

Bilingual Education

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Abstract: The need to communicate with the other members of the society for different purposes led to the need to learn a foreign language, a second language. Thus the people who spoke two or more languages have more access on communication. The easy way to communicate that was as the result of knowing a foreign language, had a lot of advantages in every field of life. Nowadays speaking and writing another language is more than a necessity. The following paper treat the effectiveness of bilingual education as a theoretical concept, how help the young learners and the benefit in the Albanian education system. The Albanian education system now days have changed and these are reflected even in accepting and entering a foreign language to the school system. Classes have pupils/ learners of different background and teachers use several methods and programs. According to the level of the classes there are used different programs.

Keywords: Bilingual, foreign language, education, multilingual, communication

INTRODUCTION

The language of a country has its own history of development but besides this it is tied up, and on its shoulders there is the history of development, not only the development of the country, state but even the society.

After 1990s the political and economic situation of Albania changed. Population started to migrate mainly to the neighborhood countries like Greece and Italy. Also during these years Albania faces internal movement inside the country. The main destination cities were suburban regions near Tirana and Durres [1]. The population of Albania is around 2.9 million inhabitants in 2017 [2]. The male population results to be higher compared with females. The resident populations are mainly Albanian (82.6 %) and the rest are Greek, Macedonian, Roma or Egyptian population [3].

The native language of Albania is Albanian. The characteristic of Albanian language is the possibility of learning foreign languages quick. Still, the whole country speaks Albanian so these create the possibilities that almost 99% of the population speaks Albanian [3]. The population on near borders of the country (near Macedonia, Greece, and Montenegro) creates the possibility that these population leaving in border to speak not Albanian language.

Language is used to exchange messages, the principle means used by human beings to communicate with one another. Languages are not equivalent or interchangeable; there is no all-purpose “BEST LANGUAGE”. Each language is a vehicle for a unique way of thinking. Different languages have different advantages such as: it is easier to discuss or think about certain things with the other members; feel comfortable when you are in an environment when foreign languages are used.

A language can be learned at school and it can be taught. Mastering of two languages is what we call and put the name “*bilingualism*”. Bilingualism is the ability to speak two languages. Children may acquire the language where most adults speak two languages. Children become bilingual by learning a foreign language by different social setting. A second language can be acquired at school where the pupils and students learn a foreign language, as a second language. Bilingualism can also refer to the use of two languages in teaching, especially fostering the students to learn a new language.

According to Oxford dictionaries [4], the term bilingual might be very wide and some definitions of the term “Bilingual” are:

1 - adj. 1- able to speak two languages very well / 2- spoken or written in two languages.

2- adj. expressed in two languages, speaking two languages *Bilingual* → *bi* – twice; *lingua* – language

3- adj. 1- able to speak two languages / 2- using, concerning two languages → monolingual.

4- noun (bilinguals) → bilingual speaker / somebody who speaks two languages easily and naturally.

5adj. 1- speaking two languages: Madhav *et al* [5], be able to speak two languages **bilingual** = *bi* –*twice* / *lingua* – *language*.

2- in two languages, written, expressed or conducted in two languages. Canada is one of the well known countries to be mentioned here as the country that is bilingual and where two-way bilingual education is official. But there are a lot of other countries in United States and in Europe that put in practice two-way bilingual education.

In my work I have been concentrated in two directions of bilingualism and this work has two main parts.

The first part of this work has to do with cognitive advantages of bilingualism. When we speak about the cognitive advantages we refer to the abilities that the human beings learn to do and act. What was the thought in ancient times about knowing two languages in early times? When do we refer to the flexibility of children? Is it hard for children to acquire two languages at the same time? These questions will be well explained more widely and in details in this part. Further are explained different methods that teachers use to instruct pupils or students. Also there are some techniques how bilingualism works.

Cognitive advantages of bilingualism

During the years the Albania but also other countries around the globe have been influenced by national or international movements. As we all know, people move from their country to another for different social reasons and they learn the language of the country where they move in and decide to pass their life. These movements were done towards developed countries as United States of America, Great Britain and in different developed countries of Europe. Thus, these movements done by the population led to the path of a lot of different studies for different sciences such as: linguistics, semantics, psychology etc. Studies were done in the development of the first language, mother tongue language and second language the language of the country that people moved in to live. These studies were done as the need considering the social concern. Based on the studies on the intelligent tests a great number of immigrants showed poor adaptation with the new environment and the new language.

