Exploring Language Learning Dynamics within Albanian Educational Contexts: A Comprehensive Review

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Abstract

This study provides a comprehensive review of the evolving landscape of language learning in Albania, not only through analysis of its current traditional methods, but also towards its shift towards communicative, inclusive, and technologically integrated teaching methods. Accordingly, the author of the study conducted an analysis regarding its current global educational trends, such as approaches that prioritize real-world language application, learner autonomy, and the integration of digital resources, while valuing the incorporation of students' linguistic and cultural backgrounds into the curriculum. Indeed, the author's findings suggest an interesting reality characterized by a paradigm shift on the one hand, and a form of resistance towards change in the other. However, despite its contributions and evidence-based analysis, the study acknowledges limitations due to its reliance on existing literature and potential biases towards positive outcomes. The research calls for further empirical investigation, comparative studies, and exploration of learner perspectives to refine and advance language education in Albania, perhaps one that utilizes a nationwide study from various stakeholders. On the other hand, this research underscores the importance of embracing linguistic and cultural diversity and digital innovation to enhance language learning in the face of global changes.

Keywords: language learning, Albanian education, educational dynamics, methodology, linguistic outcomes, pedagogical strategies

Introduction

Throughout the years, language learning has been a focal point of educational research, reflecting its critical role in global communication, cultural exchange, and individual cognitive development. However, contrary to popular belief, language learning is more dynamic and critical, especially when applied in the global context. Specifically, the dynamics of language learning have evolved significantly, influenced by technological advancements, globalization, and shifts in pedagogical theories.

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These days, language learning has incorporated various innovative methodologies, tools, and approaches to language education, emphasizing the importance of adaptability and cultural relevance in teaching practices. In line with this, this paper will focus on the Albanian educational context as it presents a unique case for examination. As apparent from previous studies done on the subject matter, Albania has always been an exciting point due to its rich linguistic heritage and strategic geographical location; it stands at the crossroads of East and West, where the influences of different cultures and languages converge, shaping its educational landscape.

Background and Rationale

More specifically, the author of this paper has chosen this geographical location to study its language learning dynamics because of several factors. Firstly, Albania has become a "potential EU member candidate" ever since 2014. By following the trajectories of countries that came before it, the country's continued push towards its integration into the European Union and the global economy necessitates the need for proficiency in multiple languages. According to Brennan and Gassie (2009), this necessitates understanding how languages are taught, learned, and acquired within Albanian schools and universities.

Secondly, the unique linguistic environment of Albania, characterized by the coexistence of the Albanian language with several minority languages and the increasing importance of English and other foreign languages, offers a rich ground for exploring language learning processes. Given its geographical location, historical reports would show that the country has been the site of various immigration and emigration patterns, not only within the country but also from neighboring Asian and European nations. Thus, understanding these dynamics can provide insights into effective language teaching strategies that could be applied both within and beyond the Albanian context.

Objectives

In light of the distinct and dynamic Albanian context, this study aims to explore the intricacies of language learning within Albanian educational settings. Specifically, it will review existing literature to discern the most effective methodologies and strategies tailored to this context, while also examining the challenges encountered by both learners and educators. Moreover, the paper will spotlight opportunities for enhancing language learning outcomes. Through these endeavors, the author intends to contribute to the broader field of language education research, offering insights into adapting language learning theories and practices to meet the unique needs of learners in Albania's rapidly evolving socio-linguistic and socio-political landscape.

Organization and Aim

The primary objective of this paper is to provide a distinctive and pertinent understanding of the dynamics of language learning within the Albanian educational context, particularly focusing on effective language education practices. It's important to note that the subsequent sections will concentrate on intentional language learning, excluding language acquisition through personal consumption of digital and social media, despite its significant impact on the learning process (Yu et al., 2019). Nevertheless, by thoroughly examining these dynamics, this study aims to improve language learning outcomes for Albanian learners, thus bolstering their academic achievements and future prospects in an increasingly multilingual world.

