Pre-Service Teachers' Beliefs On ICT In Education

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Abstract

This study aims to analyze the difficulties associated with the use of technology by pre-service teachers, in order to find mechanisms to improve the teaching process. The target group consists of pre-service teachers, who study in a second cycle program at the Faculty of Education, at "Aleksandër Moisiu" University of Durrës. Due to the heterogeneous composition of the population taken into consideration, the selected students teach in different cities of Albania. They come from different districts to study in Durrës and return in their hometowns after finishing their studies. For this reason, the findings of this study are not only related to the use of technology in the second, most important city in the country, but also the sampling is intended to be more comprehensive. There are included 80 pre-service teachers in this study, who teach in urban and rural areas of Tirana, Elbasan, Durrës, Kavaja, Shkodra, Vlora, Gjirokastra, Peshkopia, Kukës, Bulqiza, Burreli and a part in their villages such as Maqellarë, Sukth, Shupenzë.
The purpose of the questionnaire is to analyze teachers' awareness about the importance of technology in the teaching process, but also their competence to integrate digital tools / resources with pedagogy and subject specifics. The findings of the paper prove that most of the pre-service teachers respond positively to the need for improvements in the teaching process; they almost unanimously acknowledge the importance of incorporating technology into the teaching process. However, despite the desire for change, 76.3% of them continue to remain almost neutral in the real use of teaching during the lesson. Thus, the purpose of this paper is to find and analyze the reasons that hinder the process of technology inclusion in the teaching process of foreign language teachers, thus to help solve the problem.

Keywords: pre-service teachers, technology, digital tools, self-assessment, pedagogy.

1. Introduction

Teaching in the XXI-st century, specifically after Covid-19 pandemic, has changed profoundly.Technology has contributed a lot to these changes, which requires for technology literate teachers Albanian Educational Institutions have been working hard to integrate technology in education and train teachers to be able to integrate technology in teaching.

The Curricular Framework for Preuniversity education in the Republic of Albania approved by the Ministry of Education and Sports, in 2014, defines digital competence as very important for both students and teachers. The aim of MES isto reform the education system, through changes in the teaching model, in order to get integration in the digital age, to increase mobility and interdependence of communication, culture, new social developments, etc.

This paper aims to analyze the relationship of pre-service teachers with technology, to help improve the critical and effective use of ICT in the workplace, school, leisure and daily communication. Subsequently

to the implementation of this reform, the Agency for Quality Assurance in Education in the pre-university system accredited a series of training agencies to design modules that assist teachers in acquiring successful models of technology implementation in the teaching process.

The use of ICT inclusion in teaching has been poor for many reasons, including lack of infrastructure, lack of proper teacher qualifications, skepticism about the efficiency of use of technonoly in educations, difficulties in managing large classes (in urban areas and multi-ageclasses (in rural areas), etc., This competence has not well developed not only in the service teachers, but also in the preservice ones, due to their connection with the traditional teaching model, and the beliefs about technology..

Bingimlas (2009) indicates that there is a barrier to technology integration in education, which is most often related to limited technological competencies, resistance to change and lack of confidence. As students witness an increasingly use of digital devices in their daily lives (Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013), teachers are expected to be skilled in embedding new technologies into their teaching practices in pedagogically purposeful ways. (Kiili, Carita & Kauppinen, Merja & Coiro, Julie & Utriainen, Jukka, 2016).

The expectation is that teachers will direct these competencies to increase the overall performance of the student in the teaching process. But due to the weak relation between teachers and technology, it has been observed that the more students' digital competence increases, the more their interest and performance in the teaching process decreases.