Intelligent tests were done by psychologists that focused on mental development while sociolinguistics was focused to see the language development and its cognitive aspects Bialystok, E. [6]. In this content even

the environmentalist with their representative Stoddard and Wellman [7] got into results that “proficiency in two languages retarded cognitive growth and only lead to mental confusion”.

LITERATURE ON BILINGUAL EDUCATION

The early studies, more or less, had the same results that showed bilingual academic retardation and lower intelligent scores that gave hand to the support for the negative effect of bilingualism, on cognitive development. Hakuta, K. and Diaz, R. [8] showed that bilingual children owned a lower verbal intelligence came out as the result of interference of the first language and the second language that created a balanced effect. That means losing the proficiency or fluency in speaking in the first language and gaining the vocabulary and the expressions of the new language. So this new vocabulary had its negative sides that demonstrated, showed weaker verbal abilities, different articulation, and lower standard in writing and wrong word order in compositions but also in a great number of grammatical errors. Analyzing the first result of studies there was stated that bilinguals had a great gap towards the learning of the new language and in development of verbal abilities.

In contrast to these findings, linguists at the same period continued to provide information about children displaying mental advantages being exposed to two languages. Mehisto, P. have analyzed different advantages of bilingualism. Leopold, W. [9] a representative of language enhanced the mental development. Children are flexible and they adopt into the situation quite soon. The flexibility of their minds makes them learn the new words, words on their context rather than their form. Bilingual learners learn on the abstractness of words and by willingness or not they learn separate words for each referent in two languages.

A problem that the studies of methodology faced in the early studies was the failure of how to assess and consider the differences in degrees of bilingualism Bzour, W. and Smadi, O. [10]. Working with assessment and degrees of bilingualism was seen as a serious problem. Comparing and seeing the development, how researchers would act to evaluate bilingual people versus monolingual. At this point of view changed even the attitudes to the degrees of bilingualism according to place of birth of subject parents, using a social definition of bilinguals based on the foreign last names.

Studies that were held about the subject parents did not ensure that the subject investigations that were done to see bilingual or monolinguals development of language skills within the minority group of people.

“MINORITY” language that barely could be the language of the cognitive tests they were given.

With the development of the society, and different sciences such as: fiction science, mathematics, physics etc, developed even social sciences that studied social development and reaction. It is seen that every development is characterized by some periods; even studies on bilingualism refer to periods. I mentioned ahead some characteristics of early studies of bilingualism, and the recent studies of bilingualism have their beginning in late 1950s and early 1960s.

At the beginning of this period of studies there were seen different points of view towards the two directions that were bilingual people and bilingualism itself. Bilingualism began to take a cognitive definition and wasn't seen as societal or social one. As I explained the definition of bilingualism, at this step it gained the conceptualization as an individual proficiency in two language systems.

In order to better measure the effects of second language acquisition on intelligence, balanced bilinguals needed to be investigated. Employing three different tests to determine such status, the study was done by comparing French-English balanced bilingual fourth graders in Canada in comparison with monolingual children on intelligence tests. To this state and to this circumstance there was also paid attention to the control of linguistic proficiency through a common evaluation and assessment of self evaluation of the languages spoken by the children and through tests of vocabulary and association. The study, that was done by Peal and Lambert [11] that had introduced the concept of “balanced bilingual”, found that the bilingual children scored significantly higher than the monolinguals on most of the measured of verbal and nonverbal intelligence, particularly on these tests there were required mental manipulation and reorganization of visual symbols, concept formation and symbolic flexibility. Peal and Lambert reached into the conclusions that the bilingual children had a better performance compared with their monolingual peers and this came as a result due to their enhanced mental flexibility and strong conceptualization of formation skills. Thus, contrary to previous studies, Peal and Lambert's [11] research stated cognitive advantages of being bilingual; raising into questions the validity of earlier studies and supporting the claims that linguist had been making for many years.

The bilingual sample was also in a higher grade, receiving more formal instruction than the monolingual sample. And the frequency distribution of the scores was significantly different for both samples bilinguals and monolinguals too [12]. All such factors could have

been biased in the sample and in favor of the bilingual children. However, as previously mentioned, one could hardly argue that this study in particular significantly impacted the field where intelligence was examined and bilingualism in many positive respects.

