be organized, and integrated with the web, 20% prefer to use only the web, and 20 % to organize this lesson only with the coursebook. The last group felt more comfortable working only with the coursebook material.

Figure 1. Questions 1-7



8. Referring to the question whether this way of learning leads to nonproductive struggle and frustration, the only struggle of using the web in class is the time. 33,3% of the students agreed on this fact, that more time is needed and they are pressed for time.100% of them strongly disagreed that it leads to frustration, on the contrary they admitted that it leads to fulfillment, success, stimulation, encouragement.

9. 83% of the students agreed that web integration empowers them to control their own learning in a way that this learning experiences is open, flexible, and gives opportunities for engagement, interaction and leads to learning efficiency. 8,3% disagree and 16,6% are neutral as the teacher in a way controls part of the learning during this process.

10.Web integration is considered by 75% of the students, who strongly agree, as the best way to prepare them for the modern world, as they believe that the web in foreign language learning, facilitates learning and pushes them to travel the landscape of the modern world. And 25% of them agree with this fact.

11. The combination of textbooks with the web is worthy for 50% of the students that agree and believed that the integration of e-learning in coursebooks can help one another by sharing benefits to make the learning system better. A percentage of 41,6, are neutral and 8% disagree.

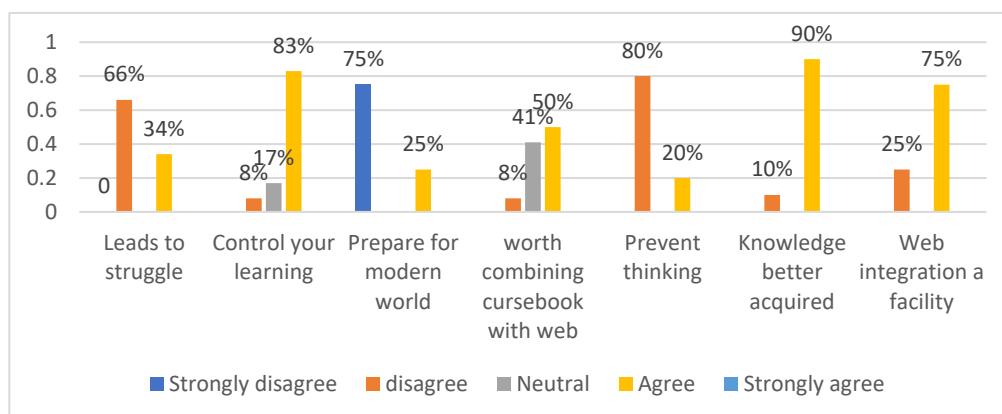
12. All of the students see web integration as a tool that leads to better language acquisition, as it might be a way to grow learning.

13. Related to the question of whether this way prevents thinking and learning, 20%, of the students agree with this fact, by explaining that there are times when technology actually gets in the way of great communication, collaboration, and creativity. Using the web, it would be hard to reproduce the synergy that happens when a group is gathered around a large chart paper or whiteboard with markers building questions from the questions and thinking of others. Even in the most technology-rich settings, it's often better to go analog.

14. 90% of the students are of the opinion that knowledge is better acquired in this way, because it adds more information to the lesson, and students explore more.

15. 75% of the students consider web integration a facility in the lesson process and 25% of them disagree. Websites integration is considered as a tool to enhance learning and supplement classroom teaching. Through web integration, teachers develop creative and interactive classrooms and give students access to innovative resources, by facilitating learning, placing the student in the center of the learning process, fostering students' enthusiasm, bringing the classroom to life, and improving communication. It inspires students to continue learning and creates intrinsic motivation.