Thus due to the lack of flexibility, the education system not only fails to support students' development of the various digital literacies required in the labor market (Davies, Fidler, & Gorbis, 2011; Jenkins, Clinton, Purushotma, Robison, & Weigel, 2009), but it also fails in trying to speak the language of the

student, who has the digital competence as an important tool for getting information, communication, academic presentation, etc. Therefore, teachers must first understand the changes in the teaching context and then increase self-confidence in mastering use of technology in teaching. There are a number of challenges to teacher education programs seeking to develop preservice teachers'abilities and confidence in utilizing technology in the classroom. (Kiili, Carita & Kauppinen, Merja & Coiro, Julie & Utriainen, Jukka, 2016).

2. Literature Review

The continuous increase of students' competence in technology and the inability of teachers to follow their pace has been observed by a number of researchers. (Davies, Fidler, & Gorbis, 2011; Jenkins, Clinton, Purushotma, Robison, & Weigel, 2009). For this reason, in order to measure the competencies of teachers, there are taken initiatives such as the design of Technological Pedagogical Content Knowledge (TPCK) which was introduced to the educational research field as a theoretical framework for understanding teacher knowledge required for effective technology integration (Mishra & Koehler, 2006). It integrated three kinds of knowledge addressed: technology, pedagogy, and content (Thompson & Mishra, 2007–2008). The findings show that expectations regarding the use of technology by teachers do not correspond to reality.

Teachers are expected to be skilled in embedding new technologies into their teaching practices in pedagogically purposeful ways. Further, teachers should be able to demonstrate both an understanding of and confidence in how to engage and support students in their development of digital practices associated with knowledge construction and communication (Kiili, Carita & Kauppinen, Merja & Coiro, Julie & Utriainen, Jukka, 2016). Unfortunately, teachers' use of technology may be limited to supporting traditional ways of teaching and

learning rather than incorporating innovative uses of technology into their practices (Bang & Luft, 2013). This situation brings as a necessity the need for rapid intervention to improve the access of teachers to technology.It is important however, that in interventions planned to enable mastery experiences the tasks to be accomplished are designed so as to emphasize the connection between effort and success (Ames, 1992).

The relationship with technology can be improved through ongoing training of teaching staff, but also through the promotion of successful stories. In particular, observing similar others' successful performance can raise observers' self-efficacy. If others can perform new or challenging tasks successfully, people are inclined to believe they too are more likely to succeed in the task (Schunk & Usher, 2011). Only by analyzing and applying all forms of intervention, can the education system turn technology into the language of communication of the XXI-st century.

3. Methodology

The questionnaire, regarding the assessment of technology use in the English language learning process, contains information from 80 pre-service teachers - studying in a master degree program. This information was collected from the questionnaires filled in bypre-service teachers,teaching in different schools of the country, both in urban and rural areas.

Different studies are developed depending on the purpose and topic select specific methods to carry out the necessary analysis of their study. Referring to the fact that these methods, especially in terms of analysis with concrete information such as questionnaires, interviews, focus groups, etc. are always evolving, we can not say that there is a single or specific method in such studies. Thus, this study includes the analysis through the questionnaire prepared for this purpose, as an instrument which provides concrete information and provides data which

serve to draw conclusions and concrete recommendations.

The questionnaires were distributed according to a pre-defined list of schools where respondents completed them in person or submitted them to Google form due to inability to meet them face to face but also due to pandemic, in order to avoid meetings. After completion, the data were collected in a database in Excel and then processed in SPSS 25.0 version.

3.1 Research instruments

In addition to the analysis of literature review, part of this study is also the analysis of the questionnaire which consists of four sections.

Section I – Background information contains general information regarding the age, gender, location of the pre-service teachers' school, years of their experience in this profession, etc.

Section II - Pre-service teachers' self-assessment on their attitude to technology use through the following alternatives:I feel fulfilled that I can apply several kinds of methods and techniques to enhance my students' learning, I feel fulfilled that I can motivate my students to be actively involved in their learning or I am sure that computer-assisted instruction increases students' achievement etc. This section has 6 alternatives which are measured through the Likert scale (1- Totally disagree up to 5- Totally agree).