Since the early 1960s there have been a lot of studies examining the cognitive development of bilingual children. A significant portion of the literature is devoted to meta-linguistic awareness, which refers to "the ability to make language forms opaque and attend to them in and for themselves". Thus, meta-linguistic awareness involves the ability to objectify language, in which the focus is on the form, rather than in the meaning of the sentences. Research has shown that meta-linguistic awareness tends to be an important element in intellectual development, including the development of reading skills, and in school participation, including language uses that are typically required in the classroom - thinking about language forms, defining words, categorizing words by parts of speech, breaking words into component syllables, identifying sounds, and identifying written sentences for punctuation.

Several studies lend support to the notion that the bilingual experience enhances the ability to think flexibly and abstractly about language. Administering the Semantic-Phonetic Preference Test illustrated that bilingual children's preference for comparing words along semantic in dimensions, a linguistically, developmentally more advanced ability, than along phonetic dimensions of its area. Specifically, bilingual children appeared to be two to three years in advanced compared of the monolinguals with regards to semantic development of their brain.

Arnarsdóttir, E. [13], and other literature strongly suggests the cognitive advantages of bilingualism, with different factors and particularly with to meta-linguistic awareness. But bilingual children on different tests showed other enhancements in their mental development, “symbols substitutions”¹. The relationship between bilingualism and concept formation is illustrative. Bain studied the discovery of rules that were needed to solve linear numerical problems, including capacities for classification and rule generalization. Bain's findings more or less was similar to those of other scholars that studied before him [14], bilingual children showed superior performance on concept formation tasks. For example, Irish-English and Ukrainian-English bilingual children

¹ <http://www.washingtonpost.com/wp-dyn/articles/A39338- January, 2008>

were shown to have greater capacities to evaluate contradictory statements than their monolingual peers.

Despite the general consistency of findings that illustrated positive links between intellectual capacities, abilities and bilingualism, some researchers are quick to point out limitations of the methodologies employed in these studies that include bilingual children and bilingualism itself. One issue is related and comes around the notion that bilingual and monolingual groups are not comparable due to the impossibility of true random assignment. Groups can differ in environmental upbringings with childhood bilingualism co-occurring with variations in a wide range of socioeconomic, cultural, educational, and ethnic variables, [15] all of which may contribute to differences in tests of mental abilities. Not only these factors contribute in measuring the development of the child but they also play an important role in the development of the language itself, in this case the development of the second language.

Seeing the fact that a lot of studies have been done towards bilingualism, still there was a hard work to be done towards generalization that the majority of bilinguals who are not “*equally*” proficient in the first language and in the second language. This does not mean that they do not have facility in both languages as means of communicating and interacting with the other peers.

Cognitive Development and Degree of Bilingualism

Seeing the development of bilingualism criticism took place. In comparison with monolinguals, bilinguals had a lot of things that differed from one another. At this step a question came out. *What about the development of language in the same group of the society and the same community?* In this sight and to this point examinations were done to see the intelligence of bilinguals within the same group, within bilinguals. This helped to see and notice the different degrees on cognitive abilities that bilingual people had.

Based on the results of different tests that measured the cognitive abilities there is done a classification into five groups such as:

- ❖ Proficient bilinguals
- ❖ Partial bilinguals
- ❖ Monolinguals
- ❖ Limited bilinguals
- ❖ Language learners

The most proficient subjects, the proficient bilinguals, performed significantly highest on all measures of cognitive ability, with no differences among the partial bilinguals, monolinguals, and limited

bilinguals. Bilingualism in such studies is typically concerned not merely with the impact of high degrees of bilingualism (i.e., high levels of proficiency in first language and in the second language skills) on cognitive functioning, but equally important, with the impact of dominant bilingualism on these processes. To overcome this limitation, researchers have utilized multiple regression techniques where “the effects of bilingualism on cognitive ability could be assessed by estimating the variance explained by second-language proficiency, once the variance explained by first-language ability and other relevant variables is particle out from the analysis”².

The specific relationship between second language proficiency and cognitive abilities may seem apparent at first glance. Higher scores on cognitive tasks were seen from their group of highest proficient bilinguals, with no significant differences in performance by the partial bilinguals, monolinguals, and limited bilinguals. And a critical level of proficiency in second language must be reached if advantages in cognitive functioning are to develop. Thus, those children who do not achieve high levels of proficiency in both first and second language are at a cognitive disadvantage when compared to monolinguals. It was found that those children who displayed greater proficiencies in first language and in the second language performed significantly better on measures of metalinguistic awareness and nonverbal intelligence. Studies that were done later have similarly found a positive link between second language proficiency and enhanced cognitive skills (e.g., visual-spatial skills, analogical reasoning, and classification tasks) when multiple regression techniques were employed as part of the methodology.