Literature Review

Language learning has been one of the fields that have improved and become more accessible due to the presence of technological advancements, sociocultural shifts, and pedagogical innovations. Accordingly, the Albanian language is not an exception, as the internet, digital media, and other devices have helped increase the ease of access to language learning capacities. The subsequent sections of this literature review provide an insight into the global trends in language learning, their manifestation within the Albanian educational context, and the specific methodologies, outcomes, and strategies pertinent to language education in Albania. Furthermore, it identifies existing literature gaps, underscoring the present study's contribution.

Global Trends in Language Learning

As of early 2024 several studies have shown that language learning has undergone transformative shifts in recent years, with a significant move towards methodologies prioritizing communicative competence, interactivity, and integrating cultural awareness into the curriculum (Khasawneh et al., 2023, pp. 894–908). However, contrary to popular belief, it must be noted that this pattern has already been present in other countries such as the United States (Corbett, 2022, pp.1-27) and the United Kingdom (Pham, 2021, pp. 751–752), as early as the start of 2000s. Accordingly, the main purpose of this section is to critically examine recent trends in language learning, focusing on adopting communicative and interactive approaches, task-based learning, integrating technology, and multilingual education models. As the author of this would illustrate in the succeeding sections, a critical analysis of contemporary literature will highlight the impact of these trends within the Albanian educational context and evaluate their effectiveness in fostering linguistic and cultural proficiency.

Communicative and Interactive Approaches

One of the predominant paradigms in language teaching is Communicative Language Teaching (CLT), which emphasizes using language as a tool for communication in

authentic contexts rather than solely focusing on linguistic accuracy, as outlined by Richards and Rodgers (2019). This approach represents a departure from traditional methods of language instruction, prioritizing interaction, negotiation of meaning, and the application of language in genuine communicative situations. The underlying premise is that learning in 'real-life' or simulated real-life settings enhance understanding, comprehension, and retention. However, despite CLT's widespread adoption globally, its implementation in Albania encounters challenges due to entrenched traditional pedagogies that prioritize grammar and rote memorization (Toro & Kisi, 2021, pp. 4784–4796).

It's noteworthy that Albania, like many other countries, has yet to transition away from traditional grammar-focused and rote memorization-based systems. This presents a challenge as conversational fluency in a second language relies heavily on understanding and clarity, particularly in cross-cultural communication scenarios (Ramanarayanan, 2020, p. 419). This contrast between global acceptance and local resistance underscores a significant gap in pedagogical evolution within the Albanian educational landscape.

Task-Based Learning

Aside from using CLT in various multi-modal contexts, another technique that has gained traction in the past few years is using Task-based Learning (TBL). Simply said, TBL is another innovative approach that has gained traction, focusing on completing meaningful tasks using the target language. As according to Domingues (2024), this method promotes language acquisition in a functional context, encouraging learners to apply linguistic and cognitive skills to accomplish specific objectives. However, it must be noted that there is still a debate regarding the effectiveness of TBL, especially in non-native English-speaking countries. In one study by Cevallos Yandún (2022, p.93), it was found that despite the effectiveness of the said approach, such learning could become passive, especially when a strategic approach does not guide the educators. Applying this context, empirical studies on the efficacy of TBL in Albania are scarce, suggesting a need for further research to explore its potential benefits and limitations in enhancing language proficiency among Albanian learners.

Technological Integration

As mentioned earlier, one of the exciting developments in the recent century is the integration of technology in language learning. These changes have revolutionized educational practices, offering unprecedented opportunities for interactive and personalized learning experiences. Digital platforms, online resources, and language learning apps have become indispensable tools, providing learners access to a wealth of materials and real-time communication with native speakers (Godwin-Jones, 2020, p. 3). For instance, a study by Hernadijaya (2020) found that 'language learning apps' (particularly Duolingo) have effectively taught English skills, even

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when applied only within the classroom setting. Her study has also shown significant improvements in learning English between pre-test and post-test results.

