

Implementing Innovations in Student-Centered Teaching

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About Didactic and Pedagogy in Pre-University Education, in the Field of “Native Language”

In the field of teaching didactics, schools and practices emerge every day that bring innovations and new research fields. In general, nowadays, in the field of language learning around the world, there are endless organizations, which promote innovations that come from the successful experiences of language teachers wherever they are.

Knowledge of didactic principles in the field of language learning is a very important topic, as it orients all actors dealing with the field of curriculum planning and implementation towards new trends and appropriate solutions for language learning towards continuous improvement of the quality of learning for student.

It would be insufficient to dwell only on issues related to principles, criteria and other attitudes related to decision-making or drafting curricular frameworks for the field of language communication, meanwhile, not to find the right track where these principles, philosophy, criteria should be placed, which relate to areas of application and implementation of such as methods, strategies, techniques and everything that is related to the teacher and teaching process.

According to Professor Gjokutaj ‘*The totality of the components of teaching and learning the subject, theories of organizing the learning process as a whole, methods and forms of organizing the learning process, which comes from the field of teaching and finding functional spaces for language learning in school and beyond it, are didactic aspects of teaching.*’ (Gjokutaj, 2009 p. 134)

Being a field of research, which addresses the problems of content, the study of the teaching process, the acquisition and application by students of knowledge, skills and habits, principles and organizational forms of learning and teaching methods, the role of the teacher in the learning process is instrumental.

Piaget, the Swiss psychologist, states: “*The role of the teacher is to form in the student’s mind a tool, a method that allows the latter to understand the world. Pedagogy is like medicine: an art that relies, or should rely, on certain scientific knowledge.*” (Piaget , 2005, p.9)

Based on the above statements, we must accept that one of the keys to the proper

achievement of active learning in the classroom is the joint teacher-student activity where the effectiveness of the teacher's activities in motivating students, engages them and makes them more active. According to Piaget *"finding creative, exploratory ways is a matter of today's education to enhance the quality and performance of every student. It should be known that the main purpose of education is to create people who are capable of doing new things, not just to repeat what other generations have done, people who are creative, explorative and inventive."* (Piaget, 2005, p.14)

Increasingly, the teaching process is oriented towards a contemporary, student-centered teaching. In order to achieve an effective lesson, the teacher must, in determining the subject competencies, take into account the composition of the class, know well the affective side of the students, their psychomotor field, so that teaching and learning is oriented towards lifelong learning.

According to psychologists, *"The teacher must know clearly and well each of the three areas: cognitive, affective and psychomotor. The cognitive field taxonomy prepared by Benjamin Bloom, consists of 6 levels: recognition, understanding, application, analysis, synthesis and evaluation. The taxonomy for the affective domain, prepared by David Krathwohl and others, consists of 5 levels: receiving, responding, evaluating, organizing, and characterizing a value or set of values. The taxonomy for the psychomotor field developed by Elizabeth Simson consists of 7 levels: perception, position, directed reaction, mechanism, complex reaction, adaptation, and starting point."*(Biehler & Snowman, 1998, p.263)

Whatever the taxonomy applied by the teacher during the learning process, it should be used for the benefit of acquiring knowledge, habits, skills, creating values which, all together build the competencies that enable the student to continuously learn. In this context, learning the Albanian language is of special importance as it enables the realization of all communications relations in all fields of knowledge, gives and opens spaces for research in the great world of knowledge. For the achievement of this mission, relations must be realized with other fields of knowledge. In different subjects and fields, the general scientific didactic principles are closely related to each other.

The specific principles that make changes and innovations in teaching possible are certainly not lacking in other areas where we can study them. Areas related to mind studies (psychology), brain studies (neurology and biology) and culture studies (anthropology) help us here. Gardner states: *"Indeed, the part that has changed in the recent past is our understanding of some of these areas of study. We are now able to take advantage of this knowledge as something sure to change the educational landscape and come to understand the truth, the beautiful and the good, but it would be unforgivable not to pay due attention to computer resources, as it would be a great sin to pay attention to only one, excluding the others."*(Gardner, 2006, p.53)

The teacher should be aware that in the teaching process, in addition to scientific knowledge, he/she should use different tones of voice, gestures, movements, etc., which in the teacher's performance are included in what we call warmth and enthusiasm, which the teacher must possess during the learning process. *"Respecting and promoting the dignity of the child is one of the main values in our school. This is for us also the starting point from which we can build a common vision and where we can focus our staff training program."* (Gardner, p.149)

From Traditional Teaching to Student-Centered Teaching

Teaching before 1994 in Albania was conducted according to the traditional classical method. The students listened to the teacher and reproduced what they had heard from the teacher. In this way the class was a lot of individuals where the student was forbidden to have a spirit of cooperation with his peers, where the main criterion was the transmission of information included in a synopsis, unique text or other source.