Furthermore, Garcia [16] criticizes Cummins' integrationist theory because its support comes primarily from Canadian studies with a potentially biased subject pool in which only high achieving children were selected for inclusion into bilingual education groupings. Successful subjects may also have come from higher backgrounds where second language acquisition was overtly rewarded. Garcia argues, it is not necessary to account for differences in bilingual (balanced or not) and monolingual's cognitive performance on the basis of a cognitively advantaged or disadvantaged conceptualization. Instead, it remains possible that individual differences in intellectual functioning combined with the up support/non-support of the social context for acquiring linguistic and academic skills, are the factors responsible for any

² Bilingual Magazine, Hakuta, Diaz & Padilla, 1986, p.19

specific differences in bilingual and monolingual performance on cognitive measures"³.

Bilingualism and Cognitive Processes

Being based on the evidences showing that exist a strong link between bilingualism and the cognitive process, researchers have found explanatory ways and power in varying models. As I stated ahead the past researchers were focused on the outcomes or the product measures on the cognition rather than the process variables. Researchers have proposed theories to explain the positive relationship.

An objectification theory claims that by acquiring two languages, bilinguals learn more about the forms as well as the functions of language in general, which affects various cognitive processes. One of the first to discuss the effects of bilingualism claimed that the bilingual child is able "to see a language as one particular system among many, to view its phenomena under more general categories, and this leads to awareness of his linguistic operation." Experience with two language systems may enable bilinguals to have a precocious understanding of the arbitrariness of language. For example, researchers have demonstrated that bilingual children are often more willing to relinquish a known name for an object and substitute nonsense or unconventional word and to verbalize the arbitrary link between words and referents

Moreover, the ability to objectify language is linked to a capacity Piaget termed non-syncretism, which is the awareness that attributes of an object do not transfer to the word itself⁴. He found that bilinguals may have an enhanced level of such understanding, and researchers such as other researchers have shown such capacity to be linked to literacy. Lastly, by learning that two words can exist for a single referent, bilinguals may develop not only increased knowledge of their first language and second language, but of language in general as a symbolic system. Thus, such children may process concepts through higher levels of symbolic and abstract thinking.

A second model proposed by researchers of bilingualism has to do with code switching theory. Because bilinguals are able to move more easily from verbal production in one language to that of the other language this comes as a result of thinking at the same time in two languages and having in mind the objectification that is the same in two languages. Bilinguals may have an added flexibility. Peal and

Lambert got into conclusions that the ability to code-switching provides bilinguals with an added mental flexibility when solving cognitive tasks⁵. They assert, bilinguals typically acquire experience in switching from one language to another, possibly trying to solve a problem while thinking in one language, and then, when blocked, switching to another. This habit, if it were developed, could help them in their performance on tests requiring symbolic reorganization since they demand a readiness to drop one hypothesis or concept and try another. So in other words the code switching consist of two ways of solving the problem. That means referring and being introduced to two languages, that is the first and the second language.

Other psychologists and psycholinguists operate from a verbal mediation theoretical framework to describe how bilingualism affects cognitive processing. From this point of view and such a perspective, it is said that bilinguals have an enhanced use of self regulatory functions of language as a tool of thought guiding inner speech or verbal thinking to its production and to the communication with the others. A lot of linguist and researcher especially, Diaz and Padilla found that children with high degrees of both first language and second language proficiency, in comparison to those with lower degrees, produced more self regulatory utterances, in addition to employing more task- relevant linguistic functions (example: labeling, guiding, transitional and planning utterances). To this stand it is concluded that language may be a more effective tool for bilinguals in approaching cognitive tasks.

The objectification, code switching, and verbal mediation theories have contributed to the way of understanding the bilingual children's active processing of linguistic information into coherent systems of knowledge. Emerging from these models is a discussion of related cognitive strategies. Bilingual children appear to utilize in making sense of their language environments. Researchers claims that proficiency in two languages leads to a more sophisticated, better-equipped "mental calculus" [17] that governs manipulation of symbols and alternation between linguistic rules. Bialystok and Ryan link bilingualism to greater cognitive control in information processing, while Genesee proposes that bilingual children's enhanced awareness of the arbitrariness of the word-referent relationship is a result of an enhanced general cognitive ability to analyze underlying conceptual characteristics in information processing.