Another factor that ushered in the increased use of these technological applications (or language learning software) was the quarantine brought about by the COVID-19 Pandemic. According to Xhelili et al. (2021, pp.103-111), the COVID-19 Pandemic has brought about an increase, not only in online learning but also in the use of online learning software (online pedagogies) due to the abrupt shift to online and blended learning environments necessitated the adoption of effective technological solutions. In addition to this, this transition has exposed both opportunities for innovation and challenges in ensuring equitable access to digital resources, highlighting the digital divide as a critical issue to be addressed (Litchfield, et. al., 2022, p.3).

Utilizing Multilingual Education Models

As discussed previously, the global shift towards multilingual education models reflects a growing acknowledgment of the benefits of linguistic diversity, including its positive impact on cognitive development, cultural empathy, and global citizenship. These models, such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and online language learning platforms, advocate for the integration of multiple languages into the curriculum, creating an environment that celebrates linguistic diversity and leverages it as a valuable resource. In the context of Albanian language education, promoting multilingualism aligns with the country's aspirations for European Union integration and global engagement.

However, as will be discussed further, employing specific teaching methods is just one aspect of a comprehensive learning strategy. Therefore, the subsequent section will examine the Albanian learning context and the necessity of a holistic approach to implementing multilingual education models, which includes curriculum development, teacher training, and policy support (Duarte & Meij, 2018, pp. 24-43).

Language Education in Albania: Methodologies, Outcomes, and Pedagogical Strategies

As mentioned before, the landscape of language education in Albania, marked by its methodologies, outcomes, and pedagogical strategies, reveals a complex interplay between tradition and innovation. Accordingly, as some of the general concepts have already been explained in the previous section, this subsequent section expands the review of the subject matter and incorporates insights from recent studies, providing a more appropriate and relevant understanding of the current state and future directions of language learning in Albania.

The Role of Home Languages and Cultural Identity

One crucial aspect overlooked in the overview of language learning techniques and pedagogies above is the integration of home languages into language education.

Despite its significance, this notion remains lesser-known and underutilized in language teaching. Studies dating back to 1997, such as those conducted by Norton (1997, pp.409-429), have underscored the importance of acknowledging learners' socio-linguistic and socio-cultural identities when teaching a second language, rather than solely focusing on memorizing grammatical and structural rules. A more recent study by Ayu (2020, pp.183-192) further emphasizes that teaching English (EFL teaching) should encompass consideration of three cultures: the source culture, the target culture, and the international target culture. Without such consideration, a cultural gap emerges, hindering learning and application compared to approaches that embrace learners' original culture. In essence, integrating home languages and original culture into language education is vital for facilitating second language acquisition and fostering cultural identity.

Within the specific context of Albania, Sotiroudas and Griva's (2023, pp. 1349-1361) research on integrating the Greek language into Albanian language education highlights the significant influence of home languages on learning outcomes and identity development. These findings complement the broader discussion on language teaching and learning processes, emphasizing the need to move beyond traditional grammar rules and rote memorization. Instead, educators and policymakers should prioritize the recognition and incorporation of students' linguistic backgrounds into the educational framework. This approach, as suggested by Maligkoudi et al. (2023, 103–112), not only enhances the learning experience but also fosters a more inclusive and multicultural learning environment by acknowledging students' mother tongues.

Innovative Strategies for Language Learning

In preceding sections, the significance of innovative learning within the global educational landscape was explored, underscoring the increasing importance, if not inevitability, of technological innovation in language learning. Recent advancements in technology have indeed exerted a profound influence on language education in Albania, introducing new pathways for teaching and learning. A study by Bushi and Kristo (2024, pp. 102-112) examining the innovative role of podcasts in German language learning exemplifies the potential of digital tools to enrich language acquisition. The researchers observed that podcasts offer a more flexible and accessible means for students to engage with language content, accommodating diverse learning needs and schedules. Notably, this study is not the first to highlight the beneficial effects of podcast listening on language learning; similar findings have been reported by studies such as Toro and Kisi (2021, pp. 4784–4796). Furthermore, while not directly addressed in this research, the positive impact of such innovations is evident in recent studies demonstrating how social media platforms have significantly augmented Albanians' language learning capabilities in the aforementioned language (Kapo, 2022).