Seksioni III - Pre-service teachers' self-assessment towards technology integration consists of 6 alternatives where it is evaluated the integration of technology during the teaching process. These alternatives are also measured through the Likert scale (1- Totally disagree up to 5- Totally agree).

Seksioni IV - The importance of technology is the section in which through 5 main alternatives it is evaluated the importance of technology use, without forgetting here the challenges and difficulties that accompany every innovation in this process. Some of the questions in this section are:How important is using the technology in the

teaching process?;In your opinion, do technological facilities have a positive effect on productive studying and learning? Etc. The questions in this section measured with the Likert scale indicate the degree of this importance. (1- Not important till 4- Very important).

The questionnaire also has also two open-ended questions regarding the difficulties that accompany this process and their challenges in the future.

3.2 Participants

The sampleof our study is made up by 80 respondents, pre-service teachers studying in two master degree programs "English Language Teacher" and "Teaching in Albanian Language-Literature-English" who are distributed in the main schools of the country.

3.2.1 Pre-service teachers' distribution by location

In this analysis, it is taken into account the opinion of 80 pre-service teachers attending a master degree program in the Faculty of Education, Aleksander Moisiu University from which most of them represented by 63.8% are pre-service teachers in urban schools and the rest with 36.3% teach in rural areas schools, (Figure 1). Cities in which the questionnaire was conducted are Tirana, Elbasan, Durres, Kavaja, Shkodra, Vlora, Gjirokastra, Peshkopia, Kukes, Bulqiza, Burreli and a part in their villages such as Maqellare, Sukth, Shupenze etc.
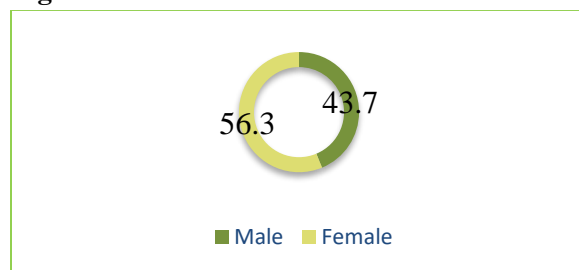
Figure 1. Location
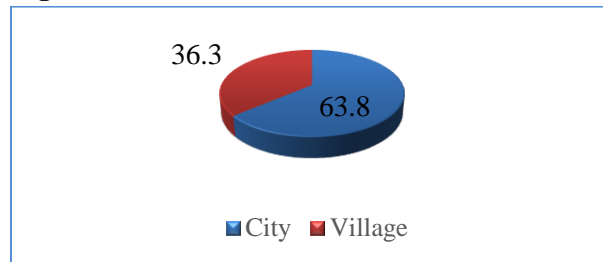
3.2.2 Pre-service teachers' distribution by gender

in terms of gender representation, it is noticed that most of the respondents are represented by women with 56.3% and the rest by men respectively with 43.7% (Figure 2).

Figure 2. Gender

3.2.3 Pre-service teachers' distribution by age

In terms of age, the data are as follows: The age ranges from 21 years old to 27 years old; at a time when the average age of this sample of pre-service teachers is 23 years old (Table 1).

Table 1. Descriptive statistics of age

|	Number	Minimum	Maximum	Mean	Std. Deviation
Age	80	21	27	23	1.2

3.2.4 Students' distribution by location

Regarding work experience , it is noticed that this varies from 1 year or even a few months to 4 years, at a time when the average value of this experience for our sample is 1.2 years (Table 2).