³ Bilingual Magazine, March 2008, page 19

⁴ Piaget, Cognitive advantages of language, Bilingual magazine, January 2008

⁵ Peal and Lambert (1962), Code switching,

THE EDUCATION OF THE CHILDREN AND THEIR DEVELOPMENT IN COMPARISON WITH MONOLINGUALS

In raising a child most important is the family environment but also the social environment too. Education is also the most important stage of a child's development, and often it is necessary to adjust styles of teaching for a child's special needs. This is particular the case of immigrant children who not only have to deal with the standard issues of childhood but alongside with problems such as culture clash, learning a new language and lacks of confidence they need to adjust to their new surroundings. Not only the emigrant children but even children that learn a foreign language, in our case learning English, face with the new norms and the new ways of expressing their thoughts and ideas. Bilingual education when working concurrently with English as a Second Language programs extends the boundaries of education to accommodate individual needs of the child to ensure a smooth and established transition into their new country. In Albanians school learning at least one foreign language is obligatory. So some Albanians speak more than one language. Childers used to learn English from primary school. Sometimes they learn more than one language during private courses.

In the most of the cases, it can be conceded that children, especially teenagers develop English slower in bilingual programs than those attending English as a Second Language. It is true in many circumstances, the fastest way to learn English is to expose the child to the environment. However it is essential to state that education encompasses not only the subject of English, but others that are just as crucial in a child's development. They include subjects such as geography and history which relies on an understanding of a language in order for these concepts and ideas to be taught and passed successfully into the child. It is hence indicated that the child cannot grasp the ideas and concepts of history and geography without an established language in which to describe it. Children in English as Second Language programs, especially older ones are often in a long period of time in a phase of language clash. Resulting in a situation where the new is coming in terms of the old and neither advancing toward any higher plane. This is most troublesome in situations where new concepts such as 'globalization' is introduced without the child's ability to linguistically describe the term as neither languages are able to progress: the new still coming to terms with the old and the old unable to develop due to its isolation. Bilingual education allows the development of the old language to accommodate the needs of other subjects while at the same time improving their new language and providing a better quality of education and confidence for the child.

BILINGUAL EDUCATION

In recent years, bilingual education has sparked as much controversy as any other education issue. Most teachers and parents agree that the main goals in educating students with a native language other than English are mastery of English and content in academic areas.

Teachers use several methods to instruct students whose English is limited including immersion, transitional bilingual education, as development of bilingual education.

- Immersion students learning English. Teachers generally use simple language that is tailored to let students observe, absorb English.
- Transitional bilingual education offers students more instructions in their native language. Students make a transition from transitional bilingual programs to main stream English programs within a few years.
- Development bilingual education attempts to build on students skills in their native language as they learn English as a second language.

We should not mix the bilingualism with learning foreign language. The movements towards bilingual education blossomed as a fight for students overall rights. The New York State Association for Bilingual Education maintains that it is important to foster “the awareness and appreciation of bilingualism and biculturalism as an integral part of cultural part of pluralism in our society”. The way bilingual education was put in practice it led to the growth of two way knowledge- based principles:

- 1- All children are capable of engaging in complex thinking task
- 2- Developing and maintaining the (students) native language in a way being combined with English language acquisition.

I have been talking about the bilingual education but in fact “What is bilingual education and how does it work? And which are some most important types of bilingual forms?”

As we are aware, bilingual education is used and is being put in practice in many countries for thousands of years. Defined broadly it can be any use of two languages in school by teachers or students or both for a variety of social and pedagogical purposes. Results showed by the different researches stated and evaluated bilingual education as something more specific. It referees to approaches in the classrooms and the use of native languages while teaching English to Language Learners (ELL) for instruction. Goals include:

- Teaching English
- Fostering academic achievements
- A cultural aim to new society and culture.

➤ General background of expressions in different fields of studies.

Bilingual Education works in different ways. There are often classified transitional, developmental, or two way bilingual education depending on the programs, methods, and goals. Here are some specific variations:

- Sometimes the transition to all English main streams is rapid.
- Classroom may be composed entirely of English Learning Learners or they may include English native speakers who are learning in our class.

Bilingual programs teach English, some form of instructions in English as a second language (ESL). Some teach English through immersion techniques that are through using the second language to teach academic content. Others teach English through direct instructions either in the classroom or through individual or small groups tutoring often described as ESL. In other words English instructions are a component of bilingual education.