The discussion on the significance of innovations reveals two distinct benefits in the learning process. Firstly, these approaches enhance listening comprehension skills by exposing learners to various accents, colloquial expressions, and cultural content, thus providing a comprehensive learning experience. Secondly, the integration of technology in language education, exemplified by podcasts, signifies a departure from traditional teaching methods towards more interactive and student-centered approaches (Klosi, 2021, pp. 196–211). For policymakers, this underscores the imperative of embracing the digital age by integrating technology into the curriculum to support and enhance the language learning process, particularly in light of the language's critical importance as Albania seeks integration with the European Union.

Cross-Cultural Educational Methods

As previously discussed, recognizing and integrating various cultures, such as target and source cultures, is crucial for effectively enhancing the language teaching and learning process. A case study conducted by Xhuxhi and Romero-García (2023, pp. 135-181) on Albanian primary school teachers' experiences during a visit by Spanish school teachers sheds light on the impact of cross-cultural educational exchanges. The study illustrates how learning processes aimed at sharing best practices and exploring the effects of such exchanges on teachers' professional identities underscore the value of international collaboration in education.

Furthermore, in an insightful article by Kapurani (2016, p. 110), Albanian English learners demonstrate a preference for Communicative Language Teaching (CLT) over traditional memorization methods. This preference may stem from Albanians' exposure to diverse educational philosophies and practices, significantly influencing teachers' pedagogical approaches. Additionally, teachers tend to adopt active methodologies and alternative assessment strategies, as corroborated by Bushi and Kristo (2023, pp. 102-112).

However, these innovations and approaches have their own set of challenges. The pertinent studies done on the matter also highlighted the various challenges faced regarding these methods. On the one hand, this resistance can happen on the side of the educator. In one study by Slinn (2017), she noted that while there is significant resistance from all Albanian teachers of the English language, there is a higher level of resistance against newer methods for Kosovo-Albanian educators than other teachers. This highlights one's culture (and sub-culture) effects on an educator's teaching preferences and methods. On the other hand, there is also a higher resistance for students, especially those used to traditional learning methods. Nonetheless, this is significantly less for teachers, considering that students' primary function is to abide by the programs and lessons provided under the curriculum (Bushi & Kristo, 2023).

Through these discussions, it becomes evident that the exchange program underscores the advantages of nurturing cross-cultural dialogues in education, potentially resulting in transformative learning experiences for both teachers and students. However, a review of the studies suggests that it may have overlooked the fact that a significant portion of Albanians are actively engaged in social media consumption. This oversight is noteworthy, as social media usage could have a more substantial impact on language learning outcomes owing to the considerable exposure time and ease of access, as indicated by Ghong et al. (2020, pp. 61-69).

Critical Issues in English Language Teaching

While this study has explicitly focused on intentional and conscious language learning activities, it's crucial to acknowledge the significant impact of social media on the language learning process. Regardless of its informal nature, social media content undeniably influences students' language acquisition. In a study by Rexhepi (2020, pp. 419-423), critical issues in teaching English to young learners in Albania were addressed, highlighting the challenges and opportunities in the TEYL (Teaching English to Young Learners) context. The emphasis on utilizing games and interactive methods like Duolingo underscores the importance of engaging young learners in ways that resonate with their natural learning tendencies. However, it's essential to consider the concept of 'Social Media Escapism,' as noted by Klosi (2021, pp. 196–211), which, despite its addictive nature, can enhance retention and comprehension of the English language. This presents both a caution and an opportunity: while it warns against the potential for addiction to social media, it also validates the effectiveness of integrating technology alongside traditional assessment-focused methods. These gaps and ongoing debates will be further explored in the subsequent section.

Gaps in the Literature

Upon analyzing the research presented thus far, it becomes evident that exploring language education within Albania reveals a landscape brimming with potential yet marked by notable research opportunities. One of the most glaring gaps lies in the scarcity of empirical investigations into the efficacy of digital language learning tools and their integration within the Albanian educational framework. This includes a lack of literature on the actual contribution of social media to learning conversational English, despite the rising popularity and effectiveness of smartphone applications like Duolingo. Understanding the extent to which such software can enhance learning capacity, retention, and application remains largely unexplored.