Figure 2. Questions 8-15



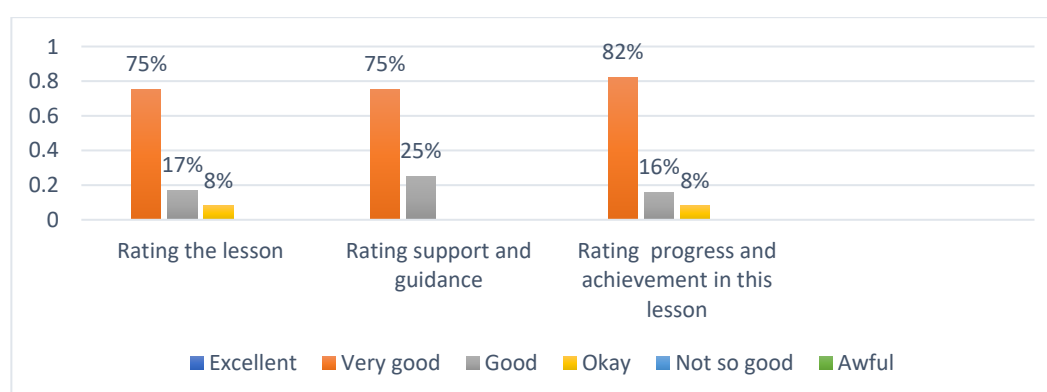
16. Concerning the difficulties students faced during web exploration, 30% of them are for time management and only 10 % had difficulties in understanding material. The rest did not face any difficulties.

17. In rating this course/lesson, 75% found this lecture very good, 16,6% good, 8% okay.

18. In rating support and guidance, related with the usefulness of the course documentation, the aims of this course and how helpful the teacher was, 75% find it very good and 25% good.

19. Related with their progress and achievement in these two academic classes, compared to this class organized only with coursebook, 82% rated it as very good, because they believed that the information is limited in coursebook, and they have more possibilities to explore in websites. Whereas 16% rated their progress as good and 8% as okay.

Figure 3. Questions 16-19



6. Conclusions

From a pedagogical perspective, the findings of this study can be beneficial for language learning curriculum designers to present tasks that enrich the language of the students and their motivation to apply on-line web sites for autonomous learning of language, as well as to imply them in academic classes integrated with lectures' materials. Students through English learning web sites have many opportunities of reflecting on studying through authentic materials and communicating with their friends from all over the world. (Godwin-Jones, 2011). This study is conducted at the University context, in Albania a practice that has started to be applied in these 2 recent years. It provides enough information from the selected websites, which are well-designed with lots of information, and news content is up-to-date and relevant with the integration of four language skills.

As Motteram (Motteram;2013) states in his study on *Innovations in learning technologies*, teachers explore technology in use with the students, and there is engagement, responding to needs, and finding ways around apparent barriers, related to technology; steps that are faced even in this research. In these academic classes, we observed that websites integration with the coursebook's materials, makes open and flexible learning experiences, by providing opportunities for engagement, interactivity, and efficient instruction for sharpening critical thinking, improving communication skills, creating personalized learning opportunities, and making possible a practical and easily accessible teaching.

Similarly to Scrivener's idea (Scrivener 2005) that teachers need to exploit web materials rather than just plonk students down in front of the screen and expect the programs to do all

the work, we provide in this research facts that the websites used in this case study are great classroom resources, and students broaden their vocabulary, put into use the explained concepts based on coursebooks materials, check things, and exchange information during lesson time, by collaborating and thinking critically.

It is important to highlight that the integration with the coursebook in the Albanian context, in Higher Education adopts a change of the traditional structure which leads to success, a collaborative environment merged with the ideas of the teacher, who maintains continuous control of the activities applied in class with the use of websites, improves knowledge acquisition and develops language skills. These activities promoted student-centered classes. Voices of native speakers during listening videos increase authenticity and interactivity. Videos offered variety in the classroom, and the information in the videos and readings as well were enjoyable and awakened students' interests.

Based on this experience, the material and the lesson developed through web integration in the class, parallelly with the coursebook exploitation, is best acquired, best taught, and best discussed because of the above-mentioned reasons and arguments. The use of textbooks is as well indispensable and plays an essential role in the teaching-learning process of the English language. They help in developing learners' communicative skills, are in conformity with CEFR, and respond to learners' interests by improving collaborative learning.

The study results are important for language learning curriculum designers to include assignments and websites that reinforce the language of the students and enhance their motivation to apply websites for individual learning of language. Choosing and adapting motivating and interesting topics in up-to-date websites may be considered a promising aspect in providing interesting and learning-rich classes for both the teachers and learners, by making the classes more attractive and more desirable to learn a foreign language.

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