Bilingual education involves teaching all subjects in school through two different languages - in the United States; instruction occurs in English and a minority language, with minor languages I mean the languages of the minority groups or the group of immigrants that are learning English.

While in other countries as in Albania it is used the Albanian language and in other countries is used the native language of that country and so on and so for. The following are several different types of bilingual education program models:

Transitional Bilingual Education

This involves education in a child's native language, typically for no more than three years, to ensure that students do not fall behind in content areas like math, science, and social studies while they are learning English. The goal is to help students transition to mainstream, English-only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only. The overwhelming majority of bilingual programs in different countries of the worlds including here even the United States of America. In this step it is acted in this way starting from the easiest and then moving ahead. In other words it is a scaffolding movement. All these are transitional.

Two-Way or Dual Language Bilingual Education

These programs are designed to help native and non-native English speakers become bilingual and literate. Ideally in such programs in United States and in

the other countries of the world that English is taught, the context, half of the students will be native speakers of English and half of the students will be native speakers of a minority language such as Albanian, Spanish, and Greek that stays and live in United States. Dual Language programs are less commonly permitted in United States schools, although research indicates they are extremely effective in helping students learn English well and aiding the long-term performance of English learners in school.⁶

One of the most effective forms of Bilingual Education is a type of Dual Language program that has students study in two different ways:

1) A variety of academic subjects are taught in the students' second language, with specially trained bilingual teachers who can understand students when they ask questions in their native language, but always answer in the second language.

2) Native language literacy classes improve students' writing and higher-order language skills in their first language. Research has shown that many of the skills learned in the native language can be transferred easily to the second language later. In this type of program, the native language classes do not teach academic subjects. The second-language classes are content-based, rather than grammar-based, so students learn all of their academic subjects in the second language.

Late-Exit or Developmental Bilingual Education

Education is in the child's native language for an extended duration, accompanied by education in English. The goal is to develop bilingualism and illiteracy in both languages. This program is available to students whose native language is not English, and also less common than transitional programs. In this model I place even the Albanian English Learners. To build the strong bases of the language it is used the mother tongue in order to state clearly the meanings of the words and expression and idioms etc. Also the mother tongue is used to clarify the instructions. Albanian language is a useful tool to easy learn foreign language. Based on LSMS⁷ data around 13% of the population 15 years and over that speaks Albanian also speaks fluently English. The following higher figures are for people that speak Greek (10.5%) and Italian (9.7%). There exists a small percentage that speaks other foreign languages as French, German or Macedonian.

⁶ Center for Applied Linguistics, 2005; Thomas & Collier, 1997; Lindholm-Leary, 2000

⁷ LSMS 2012: Living Standard Measurement Survey 2012

In addition to this new European scene, the Scheme for the Promotion of Multilingualism has learned a lot from the first experimental bilingual sections set up in some schools. Following the content-based approach, French and German were used to partly teach other subjects. This successful experience, as show the international tests that the students have been given, is the starting point for a more ambitious scene, where 400 schools will be involved in , more languages, especially English, will take part, and a lot of investigation and implementation of the Integrated Curriculum of languages must be carried out.

It was then clear that a scheme was needed to carry out this new language policy in our territory, especially affecting education, with clear goals, timing and funding.

Therefore, the major goal of the Scheme for the Promotion of Multilingualism is to design a new language policy for Andalusia, according to the principles of the European Council, in order to provide the citizens with the Multilingualism and multicultural competence to respond to the new economic, technological and social challenges, based on an Integrated Curriculum for all languages and key stages.

The scheme is to be developed through major programs and also an organization and assessment plan. The programs are:

- Bilingual schools
- Official Schools of Languages
- Multilingualism and teachers
- Multilingualism and society
- Organization and assessment plan.

Some techniques and what's behind them?

When we as a teacher give lesson one fundamental thing when we teach the language is even the pronunciation. By learning the pronunciation we employ a set of methods such as memorizing, repetition etc. There are several ways to approach the teaching and learning of pronunciation. This happens when we as teachers state a word or phrase and the pupils/ students repeat it individually or chorally. For example (T= teacher; C= class, S= student):

T: Good morning!
C: Good morning!
T: Good morning!
C: Good morning!
S₁: Good morning!