Table 2. Descriptive statistics of work experience

	Number	Minimum	Maximum	Mean	Std. Deviation
Work experience (in years)	80	1	4	1.2	0.634

3.3 Statistical model

Figure 3. Statistical model
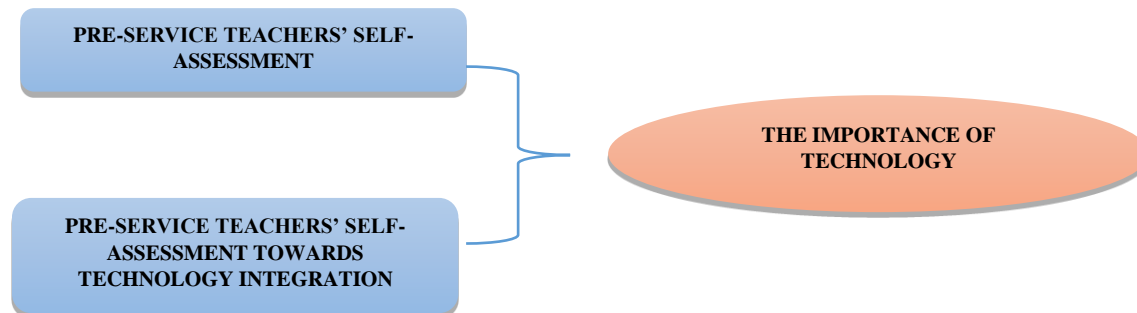
Independent varibles are:
1. Pre-service teachers' self-assessment (measured with 6 questions);
2. Pre-service teachers' self-assessment towards technology integration (measured with 6 questions)

The dependent variable is:
1. The importance of the technology (measured with 5 questions)

3.4 Factorial weights

We firstly analyze the factorial weights and reliability coefficients for each of the variables. We analyze the factorial weights of the independent variable, Pre-service teacher's self-assessment through Principal Component Analysis, where it is noticed that except the last question, all the other questions have factorial weights greater than 0.4, and as a result only these questions are kept in further analysis (Table 3). Cronbach Alpha coefficient has a value of 0.602, a relatively high value.

Table 3. Factor weights - Pre-service teacher's self-assessment

	Extraction
I feel fulfilled that I can apply several kinds of methods and techniques to enhance my students' learning.	0.774
I feel fulfilled that I can create worthwhile learning experiences for my students.	0.793
I feel fulfilled that I can motivate my students to be actively involved in their learning.	0.685
I feel fulfilled that I can properly develop my teaching	0.561
I am sure that computer-assisted education should be teacher-centered.	0.735

I am sure that computer-assisted instruction increases students' achievement.	**0.324**

Extraction Method: Principal Component Analysis.

We analyze in the same way the factorial weights of the other independent variable – pre-service teachers' self-assessment towards technology integration. The data in the table below show that all of the questions are with factorial weights greater than 0.4, while their Alpha is 0.595.

Table 4. Factor weights - Pre service teacher's self-assessment toward technology integration.

Statement	Extraction
I feel satisfied that I can integrate ICT as a worthwhile part of my teaching	0.715
I feel satisfied that I can find new techniques to apply ICT in my teaching	0.769
I feel satisfied that I can motivate students to use ICT in their learning	0.904
I feel satisfied that I can create worthwhile learning experiences for my students with ICT	0.858
I feel satisfied that I can apply ICT to appreciate my students' learning of foreign languages	0.539
I feel that using computers does not have any benefits for students in education.	0.858

Extraction Method: Principal Component Analysis

Regarding the dependent variable - importance of technology, the analysis shows that the factorial weights of the questions that measure this variable are all with values greater than 0.4 and are all kept in the analysis, while the value of their Alpha coefficient has the value 0.625.

Table 5. Factor weights - Importance of the technology

Statement	Extraction
In your opinion, how important is using the technology in the teaching process?	0.892
Is it important that the usage of new technologies in teacher training be increased?	0.467
To your point of view should lessons often include computer-assisted instruction?	0.938
In your opinion do technological facilities have a positive effect on productive studying and learning?	0.852
What do you think about the technological age in education, should it be considered.	0.540

3.5 The main hypothesis of the study

Hypothesis 1: Correlation between the importance of using technology in relation to teachers' self-assessment in terms of its use and integration in the teaching process of learning a foreign language.

