

Integrating the Web in English Language Teaching – Learning Process. A Case Study in the 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 English acquisition process, is important in the variety of interactive activities for improving the understanding of English language and communication of students in different subjects.

This article analyses the integration of websites in English teaching -learning process and examines the extent that technology-enhanced teaching and learning and its integration with coursebooks, make students benefit in language acquisition.

This paper is focused on a case study with a group of 15 English language students, in the University of Korca. It focuses on the fact how the web can be interlaced with Text Analysis coursebook, by integrating four language skills, in order to improve overall language comprehension.

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 the web integration develops cognitive learning and to see whether it facilitates learning and memory through speaking, listening, reading and writing new knowledge found at the web, at different time intervals. Based on students' perceptions it is seen whether websites are a mean of entertainment and motivation in the acquisition of new concepts in the subject of Text Analysis.

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