This technique was called: “*MIMICRY-MEMORIZATION*”.⁸ This method in fact has been the corner stone of Audio lingual method but with the passing of time and with the improvement of the technology and the ways of teaching it is less used today for two main reasons. To mention here as the first reason it is the fact that this technique is boring and takes a long time. For the persons who are perfect and able to grasp it the way of learning and the explanation faster it was unpleasant. And the second reason is what we, teachers call “drill” that means that the activities are poor and they are mechanic. As everything has even its advantages even the drills have the cognitive advantages too. One of the advantages and as the most important one is that we as teachers repeat the nature of a typical drill in a way that establish and maintain a steady rhythm.

Every bit of language has some form and every bit of language has some meaning and without both form and the meaning our sounds are something else but that is not called a language. Picking up grammar is an attractive idea. Every method has its own ways of organizing. A way to explain each new point of grammar in the native language as it is the case in Albania that happens with the new learners of the foreign language, along with translated examples. This is certainly the quickest way to bring most people to some degree of intellectual understanding of the point.

Audio - Visual Materials

When teachers give lessons they use different materials that help a lot the process of learning. One of the materials that are used in teaching is audio- visual materials. Audio materials are materials that help a lot to practice listening but they are used for different purposes too. Visual materials are materials illustrated with pictures but these two materials are explained more widely below.

Visual aids

The best known sensory aids are visual that can be as important as the aid itself. The visual aids might be in color or in texture. The background should be a surface or an area which on its own merits does not repel the students gaze. This aid will receive a minimum of attention.

The visual aids are also used in order to elicit nonverbal reactions. Ex. of spoon, cup. (Where it should be?, etc). So by acting in this form we as teacher expose them to new words and constructions without reducing the learners' feelings of security. While

⁸ Earl W. Stevick, Teaching and Learning, Cambridge University Press

listening and speaking at the same time they are building in their minds the competence that will make production possible a day or two later. Up to this point the only visual aids can serve most of the same purpose as objects. They have the obvious advantage of being easier to carry around. Pictures also vary greatly in completely all the way. Using sample picture or objects we lead the path to a lot of purposes as talking about color, size, functions or value. Depending on their level of mastery and degree of knowing the language the learners will find practice with a new combination of familiar vocabulary and grammar.

We might use picture in combination with other media not as illustrations but as source of information that is unavailable elsewhere. So the tape information is illustrated with pictures and then the pupils are asked to speak about the pictures.

While watching them using the information they the learners heard on the tape. But being to this point another task might be for the learners to match what they see with the information they hear. So the combination of visuals and audio makes and requires a concentration of the learner's attention for a period of time. The result of such method is seen with the learner's reactions and answers towards the skills and duties that the teachers puts and asks them.

To the visual aids and materials we as teachers can account even films and slide projectors. These can be used to bring alive the customs, the people or the landscape of the country whose language is being studied. In my research it is the English Language. With the development of the technology film strips and slides are also used nowadays in conjunction with a book and cassette.

Audio aids

With the development of the technology audio tapes took a great uses in different fields of the life. Audio materials were used and still are used even nowadays. Its uses have had and still have a lot of functions. Seeing the fact the language used there is by the native speakers so in this way the learners of the foreign language practice listening and they get used with the tone and the pronunciation of the words by the native speakers. So practicing listening they develop the skills of the pronunciation.

Beside this tape recorder can provide information which is not in the textbook but which is an essential part of the lesson hour. After students have listened to a paragraph on the tape we as teachers may ask them:

➤ Answer the questions that are printed in the text book

- Fill in the empty words that are omitted from the text
- Write in their own words what they have listened.
- Write or speak about their reaction related with the text that they have listened. And so on and so for.

Beside this we as teachers can make the students/ learners mind to be creative. An example of this may be: put into play a tape recorder where different sounds are recorded. So the learners are going to hear the tape and then they are imagining what this sound is and will be asked to write what came in their mind while they were listening that sound. It is not important that they won't find what it is in real but most important is to make them work and develop critical thinking. This method makes you to divide the class and arrange activities in groups or individual work. Tape recorders on themselves have empty spaces after a sentence or information is given. The reason for this is for the fact that the learners are asked to repeat the information that the listen. And at the same time they practice without knowing the listening and speaking at the same time. This helps the learner a lot in order to develop the pronunciation.

CONCLUSION

Human beings are quite strange creatures that advance time after time and face every change during their life. The language they use facilitates their communication although it is not their native language, but another language. People who are able to speak two languages are called "*Bilinguals*". They know and master these two languages perfectly.