Teaching today offers students to create something deeper, a general spirit entirely oriented towards global collaboration and education, which requires a renewal of the teaching process. According to the Canadian leadership, *"The most important influence of teaching is in the attitude and vision of the student for his future, to feel himself (or not) part of the society where he lives! Educational change, above all, is a student-related phenomenon, associated with each of the individuals. Any educational change, even education in general, will fail if (for them) there is no meaningful role in this enterprise."* (Fullan, 2001)

Student-centered teaching has as its criterion, the quality of learning, where a combination of two aspects is made in a single process, teaching and learning, according to Professor Gjokutaj. *"The process is well expressed, first the teacher creates situations and the teaching perspective starts at the student's initiative and then becomes collective, creating a closely linked social life. Second, in these learning situations, the teacher is sensitive to what the students are doing, increasing the quality of learning. He enables, motivates, and helps students to achieve clear, tangible, concrete results."* (Gjokutaj, 2009, p.303)

Different teaching approaches are occasionally highlighted by education representatives. In each approach there are new dimensions, principles and criteria of sustainability to knowledge management, which we want to convey to students in order to turn knowledge into values for life. Although these attitudes are generally addressed to teachers of different subjects, it seems that the responsibility of language teachers is of particular importance when we talk about teaching, as through language students enable logical schemes of learning, acquire terminology and concepts, arguments and think critically.

The teaching process is one of the most important and influential factors in achieving learning goals. Teaching helps students learn, when students are active, understand what is expected of them, when their work is recognized, learn quickly about their mistakes and receive guidance for improving their work.

Teaching has been hailed as a process that unites art with science. *“Teaching as an art relies on the intuition of the teacher and his/her action during the process to make the curriculum flexible, usable, lively, and interactive. Teaching as a science is dictated by the attitudes of the authors of the curricula and by the direction they have given to the subject content in certain subjects”*.(Gjokutaj, 2009, p.263)

According to Jean Piaget *“If the purpose of education is to form autonomous human beings, then teaching based on oral transmission and authority must disappear. It is through methods of active school that emphasize the importance of the principles of freedom, activity and interest of the child, in order to favor his development.”*(Piaget , 2005, p.10)

If we were to use active methods, the behavior of the relationship that is created between the teacher and the student becomes interactive and affects the student’s personality by placing him at the center of the process. The teacher is important in the education of children, the progress of the learning process depends on the how he will think during the interpretation of the lesson, where the student is an active experimenter, seeking and finding solutions, the teacher helps with counter suggestions and leads in problem solving.

The teacher should no longer be a lecturer of the traditional method giving ready-made solutions, but stimulate scientific research to fulfill the idea that in order to understand, authors and actors must be created at the same time to fulfill a process. *“To become a better teacher means to have more faith and confidence, having the commitment to improve further ...”* (Fullan, 2001 p. 230)

The teacher as a good director creates scenarios that provide the necessary conditions for the transition of students from passive to active learning based on competencies. Student learning based on competencies and levels of learning are increasingly emerging in the vast global education area. For students, learning is already an architecture, which must be set up step by step and must pass from one level of learning to another through contemporary schemes, strategies and techniques that offer concrete standards of achievement.

Working with levels allows the effectiveness of teaching and learning strategies to fit to the individual needs of students by turning the lesson into a student-centered teaching. The teacher already forms a different student, making him an active participant in the

teaching and learning process where everything in this lesson is developed and done due to the needs and interest of the student.