Secondly, another gap in research pertains to the effects of these teaching and learning techniques within Albania's unique regional context. Situated amidst diverse cultures, Albania's geographical location necessitates a deeper

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understanding of how global educational trends intersect with its distinct socio-economic and cultural milieu.

Lastly, the implementation of these learning strategies must be contextualized within Albania's exceptionally linguistically and culturally diverse nation. As discussed earlier, the heterogeneous student population, with its varied linguistic backgrounds, underscores the need for a meticulous examination of how different instructional approaches impact language acquisition.

While beyond the scope of this research, future studies would greatly benefit from exploring the intricate interplay between culture, language, and technology experienced by Albanians and populations worldwide.

Methodology and Methods

To enhance the transparency of the systematic literature review, this study specifies that data was collected from databases such as JSTOR, Google Scholar, and ERIC. Keywords included 'language learning in Albania,' 'educational methods,' and 'digital tools in education.' Selection criteria focused on relevance to Albanian context, publication within the last few years, and the inclusion of quality peer-reviewed studies.

Research Design and Rationale

Building a foundation from the extensive literature review done in the previous chapter and the author's resource and economic capacities, this study adopts a systematic literature review methodology chosen for its strength in synthesizing and evaluating existing research findings across a broad spectrum of studies. As early as studies done by Papajani (2015) up to more recent ones like Bouras (2020), the vast amount of literature regarding language learning processes and education in Albania for decades makes this a highly feasible methodological approach. Additionally, this enables a comprehensive understanding of the current state of language learning in Albania, identifying trends, gaps, and potential directions for future research. Gunnell et al. (2022) also mentioned that the rationale behind selecting a systematic review lies in its ability to provide a rigorous, replicable, and transparent framework for analyzing existing literature, ensuring that the conclusions drawn are reliable and valid.

Participant/Data Selection Process

Given the nature of a systematic review, the "participants" in this study are secondary data sources, including peer-reviewed articles, government reports, and other academic publications that discuss language education in Albania. These sources were selected based on specific inclusion criteria: relevance to language learning in Albania, publication within the last five years to ensure currency, and accessibility in English or Albanian. However, some exceptions to these include those that were used to provide either a global overview or comparative analysis of

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Language and Literature Studies

July- December 2024
Volume 10, Issue 2

studies from other countries and a contextual background to the study. Nevertheless, this selection process was designed to encompass a wide range of perspectives and methodologies within the scope of language education research.

Data Collection Methods

The data collection involved a structured search of electronic databases, academic journals, and educational repositories published within the specified period of time. Initially, these keywords are used to conduct an initial search of relevant literature

on the subject matter: language learning, Albanian education, educational dynamics, methodology, linguistic outcomes, and pedagogical strategies. Additionally, keywords and phrases were then used to determine possible candidates for analysis, such as "language education in Albania," "Albanian language learning methodologies," "digital tools in Albanian language education," and "multilingual education in Albania". Overall, the search strategy was designed to capture a comprehensive set of studies addressing Albanian's various dimensions of language learning.

Data Analysis Techniques

As mentioned as early as the introductory portion of this paper, the data analysis is conducted by tabulating and analyzing the data from the selected studies, specifically, a thematic analysis to identify recurring themes, methodologies, outcomes, and pedagogical strategies within the context of language education in Albania. For example, the authors have been involved in coding the literature for critical themes and synthesizing the findings to draw insights into the effectiveness of different language learning approaches.

Findings and Discussion

Presentation of Key Findings

Before moving forward to the presentation of findings, it must be noted that the systematic review uncovered several critical themes in the landscape of language education in Albania, such as the integration of digital tools in language learning, the impact of pedagogical strategies on learner outcomes, and the role of cultural identity in language education. Accordingly, this suggests a shift towards more interactive and inclusive approaches to language teaching and the increasing importance of technology in the educational sector.