In order to analyze this hypothesis, we refer to the multiple linear equation, the general form of which is:

$Y_i = b_0 + b_1X_1 + b_2X_2 + ...b_nX_n + \varepsilon_i.$

We must first analyze the multicollinearity of the independent variables in between them.

According to Lind et al. (2002), as a general rule correlation values,between -0.7 and 0.7, do not cause a problem in their relationship with dependent variables. This fact is also confirmed by the tolerance values which are greater than 0.2 and the VIF Values which are less than 5.

Taking into consideration the data in the table below, we declare that the value of this correlation is within the allowed limits and does not pose a problem regarding their analysis with the dependent variable.

Table 6 Correlation

Pearson Correlation	Pre-service teacher's self-assessment	Pre service teacher's self-assessment toward technology integration
Pre-service teacher's self-assessment	1	.630[**]
Pre-service teacher's self-assessment toward technology integration	.630[**]	1

**. Correlation is significant at the 0.01 level (2-tailed).

We now construct the equation of multiple linear regression referring to the beginning of ANOVA analysis (analysis of variance). Thus, the data show that for df (2:77) and F = 14.032 we have

that the value of Sig. = 0.000 thus shows that it makes sense to talk about the correlation between the dependent variable and two independent variables (Table 7).

Table 7 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.037	2	1.019	14.032	.000[b]
Residual	5.590	77	0.073		
Total	7.627	79			

a. Dependent Variable: importance

b. Predictors: (Constant), Pre-service teacher's self-assessment, Pre service teacher's
self-assessment toward technology integration

According to the data in the table below we see how these variables correlate between them: the variable – Pre-service teacher's self-assessment

toward technology integration is the only variable that correlates with the dependent variable, since the value of Sig. = 0.00 while the other variable - Pre-service teacher's self-assessment has a value higher than 0.5 therefore the regression equation has the following form:
(Importance of the technology) = 1.945 +0.460 (Pre service teacher's self-assessment toward technology integration)

Table 8Multiple regression analysis

Model[a]	R Square	Adjusted R Square	T	Sig.
(Constant)	0.267	0.248	7.294	0.000
Pre-service teacher's self-assessment			-1.966	0.052
Pre-service teacher's self-assessment toward technology integration			5.060	0.000

From the equation, it is seen that β coefficient of the independent variable is 0.460, so it is positive which shows that the relationship between them is in a positive direction, so the higher the evaluation regarding the use of technology in the teaching process the more important becomes its

importance in dailyuse. This factor is certainly not the only factor in relation to the indisputable importance of technology in this process but in this study with limited factors (in total 3 factors), this factor explains 24.8% of the change in the variance values of the depended variable.

Table 9Collinearity Statistics

Tolerance	VIF
0.604	1.656
0.604	1.656

3.6 Research questions
To complete this analysis, 2 research questions were also analyzed as follows:

Research question 1: Does pre-service teachers' experience affect teachers' self-assesment related to the use of technology in the teaching process. To answer this research question we refer to the analysis through Chi Square test. Referring to this

test we have that the value of the Pearson Chi-Square coefficient measured through Asymptotic Significance (2-sided) = 0.000, which allows us to claim that statistically, there is a significant correlation between them. So, we can state that the experience in the teaching process affects the assessment that foreign language teachers have about the use of technology in the teaching process.

Table 10 Chi Square of Pre-service teacher's self-assessment

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.904[a]	2	0.000
Likelihood Ratio	14.313	2	0.001
Linear-by-Linear Association	12.904	1	0.000
N of Valid Cases	80		

Research question 2: Is self-esteem of pre-service teachersrelatedthe integration of technology in the teaching process from the school location? If so, according to this assessment in which areas, urban or rural,is this integration felt?