Effective teaching also comes as a result of positive emotions. Recent studies have shown that teaching is an emotional practice, which involves the emotional understanding of students and the emotions of teachers that are an integral part of their work. This shows that effectiveness increases greatly if the work of the teacher is well combined with what the students can do. *“This kind of thinking affects the way we communicate with students, the use of several different teaching techniques (to suit different types of students) makes you create new challenges and difficulties that students will face, to exceed their limits. Through these methods students also come to understand what their strengths and weaknesses are. As a result of this way of teaching, the school system constantly communicates with the student.”* (Senge, 2005, p.149)

We must emphasize that learning objectives are not achieved just because the teacher has them in mind, or has written them in the diary. The issue of being accurate and successful in terms of perceiving learning objectives, is an important issue which enables the achievement of certain expressive skills and learning competencies in each student. Clearly defining objectives is not easy, as they must first be adapted to the grade level and secondly must be adapted and reflect the requirements of the curriculum.

In the subject of Albanian language, the precise definition of the objectives or competencies of the program is more effective than a formal finding for the achievement and acquisition of scientific concepts. The Albanian language course requires that these competencies include the emotional aspect, the communicative citizen where a correct attitude is given by the students at the time when they will speak, read and write.

Regarding the definition of teaching competencies, we have many attitudes and comments which show the teacher the way in which he/she must walk to be successful in daily teaching planning. Fullan in his book quotes Robert Mager as saying that *“learning objectives should be well written, specifying exactly the type of behavior that the student will display to demonstrate learning skills”* and that Norman Gronlund believed that *“learning complex and advanced does not work with Mager-type objectives.”* *The complex conclusions are so broad and lead to a goal that it is impractical to ask students to demonstrate everything they have learned. Instead, Gronlund suggests that teachers should first set a general goal and then specify some specific outcomes.”* (Fullan, 2001 p.236, p.408)

The correct achievements of learning competencies come as a result of the combination of a number of factors such as; the research and updating that the teacher does to himself to create a new approach, where he perfects himself with creative and new ideas. How innovative he is in creating inclusive environments that he creates for teaching

(definitively the key to his success) is based on the reflection that the teacher makes from life experience. He/she knows better than anyone else where he needs an activity of a higher quality than the previous one, adapting it to the conditions and level of the students. Not to mention the fact that the modern teacher knows the spirit of collaboration with his colleagues, where group collaboration is the key to success that re-generates ideas.

According to Professor Bardhyl Musai, *“A model teacher is a ‘student’ who learns with students. The model teacher assumes responsibilities and assigns tasks while monitoring student progress and provides re-teaching when needed. The teacher is the main link of the class activity. It should be known that there are many elements that excite the act of teaching.”*(Musai, 2003, p.93)

Given the above context, many of the teacher’s behaviors reflected through preparation and experience show an inner part closely related to his/her personality, which inspires students later. That is why young teachers need to highlight their most positive sides. Enthusiasm and interest in the subject, patience and sense of humor would be definitive factors in achieving a successful teaching. The care and effort that the teacher shows for his scientific preparation, has a positive impact on the students. The more time spent on preparing and planning the lesson structure, the greater the chances for successful and quality work in the teaching and learning process. On the other hand, imaginative methods must be developed for students to take on roles and change the way they learn, to be active and to give them the opportunity to clearly structure the future.

The teacher should be attentive in determining the activities that he will design or carry out during the learning process. They should be appropriate to the students and closely related to the degree of difficulty of the subject. The teacher should plan in advance a set of intentional activities according to a certain logic which he/she will apply in the classroom during the teaching process. So, the teacher should not confuse the objective, competence with activities, but the activity should be in function of achieving the competence. The objective of the lesson specifies the final results of the lesson, learning activities are the means by which the goal is achieved. The activity the teacher chooses is an instrument that leads the student to self-confidence, and the development of self-control skills.

Critical Thinking and Teaching

Critical thinking is a complex process of incorporating ideas and resources creatively, re-conceptualizing and restructuring concepts and information. Psychologists and respective authorities covering critical thinking express that; *“Critical thinking is the ability to think clearly and rationally, including the ability to engage in reflective and independent thinking. A person with critical thinking is able to understand the logical connections between ideas, identify, construct and evaluate in arguments, detect common mistakes*

and lack of consistency in reasoning; to solve problems, to reflect on the justification of one's beliefs and values, etc." (Paul & Elder, 2008).