The learning of a second language comes as a result of certain reasons that are social, economical, and political, for the need to start a new life. For these reasons we can mention the movement of the population from one place to another that leads to the learning of the new language. The political and economical relation makes possible the learning of the language that these countries are closely related with. Albania in the 90 had to learn the Russian language and nowadays the tendency is toward the English language.

The learning of the new language at the same time brings the opportunity that an individual expand the knowledge while learning about the culture and the tradition of the other language, this leads to development of the person, at the same time the fluency and facilitating the communication. The facilities of this communication come as a result of development of the brain learning the vocabulary and the rules of the language. So this new vocabulary at the beginning of learning the language demonstrated showed weaker verbal abilities, different articulation, and lower standard in writing and wrong word order in

compositions but also in a great number of grammatical errors. From the studies mentioned ahead, also derived the conclusions of deficiencies in bilinguals development of nonverbal abilities. Peal and Lambert reached into the conclusions that the bilingual children had a better performance compared with their monolingual peers and this came as a result due to their enhanced mental flexibility and strong conceptualization of formation skills.

- ❖ Proficient bilinguals
- ❖ Partial bilinguals
- ❖ Monolinguals
- ❖ Limited bilinguals

One of the advantages of learning a language to children is that develops cognitive skills. Learning a language can take place in different places such as: home, school and in other environments. The environment plays an important role on the language learning as almost 2/3 of children grow up in a bilingual or multilingual environment [18].

At school it is the duty of teacher to explain and to achieve the goals that they establish. For this teachers use several methods to instruct students whose English is limited including immersion, transitional bilingual education, as development of bilingual education.

- Immersion students learning English. Teachers generally use simple language that is tailored to let students observe, absorb English.
- Transitional bilingual education offers students more instructions in their native language. Students make a transition from transitional bilingual programs to main stream English programs within a few years.
- Development bilingual education attempts to build on students skills in their native language as they learn English as a second language.

As the linguist, say Bilingual Education means something more specific. It refers to approaches in the classroom the use of native languages of English Language Learners (ELL) for instruction. Goals include:

- teaching English
- fostering academic achievements
- a cultural aim to new society and culture.
- general background of expressions in different fields of studies.

Bilingual Education works in different ways. There are often classified transitional, developmental, or two way bilingual education depending on the programs, methods, and goals. Here are some specific variations:

- Sometimes the transition to all English main streams is rapid.

- Classroom may be composed entirely of English Learning Learners or they may include English native speakers who are learning in our class.

The way to teach a foreign language requires a great will and a great devotion from the teacher side. And this could happen through and while using different methods. The uses of audio visual aids help a lot in achieving the goals. The visual and audio materials provide students and the learners with the right and the native language pronunciation of the words, sentences and utterances. When teachers give lessons they use different materials that help a lot the process of learning. One of the materials that are used in teaching is audio-visual materials. Audio materials are materials that help a lot to practice listening but they are used for different purposes too.

The best known sensory aids are visual that can be as important as the aid itself. The visual aids might be in color or in texture. The background should be a surface or an area which on its own merits does not repel the students gaze. We as teachers might use picture in combination with other media not as illustrations but as source of information that is unavailable elsewhere. So the tape information is illustrated with pictures and then the pupils are asked to speak about the pictures.

With the development of the technology audio tapes took a great uses in different fields of the life. Audio materials were used and still are used even nowadays. Its uses have had and still have a lot of functions. Seeing the fact the language used there is by the native speakers so in this way the learners of the foreign language practice listening and they get used with the tone and the pronunciation of the words by the native speakers.

Beside this we as teachers can make the students/learners mind to be creative. The reason for this is for the fact that the learners are asked to repeat the information that they listen. And at the same time they practice without knowing the listening and speaking at the same time. This helps the learner a lot in order to develop the pronunciation. It is not important that they won't find what it is in real but most important is to make them work and develop critical thinking. Different private centers use different programs to learn foreign languages.

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Annex:

Table A.1: Albanian Population by gender

Male	Female	Total
1'453'541	1'423'050	2'876'591

Source: Instat, 2017

Table A.2: Resident population

	Percentage of resident population
Albanian	82.6
Greek	0.87
Macedonian	0.19
Montenegrin	0.013
Aromanian	0.295
Roma	0.296
Egyptian	0.12

Table A.3: First language spoken

	Percentage of resident population
Albanian	98.8
Greek	0.54
Macedonian	0.16
Roma	0.14
Aromanian	0.14
Turkish	0.03
Italian	0.02