In order to analyze the above mentioned questions, we refer to the analysis through t-test, the independence test for independent choices. We first look at the homogeneity of these two groups (teachers working in schools in urban areas and those in rural ones), through Levene's statistics.

Thus, referring to this test, we state that the value of Sig. = 0.000 <0.05, which shows that these two groups of teachers regarding the evaluation of technology integration in the foreign language teaching process are not homogeneous between them. This fact is also confirmed by the comparison of the respective values of their standard deviations where, $DS_{Village} = 0.484$ and $DS_{City}=0.325$.

So, referring to this conclusion, we see t-test for their Equality of Means where it is noticed that, for t = 2.256 and df = 42.681, we reach to the conclusion that the value of Sig. (2-tailed) = 0.029 <0.05, which shows that it makes statistical sense to talk about the differences of these groups of foreign language pre-servcice teachers regarding their evaluation in terms of technology integration in the teaching process.

Table 11 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
Pre service teacher's self-assessment toward technoloy integration	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Equal variances assumed	23.079	0.000	2.507	78	0.014	0.227	0.091	0.047	0.408
Equal variances not assumed			**2.256**	**42.681**	**0.029**	**0.227**	**0.101**	**0.024**	**0.430**

Where are these differences most noticeable in this assessment?

To get the right answer, we refer to the table below which shows that the mean values of this rating are M_{City}=3.88 and $M_{Village}$=3.66. So, the values show that this integration seems faster from the evaluations of teachers working in schools located in urban areas as expected where the socio-economic development and opportunities for its rapid integration are even greater.

Table 12 Group Statistics

Location	Number	Mean	Std. Deviation
City	51	3.88	0.325
Village	29	3.66	0.484

4. Discussion on the Findings Based on Quantitative Data

Nowadays technology has a rapid development and universal use globaly in almost all of the sectors. The education system, specifically teaching process, in its entire direct or indirect links is part of these technological developments and services. Thus, most of the respondents 97.5% answered positively to the question "Did you use the technology every day?" and a small percentage 2.5% answered negatively in not using technology every single day (Figure 3).

Figure 3. Did you use technology every day?
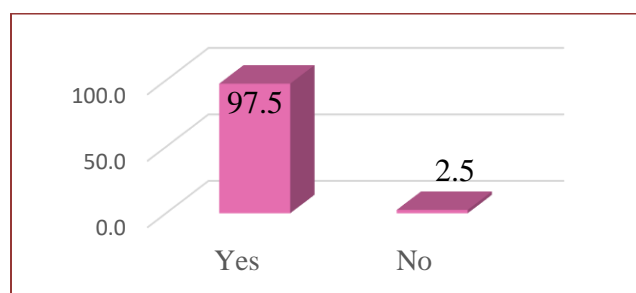
Regarding pre – service teachers' self-assessment, respondents' opinion is as follows: 88.8% of them fully agree with the fact that they feel fulfilled that they can properly develop their teaching, followed by 78.8% who also agree with the idea that,they feel fulfilled that they can motivate the students to be actively involved in their learning, whereas the rest represented by 7.6% do not agree with this idea and 13.8% partially accept it.

The fact that, I feel fulfilled that I can apply several kinds of methods and techniques to enhance my students' learning and I feel fulfilled that I can create worthwhile learning experiences for my students, has been agreed respectively 61.3% and 60% of the respondents, at a time when respondents either do not agree or have been indifferent respectively 31.3% and 2.5%. Respondents who have got moderate opinion are represented by 7.5% and 37.5%.

Their opinion is different regarding the fact that computer-assisted education should be teacher-centered as a considerable part of them

represented by 43.8% do not agree and 40% have preferred to be indifferent or partially accept it. Only a small number of them with 16.3% even fully accept this fact being optimistic in the results of these methods in the teaching process mainly of foreign language in the future.

On the other hand the fact that, 'I am sure that computer-assisted instruction increases students' achievement' has received the agreement of only 10% of them at a time when the vast majority of them represented by 85% partially agree while 5% disagree (Table 13).