It can be stated that clarity and rationality form the core of different conceptions on critical thinking. Critical thinking has not to do with "accumulating information".

Referring to psychologists, critical thinking should not be confused with having arguments, or being critical with other people. Although the ability of critical thinking can be used to highlight the handicap of a bad reasoning, it can play an important role in collaborative reasoning and constructive tasks.

"This way of thinking affects the way we communicate with students. Critical thinking can help us to acquire knowledge; can help us to create new challenges and difficulties which students will face, to overcome their limits." (Senge, 1997)

For people who think critically, the basis of understanding information is more the starting point than the end of learning. Developing critical thinking in a critical way involves absorbing ideas and examining their impact.

"Critical thinking is a cognitive, active and interactive process, which occurs simultaneously under many levels of thinking. Quite often, critical thinking is driven toward the goal, but it can also be a creative process, where goals can be less clear. Critical thinking is a very sophisticated way of thinking." (Senge, 1997)

Education specialists have had long discussions about the improvement of factual knowledge learning over practical learning and conceptual knowledge. They suggest that factual knowledge is typically more important, believing that there are a number of facts which, when properly taught, prepare students to become fully productive in the social life.

They believe that knowledge in itself is not enough. Moreover, they think that knowledge is valuable only when it is useful and that this knowledge is useful when understood in conceptual terms, which can be practically applied creatively and critically.

In everyday life, people strive to be successful; obviously educators strive to provide knowledge to prepare students on a daily basis for their future. With the expansion of electronic communication, in almost all cultures, all over the world, schools and families are becoming centers that have the ability to exchange information anywhere and anytime.

'In order to be successful and change the world, it will be required for students to be able to select information in such a way that decisions are made about what is important or not to them and how much they will be able to understand how different pieces of

information fit together. It is necessary for them to be able to give content to new ideas and knowledge, to determine the meaning whenever they encounter new information, and to set aside inappropriate and invalid information.” (Senge, 1997)

In order to properly manage information, students should be able to apply a range of thinking skills that enable them to deconstruct information accurately, into meaningful ideas, which can then be turned into practical skills, thus becoming thoughtful and critical students.

“They have to deal with information, its processing and the generation of new information and personal ideas. They have to pass through a very deep system and process of critical analysis and reflection. This process not only guides them through information in school, but also serves as a framework for later critical thinking and independent reflection.” (Paul & Elder, 1997)

Teachers need to provide a teaching structure for thinking and learning that is both systematic and visible. Only then, students will exactly know where they stand with their thinking, in order to observe and direct the thought processes when learning independently.

A clear teaching structure would involve students in developing critical thinking. Thus, they would be willing to engage in complex problem-solving tasks and display high levels of thinking on decision-making issues.

The methodology and use of critical thinking related to teaching and learning, used in the wide practice of the Albanian school is going through a deep process of reform, which is supported day by day to highlight the work and the expected result.

Development of Critical Thinking through Activities, in the Structure of Daily Preparation, in The Elementary Cycle: The Subject of Albanian Language.

After the 1990s, many projects implemented in the learning process were organized, such as: “Development of critical thinking through literacy” (SOROS 1997-2004), Global Education (UNICEF 1994-continued), “Interaction in the classroom” (Save the Children 2004-2013) etc. Through these models, new teaching and learning practices have been offered, which have led to different results by becoming part of teachers’ work.

Within each model, strategies for achieving objectives based on the philosophy of critical thinking through reading and writing, are generally applied. To achieve a practical understanding of a learning structure, we will take a look and analyze it in all the benefits it can bring to the organization of the teaching process during a lesson in many ways, such as: Formulation of competencies; finding appropriate techniques for each competence; as a result, the combination of communication skills within the subject

and inter-subject fields, the extension in time and finding the appropriate resources for each step of this structure.

A clear structuring of the class would provide solutions to the problems that the teacher fairly raises before drafting his daily plan, otherwise called “the class diary” such as: What kind of emotional state would we provide to children at work? Will they have the pleasure of getting involved in this work and easily master the right concepts? Is the use of competencies functional? Can the student enter into a wide interaction of concepts and activities after acquiring these competencies? What learning resources are or need to be available to accomplish the given tasks? These and many other questions are part of teachers concern for the student learning process.