Table 1. Thematic Analysis of the Evidence Collected

Theme	Global Context	Albanian Context
Communicative and Interactive Approaches	Emphasis on using language as a tool for real-life communication. Challenges in shifting from traditional grammar-focused education.	Challenges due to traditional pedagogies: Need for pedagogical transformation to embrace communicative competence.
Task-Based Learning	Gaining traction globally for promoting functional use of language. Debate over effectiveness in non-native English speaking contexts.	Limited empirical studies in Albania; Necessity for further research on its potential benefits and limitations.
Technological Integration	Revolutionizing educational practices through digital platforms, apps, and online resources. Enhanced during the COVID-19 pandemic.	Opportunities for interactive learning; Challenges in equitable access to digital resources.
Multilingual Education Models	Recognition of linguistic diversity and its cognitive and cultural benefits. Encouragement of multilingual curriculums.	Alignment with efforts for global integration; Need for comprehensive strategy including curriculum and policy support.
Role of Home Languages and Cultural Identity	Importance of integrating learners' linguistic and cultural backgrounds into education for better acquisition	Integration of home languages can enhance learning experiences and promote inclusivity.

	and identity reinforcement.	
Innovative Strategies for Language Learning	Advancements in technology offer new avenues for learning, e.g., podcasts. Shift towards interactive and student-centered approaches.	Positive effects of technological innovations like podcasts; Need for policy adaptation to digital education methods.
Cross-Cultural Educational Methods	Value of international collaboration and exchange in enriching educational practices and pedagogical approaches.	Influence of cross-cultural exchanges on pedagogical approaches and preference for active methodologies.

Interpretation of Findings

Pursuant to the findings from the literature, the systematic review has shown a unique and dynamic landscape of language education in Albania. Specifically, it is one that is characterized by a significant transformation from traditional pedagogies towards more contemporary, communicative, and technologically enriched methodologies. Interestingly, it must be noted that a significant number of the literature about the matter mirrors global educational trends and advocates for a learner-centric approach that embraces the digital revolution (Bennett & Szedlak, 2023). Examining deeper the context of language learning in Albanian education, this shift is not merely a trend but a necessary adaptation to global connectivity, digital literacy, and the multicultural fabric of contemporary society (Toro & Kisi, 2021). However, upon analyzing the innovations in both the teaching pedagogies and teaching innovations, it is clear that a significant number of barriers exist on the side of both the educators (Enesi et al., 2023) and the learners (Kapo, 2022). Nonetheless, the various studies from both globally accepted practices and those recently done within the country show the importance of using new language learning technologies (Hernadijaya, 2020), collaborative learning (Bouras, 2020), as well as the use of new policy approaches (Skutil et al., 2016).

Overall, the findings that are obtained, analyzed, and summarized from the previous sections have shown that the incorporation of learners' home languages and cultural identities into educational frameworks emerges as a pivotal aspect of this

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Volume 10, Issue 2

transformation, underlining the critical role of multilingualism and multiculturalism (Slinn, 2017). As for the author of this study, she firmly believes that based on the studies collected, this approach not only enriches the learning experience but also bolsters inclusivity, offering a more personalized and contextually relevant education that acknowledges and leverages the linguistic diversity of the student body.

Unexpected Results or Deviations

Another consideration that was done in the study was the analysis of varying results and deviations from what was generally found in previous studies, especially those that relate to the specific findings of some studies. Accordingly, perhaps most striking is the discovery of a substantial positive reception to the integration of students' home languages into the language learning process (ΚΟΥΡΤΕΣΗ, 2023). Personally, this observation challenges both long-standing assumptions and ideas from one's personal experience that view the presence of multiple languages in the classroom as a potential hindrance to second language acquisition. Instead, the relevant and interesting findings tangential to the review suggest a paradigm shift might be necessary – recognizing bilingualism and multilingualism as beneficial assets that enhance rather than impede learning – compared to earlier studies on the matter (Jansen, 2012). Nonetheless, this seems to support the idea that calls for a reassessment of conventional language learning theories and pedagogies, advocating for a more holistic and inclusive approach that values linguistic diversity as a critical component of effective education

Recommendations

Based on the overall study and analysis in the previous sections, the following provides the best practices when comparing globally recognized standards and the Albanian language learning context.