Table 13 Pre – service teachers' self- assessment

Statement	Completely disagree	Disagree	Moderate	Agree	Completely agree	Total
I feel fulfilled that I can apply several kinds of methods and techniques to enhance my students' learning	6.3	25.0	7.5	35.0	26.3	100.0
I feel fulfilled that I can create worthwhile learning experiences for my students	1.3	1.3	37.5	53.8	6.3	100.0
I feel fulfilled that I can motivate my students to be actively involved in their learning	1.3	6.3	13.8	53.8	25.0	100.0
I feel fulfilled that I can properly develop my teaching	0.0	0.0	11.3	72.5	16.3	100.0
I am sure that computer-assisted education should be teacher-centered.	28.8	15.0	40.0	10.0	6.3	100.0
I am sure that computer-assisted instruction increases students' achievement.	0.0	5.0	85.0	8.8	1.3	100.0

Regarding their opinion on SELF-ASSESSMENT TOWARDS TECHNOLOGY INTEGRATIONthere is the following assessment: The idea that, "I feel satisfied that I can find new techniques to apply ICT in my teaching"has been agreed even the absolute

consent of 92.5% of the interviewed respondents, while the other statement "I feel satisfied that I can create worthwhile learning experiences for my students with ICT"is assessed and has been agreed by 97.5% of the respondents by appreciating this way created by technology use.

Satisfied that they can apply ICT to appreciate students' learning of foreign languagesis accepted by 91.3% of the respondentswhereas only 8.7% of the respondents admit partly this fact. Statements - I feel satisfied that I can integrate ICT as a worthwhile part of my teachingdhe I feel satisfied that I can motivate students to use ICT in their learning – have been agreed from 75% and 60% of the respondents contrary to the rest

who are almost indifferent or they do partly agree. While the idea that "they feel that using computers does not have any benefits for students in education"has divided their opinions in two groups where 57.5% disagree and the rest is represented by 42.5% of the respondents who agree this fact, having no other alternatives in assessing this fact (Table 14).

Table 14 Pre-service teachers' self-assessment towards technology integration

Statements	Completely disagree	Disagree	Moderate	Agree	Completely agree	Total
I feel satisfied that I can integrate ICT as a worthwhile part of my teaching	0	6.3	18.8	73.8	1.3	100.0
I feel satisfied that I can find new techniques to apply ICT in my teaching	0.0	0.0	7.5	85.0	7.5	100.0
I feel satisfied that I can motivate students to use ICT in their learning	6.3	0.0	33.8	55.0	5.0	100.0
I feel satisfied that I can create worthwhile learning experiences for my students with ICT	0	0	2.5	56.3	41.3	100.0
I feel satisfied that I can apply ICT to appreciate my students' learning of foreign languages	0	0	8.8	80.0	11.3	100.0
I feel that using computers does not have any benefits for students in education.	38.8	18.8	0.0	6.3	36.3	100.0

It can not be denied that technology has entered and is being used in almost all services or other communication spaces in all sectors, thus

understanding the importance of its use as well as misuse. Emphasizing the importance it has, the evaluation regarding the following alternatives

are presented in this way: 98.8% of the respondents consider as important or as very important the use of technology in the teaching process, just as 97.5% unequivocally agree that the use of new technologies in teacher training be increased and even the same percentage agrees on the importance it has the fact of'doing technological facilities have a positive effect on productive studying and learning'. On the other hand, the question that - Should lessons often include computer-assisted instruction? Most of them,76.3%, are almost neutral in their opinion while only 22.5% expressed the indisputable importance of the help given by the use of computers and other IT equipments in the teaching process. At last, age is considered as important in the use of technology by 87.5% while 12.5% partially accept it (Table 15).