In our education system the teaching structures have been numerous. After the ‘90s we worked with the A94 model, then ERR, PNP then step by step with objectives and today with competencies. The structure of ERR or PNP with objectives was used until 2013, and then the curriculum implemented with competencies was used, as a progressive movement in the teaching practice of the Albanian school.

In order to achieve a practical understanding of a teaching and learning structure, it must be proven in the context of a real lesson. Thus, by following this experience and direction structure toward teaching for reflective learning, we will be able to have a clear idea about the work we need to do to develop critical and creative thinking to our students by addressing and illustrating two models of lesson’s structure (with objectives and competencies).

After 2013, the structuring of a lesson that encourages and develops critical thinking through activities and techniques found in line with the objectives is reflected in Table 1. Subject: Albanian language. Topic: The declension of noun

Table 1. Subject: Albanian Language; Topic: The Declension of Noun

Structure’s phase ERR or PNP	Objectives	Strategies/ techniques	Combination	Habits to be developed	Key words	Time	Resources
Entry/ evocation; preparation for learning	E.g.to distinguish the nouns in a text with 5 sentences	Think/ work in team/ share with others	Reading with language	Writing, reading	Noun, gender, declension	10’	Text, notebooks, tabs
The realization of comprehension/ knowledge building, content’s processing	To analyze nouns characteristics during declension	Insert, table of concepts	Reading with language	Reading, writing	Noun, gender, declension	25’	Text, video projector
Reflection or reinforcement process (Learning consolidation)	To compare masculine nouns declension with feminine ones	Charts	Reading with language	Reading, writing	Noun, gender, declension	10’	Tabs

It should be taken into account that for each stage, the objective to be achieved is clearly defined and the definition of an objective of an increasing level for each step should be regularly followed. (Bloom taxonomy) In the moment when an objective becomes achievable by everybody, it means that it is extinguished and the ongoing target remains minimal.

For each objective it is required to find one or more techniques, or strategies which the teacher finds appropriate related to the respective objective. The same path should be followed for each step of the table's structure by breaking down the objectives, strategies, techniques, combination, habits to be developed, key words, time and resources, etc. The preparation of and Albanian language teacher for a daily lesson, according to this model, does not end here. Once the table above has been prepared, they need to break down all the activities to be performed in Table 2.

Table 2. Procedural Steps of a Learning Activity

Steps	What will the teacher do?	What will the student do?	Time
Step nr. 1 Think/ work in pairs/ share with others	<p>Here will take place all the activities that the teacher will do for the realization of objective 1:</p> <p>-Decomposes the target through the used technique, which gives the opportunity for thoughts combination. For the realization of this technique, the teacher writes or prepares some opened questions and asks students to give written answers about them.</p> <p>The teacher puts the students in pairs (desk mates).</p> <p>This technique makes students reflect on the text and shapes their thoughts. The teacher directs, orients, guides.</p> <p>This step should be related to the relevant objective. If not related, the class is failed.</p>	<p>Students should follow the right steps, based on the teacher's instructions.</p> <p>Students in small groups, on pairs, prepare questions and seek answers.</p> <p>Students are involved in learning action. To achieve the most correct answers, students work in pairs and together they try to do the best. At the end, each group of two is represented by a discussion where they present their ideas about the given questions.</p>	10'

<p>Step nr.2 Insert Concept's map</p>	<p>It is clearly defined what the student will do.</p> <p>-The teacher distributes white sheets to the working groups, explaining what the students will do.</p> <p>It is a technique that encourages analysis around concepts, facts, phenomena and serves on learning the Albanian language.</p> <p>Also, in sections related to this subject such as: speaking, writing, grammar, etc.</p> <p>The teacher talks, discusses, exchanges ideas by checking the working groups.</p> <p>-The teacher manages, organizes and coordinates, encourages, stimulates, supports.</p> <p>This step should be related to the relevant objective. If not related, the class is failed.</p>	<p>The groups work in an individual way, they discuss among each other, analyze, and argue about their topics in front of the class.</p> <p>25'</p>
<p>Step nr.3 Chart</p>	<p>The two questions, where the chart is based on, are: What are the commons between...? What about its differences?</p> <p>During this stage, the teacher listens carefully every single answer of the students, kindly welcomes every idea, approved or objected by the students themselves, using the encouragement.</p> <p>The teacher manages, organizes, supports, and gives homework.</p> <p>The teacher includes students in the assessment process as well as in the self-assessment one.</p>	<p>The students draw the chart, emphasizing the commons and differences of the topic. They present, argue, demonstrate, and compare their works.</p> <p>10'</p> <p>The intensive inclusion into this process brings a spirit of cooperation among students.</p>