Improving Language Learning

Pedagogical Innovation

First and foremost, the literature summary suggests that it is imperative to foster the adoption of communicative language teaching methods that prioritize real-life language usage. For example, integrating digital tools should not merely be an addition to the curriculum but a core component of pedagogical strategies aimed at increasing student engagement and improving learning outcomes. These tools may even be fun and entertaining to encourage the learning process. Nonetheless, such an approach necessitates a reevaluation of existing teaching practices and a concerted effort to embed technology and communication at the heart of language education.

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July- December 2024
Volume 10, Issue 2

Inclusive Practices

Developing and implementing policies that recognize and valorize students' linguistic and cultural backgrounds are essential. This starkly contrasts the traditional and straightforward rote and memorization method. On the one hand, this involves incorporating home languages into the curriculum and a broader commitment to creating an educational environment that celebrates and harnesses linguistic diversity. On the other hand, this approach extends beyond mere tolerance to an active engagement with and appreciation of the cultural and linguistic assets that students bring to the classroom.

Professional Development

Finally, providing educators with ongoing professional development opportunities is crucial for equipping them with the skills and knowledge necessary to navigate the evolving landscape of language education. Note, however, that this step may be more challenging to achieve, especially when not developed in conjunction with state-wide or community-wide policy changes. Nonetheless, at the school level, this includes training in new pedagogical techniques, familiarity with the latest digital tools, and understanding how to effectively incorporate students' cultural and linguistic backgrounds into their teaching practices.

Recommendations for Future Research

In relation to this, here are some of the recommendations for future research, which are based on findings in the study or those that the author did not find when conducting the review.

Learner Perspectives: First, as reiterated over and over again from the previous sections, investigating learners' perspectives on the effectiveness of various language learning strategies, especially regarding the use of digital tools and multilingual approaches, can provide critical feedback for educators and policymakers. As such, this shows that understanding students' experiences and preferences is essential for designing education that is not only effective but also responsive to the needs and aspirations of learners.

Technology Integration: Finally, this study must emphasize the importance of developing policies supporting technology integration in language education, which is vital. These policies should provide the necessary resources and training for educators, enabling them to utilize digital tools in their teaching effectively. Without these, deep-seated change would be difficult. Overall, the aim is to create an educational environment where technology enhances learning rather than serving as a mere supplement.

By addressing these evidence-based recommendations, the author believes Albania can significantly enhance its language education framework, ensuring that it not

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July- December 2024
Volume 10, Issue 2

only meets the current needs of learners but also anticipates and adapts to future challenges and opportunities in the global educational landscape.

Limitations: This study is based on a systematic review of existing literature and does not include primary empirical data. Future research could incorporate case studies or surveys conducted in Albanian schools to provide empirical insights that strengthen and validate the findings discussed.

Conclusions

Based on an analysis of the various studies and literature done on the subject matter of language learning in the Albanian context, this study reveals a transformative shift in Albanian language learning towards communicative, inclusive, and technologically enriched methods, aligning with global educational trends. The author believes this is a strong argument in favor of enhancing learner autonomy, leveraging digital tools for better engagement, and valuing linguistic and cultural diversity as enrichments to the learning environment. Additionally, emphasizing students' home languages and cultures within education challenges the outdated view of linguistic diversity as an impediment, suggesting a paradigm shift that sees diversity as a strength, fostering inclusivity and global readiness.

Study's Limitations and Future Research Directions

As a final note, the author would also like to emphasize that by merely drawing on existing literature, the analysis may not capture all emerging trends or marginalized views and might overemphasize the positives of innovative methods and digital tools without fully addressing potential implementation challenges. An example is the possible effect of other socio-political, economic, and cultural differences, as discussed above. Thus, future research should focus on empirical evaluation of these educational strategies in Albania, cross-contextual comparisons for broader insights, and learner feedback on digital and multilingual education methods.

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