Table 15 The assessment of importance of the technology

Statements	Not important	Moderate	Important	Very important	Total
In your opinion, how important is using the technology in the teaching process?	0.0	1.3	47.5	51.3	100.0
Is it important that the usage of new technologies in teacher training be increased?	0.0	2.5	48.8	48.8	100.0
To your point of view should lessons often include computer-assisted instruction?	1.3	76.3	13.8	8.8	100.0
In your opinion do technological facilities have a positive effect on productive studying and learning?	0.0	2.5	56.3	41.3	100.0
What do you think about the technological age in education, should it be considered.	0.0	12.5	33.8	53.8	100.0

The use of technology certainly has its difficulties not only in the process of use but also in its efficiency. Respondents are asked to share main difficulties they face up with the need to use technology and increase the efficiency of the teaching process as a whole. Their opinions are as follows:

Respondents' main daily challenges are the increase in the class ofstudents'number - making the process more difficult; the lack of technological equipment or their insufficiency. On the other hand, the lack of training for teachers brings a gap in the development of a normal and efficient process of learning and practicing a foreign language. In addition, the importance that students themselves give to the use of technology mainly for social networks and not information for the benefit of learning is

another challenge, referring to the fact that the use of mobile phones, tablets or other smart devices has already begun at a much earlier age. But also other factors such as low internet access, lack of internet or even insufficient budgets to invest in these necessary equipments for learning are challenges that should also be considered. In addition to addressing these problems, the possibility of professional growth of lecturers and teachers in terms of occasional training as well as their professional development with the best contemporary experiences should be taken parallel (Table 16).

Table 16 Some difficulties using technology

Students have become dependent from technology
Increased the number of students in the classroom
It's easy for students to be distracted
Lack of facilities such as lack of advanced technological devices in the classroom
Lack of professional training.
Low quality of programs and internet.
Not all students have full access to technology (Some students don't have access to the computer etc)
Students' focus on the prepared material
Budget limitations
Can affect lesson time
Healthis very important not to stay in the computer all day.
Lack of professionalism

Regarding the challenges that this process faces in the future are listed as follows: Thus, creating suitable learning environment with necessary tools of advanced technological devices, or inspiring and making students understand the importance of technology in their education as and learning, using, communication are challenges that are considered important for them as well as supplying schools with facilities or supporting the curricular goals are also listed as challenges which require financial support from the respective educational institutions as not all challenges depend or can be selected from the work of students and lecturers. On the other hand, training teachers to use technology continuously or with contemporary knowledge is also considered an inevitable challenge of the process which is always evolving (Table 17).

Table 17 Someimportant challenges of this process for the future in order to have a successful technology integration

Creating suitable learning environment with necessary tools of advanced technological devices
Financial problems
Inspiring and making students understand the importance of technology in their education
Integrate students in digital world
Learning, using, communication
Reduced number of students in the classroom.

Supply schools with facilities
Supporting the curricular goals
Online teaching programs should be appropriate to students according to ages.
To be independent.
Train teachers to use technology
Students are able to select technology tools to help them obtain information in a timely manner.
To learn by yourself.

5. Conclusions and recommendations

1. Increasing teachers' self-esteem in relation to the use of technology during the teaching process serves as an added value of the indisputable importance that technology has in the process of teaching a foreign language.

2. Experience in the teaching process affects the assessment that foreign language teachers have regarding the use of technology in the learning process.

3. Urban area schools are more inclined for a faster integration in the use of technology in the teaching process of learning a foreign language.

4. It is recommended to have more inclusion of opportunities for the use and integration of technology in all schools in the country and mostly in rural areas.

5. It is recommended to increase investments by both central and local government in relation to the equipment necessary for the normal development of the foreign language learning process, adapted to the contemporary conditions of their peers in the countries of the region and beyond.

6. It is recommended to more training opportunities for teachers in order to increase the efficiency of the teaching process;

7. It is recommended to improvie the existing curricula in learning a foreign language in order to be as contemporary and practical as possible for students.

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