After 2013, the dilemmas that Albanian language teachers had in determining situations were not only related to the degree of clarity of their description, but also how understandable and important they would be for students. How could those situations be treated in class, so that students already develop the competencies to handle life issues?

Based on the curricular framework, compiled by the Institute for Educational Development, the new Curriculum brings the matrix of competent treatment of the situation in competency learning.

For planning a learning situation, the teacher considers:

1. Learning outcomes (learning outcomes of the program that are realized through this situation).
2. Name of the situation (title of the situation).
3. Contextual description of the situation (content of the situation in the context of the realization of learning outcomes).
4. Actions taken to address the situation.
5. Resources (tools, equipment, various resources, students' prior knowledge and skills).
6. Assessment (when the situation is realized). (IZHA, 2014)

Table 3. Structuring a Lesson that Fosters and Develops Critical Thinking of Learning with Competencies

The result of learning	Competencies that student gains	Realization of competencies	Actions about the situation. Teaching strategies	Resources	Assessment	Key words	Time	Notes
Learning outcomes according to competences	Results: Learning according to competencies	Key competencies: related to another field	Categories of actions that allow competent handling of these situations.	Various resources needed, to deal with these situations, through described actions, tools, equipment, students prior knowledge and skills.	The expectation of dealing with these situations, that leads us to the acquisition of competencies by students.	Speaking Reading Critical thinking	90'	The teacher completes the lesson's plan, shortcomings and issues observed during the teaching process.
Learning outcomes from the program that are realized through situations			Examples of actions related to dealing with these situations.					
e.g., Learning situation	e.g., Speaking for communicating and learning.	e.g., This topic is related to key competencies.	e.g., question-answer presentation	e.g. Textbook, children's book with stories and fairytales.	Examples of criteria; the situation is completely realized, so is the assessment.			
Speaking subject	The student chooses the appropriate form to share his information, ideas, feelings, point of views, regarding his reading skills and interest	Competences in the field: Relates to the competences in the speaking field	working groups, idea design		Praising students, without neglecting anyone of them.			
Topic: Reading test								

The above table 3 is presented below through competencies teacher's diary model.

Learning structure Speaking: The Reading text																				
Learning outcomes according to competencies Speaking for communication and learning Student: <ul style="list-style-type: none"> - chooses the appropriate form to share his/her information, ideas, feelings and views, regarding his/her reading skills and interests, - participates in group conversation with peers about different aspects of reading - understands, compares and makes generalizations, comparisons about other students' situations with himself/herself, - gives his/her opinions, ideas and judgments about his/her personal interests, - -expresses his/her preferences and makes his/her comments about the answers given at his/her writing exam, - analyzes the way of his/her friend's communication, voice tone, pauses, certainty, clarity etc., - takes notes for every point of the exam and for every student 				Resources: <ul style="list-style-type: none"> - students' knowledge and prior skills - lesson's text - artistic books Key competencies: The relation with other fields of study, critical thinking Field competencies: Speaking Activities (Teaching strategy) Presentation, discussion, answer and question, team work, designing ideas																
Situation's Contextual Description																				
Preliminary activity (completion of model exam of the book) The lesson is related to the competencies of the field of speaking with students' knowledge and skills in reading. The introductory activity is the completion of an exam which will be the basis for stimulating discussions about students' interests, habits and skills in reading. (Individual exam, reading of words in a minute) Situation development (presentation, discussion, answer and question) Presentation of the completed exam by all students. Each student introduces their exam and the others listen, asking further about what everyone says about themselves related to reading. Through the presentations, which they pay close attention, the students get to know each other's experiences in reading and their speaking skills related to the topic of reading. More interesting are the provocative questions that students ask to learn more about each other, which certainly stimulates learning. Working on teams also brings productivity on how reading can be realized in the school environment. So, the students fulfill the competence of decision making for a simple takeover, concretely, the use of school's library, its maintenance and enrichment (realizing the desire for reading). Step Three (Team Work) - Measuring Reading Speed (120 words per minute) The teacher divides the class into groups of 5 students (but also in pairs) and gives them a part of the story from a text book and asks them to measure the speed of reading of each other in the group. Each group then presents the reading speed, the group average, and finally the class average is measured. The teacher gives the task that by the end of the year, everyone will increase the speed of reading that above this average eg 10-15 words per minute (but this can be set differently according to the class situation.) Students' appreciation for each other The teacher asks the students to make a list and put the names of the peers by rating each rubric from 1-10 for what they read, for the way they speak, for reading skills and interests that each one has related to reading. At the end, conclusions are drawn and evaluations are made according to a ranking, decided by the one who scored the highest. (Table model)																				
<table border="1"> <thead> <tr> <th>No</th> <th>Name/ Surname</th> <th>Letter absence or addition</th> <th>Repeated reading</th> <th>Different reading</th> <th>Words per minute</th> <th>Reading time: 1 min</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>							No	Name/ Surname	Letter absence or addition	Repeated reading	Different reading	Words per minute	Reading time: 1 min							
No	Name/ Surname	Letter absence or addition	Repeated reading	Different reading	Words per minute	Reading time: 1 min														
Actions taken in a situation: <ul style="list-style-type: none"> - Completing the exam individually - Presentation of group test results - Presentation of all test results. - Creating a collaborative environment - Respect each other when speaking by listening attentively, waiting in line for questions and leaving time for full answers to others. - Measuring reading speed - Evaluate student work for each other 																				

Situation's evaluation

This lesson, whose aim was realizing the competence of the field of speaking with students' knowledge and skills in reading, is called fulfilled, if students:

- Have accurate articulation skills in reading the textbook or literary text,
- Design and compile questions for the purpose of the learning process
- They are introduced, or ask to the group members questions that do not hurt and threaten their friendship and cooperation, but manage to choose the appropriate form and language to share information, ideas and friendly feelings.
- They analyze the used language of group activities.
- They are able through calculation, to derive the results of reading speed.

Teaching time: It is suggested that this learning situation/ learning topic takes 2 hours.

There is a common element in reading, speaking and writing and that is knowledge. Knowledge enables us to choose what we like to read, dictates our way of communication in the society, and certainly reflects a person's world when he writes. It is not accidental to place these three words in this order, because I believe that within this order there is a cause-consequence process with the starting point of reading as one of the processes of information accumulation.

“Reading may seem like the most basic thing, as many people believe that the ability to do so has been around since the beginning of their education, but there is a profound difference between reading physically and reading mentally. Understanding what you read is a challenge; understanding is an element that is inextricably related to the intelligence of an individual which is a born gift” (Gjokutaj, 2001).

We must emphasize that the development of teaching methodology, is the art of how the teacher builds activities in the situation, or games that would make the student more active. Good knowledge of didactic innovations in the use of teaching methods, techniques, strategies which would make the learning process innovative. Through this structure, students are required to participate in extensive activities, to carry out the process by using language components such as listening, speaking, reading and writing.

For each step of the table structure the teacher must first decompose the competencies, didactic activities, the combination, the ability to express that develop, the key words, the time and resources and then he/she has to model it in front of the students. The class is called realized when the competence designed according to the level becomes feasible by all, it means that it is extinguished and the ongoing competence remains minimal.

As a conclusion for this paper, we would like to refer to Fullan and Gardner: *“The ultimate goal of change in education is when teachers see themselves as “shareholders”, who have risked something of their own for the sake of education system's success, as a whole, by seeking understanding for change, as an inevitable key of this success.”* (Fullan, 2001, p.408)

“The educator must be attentive and follow the scientific, technological, political,

economic, social, cultural and personal changes in a global scale and must respond to them. The educator must also be vigilant about academic signals and must adapt his work to the context.” (Gardner, 2006, p.52)

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To Cite This Chapter:

Tahiri, A. (2021). Implementing innovations in student-centered teaching. In A. Csiszárík-Kocsir & P. Rosenberger (Eds .), *Current Studies in Social Sciences 2021*(pp. 135–150). ISRES Publishing.