University American College Skopje

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MASTER THESIS

The Effects of Blended Learning and Smart Technologies on English Language Teaching

The practices, perceptions, attitudes, and challenges of the EFL teachers from tertiary education in Republic of Macedonia

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ABSTRACT

Blended learning is a combination of online integration and face-to-face learning that complement one another to enhance and support learning. It is widely used by non-English speakers to improve their English writing and speaking skills. This thesis aims to outline the significance of using a blended learning approach as a supplement to the face to face learning in English language teaching and to understand the perception, the attitudes, and the challenges of the EFL teachers from tertiary education in Republic of Macedonia, regarding blended learning in English language teaching. The thesis looks at the reasons for applying multimedia technology to English language teaching, growth of ELT through technology, benefits of incorporating technology into learning, multimedia technology application for English teaching, problems that arise from multimedia technology application, the benefits of using new technology to teach English, blended learning history and finally, the first chapter concludes with some of the latest innovations and trends in English Language Teaching. The second chapter looks at the previous work done by other blended learning experts upon which a blended variety is discussed which is followed by blended learning implementation, technological descriptions and categories and the various blended learning models at University level.

Finally, the paper critically analyses the benefits of using blended learning over other methods of learning while acquiring knowledge about a new language. Questionnaires were used as a data collection method where 20 respondents filled them in and the results were returned electronically. The questionnaire consisted of 22 questions out of which 4 were general while 18 directly related to the application of modern technologies in the study of the English language, the respondents were university professors. There are a variety of models to choose from and yet no blended learning model is ready-made to be used to teach the English language. This creates challenges for the teachers that are still new to the blended learning idea. This paper aims to assist teachers from Universities in the Republic of N. Macedonia to choose the right blended learning model that can be incorporated in the EFL classroom depending on their syllabi. Several teaching models address numerous technological options for teaching.

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1. INTRODUCTION

When it comes to the learning and teaching of languages, a lot of options arise like TV, computers (i.e. presentation software such as PowerPoint), the Internet (that consists of E-mailing, and Blogging tools), and videos. Technological advancements over the last two decades have been evolutional in changing various industry dynamics and influencing the way individuals work in society. As a result, better pattern in the exploration of new teaching models has been influenced by the quick development of IT (Information Technology) that has rendered technology an important factor in English teaching (Nasser, 2017). It is therefore important for English Teachers to be able to use these technologies efficiently.

The world we live in today has an unprecedented number of opportunities to communicate in a compelling and authentic way. A lot of fascinating options for enhancing teaching using technology are available for English teachers. This can be challenging for the teachers when trying to choose which tools, resources, websites are ideal for a particular lesson or session. These opportunities have become a norm in our daily lives and entail social media, augmented reality, and artificial intelligence. In this thesis we are going to look at how technological interactions have taken over our daily lives and how these interactions can be used to benefit the learners to have an extensive practice of the English language.

The implementation of different teaching methods has been a result of the increasing number of English learners to improve effectiveness in the process of teaching. Technology has greatly transformed the older ways of teaching English as a foreign language. Globalization has also been a positive influence on education and culture. Currently, several fields such as education, media and more have English playing an important role. Technology assists in making the teaching of English as a foreign language more interesting as it gets students involved taking into consideration their interests. This has increased the use of English by more speakers as it spreads throughout the world.

The research in this thesis involves Macedonian universities and the way smart technologies and blended learning classroom are being used by EFL teachers into their teaching practice.

The constant growth of Information Technology has provided a better platform for the exploration of a new model of teaching. The use of multimedia to create an English teaching context generates its rare advantage like having the English teaching classroom as a site of critical thinking and active learning. To easily and efficiently meet the individual student needs, teachers may rely on technology to tailor and create authentic instructional materials. A majority of educational institutions, due to the steady rise of ICT, have begun the search for new models of teaching with an aim of:

- Providing learning activities that are effective for the students.
- Promoting an environment that motivates students.
- To meet student needs through introduction of new technology.

Traditional tools used in the study of English as a foreign language entailed television and cassette players, while currently the computer is considered the first teaching aid in the ELT, especially with the addition of the internet. This research is aimed at:

1. Outlining the significance of using a blended learning approach as a supplement to the face to face learning in English language teaching.
2. Critically analyzing the benefits of using blended learning over the other methods of learning while learning a new language.
3. Understanding the perception of EFL teachers' attitudes towards, and challenges when using blended learning in English language teaching.

1.2. Reasons for using multimedia technology in the EFL classroom

Technology is important for teaching English as a foreign language:

- ✓ It functions efficiently and offers a sense of reality that helps to nurture the interests and the motivation of the student as well as class work involvement.
- ✓ It gives the students access to greater incentives and promotes the integration of learning and teaching.
- ✓ It helps students gain an insightful understanding of culture.

- ✓ It generates a good exchange platform for teachers and students while providing an environment to enhance the traditional model of teaching.
- ✓ It helps students to access new technology to their advantage (such as using the internet to receive email).
- ✓ It makes students more active and involved in class communication and discussions, and equips them with information-sharing knowledge.
- ✓ It generates an environment that is vivid, visual, and authentic for language learning.
- ✓ It stresses the students' role and enhances the importance of interaction between students and teachers
- ✓ It helps foster critical thinking skills of students and assists them in transforming the EFL classroom to an environment where capacities are being developed.
- ✓ It helps develop communication skills and positive thinking in social practice.

Some of the tools that can be used in the EFL classroom are: digital storytelling, comics, eBooks, videos, images, online speaking avatars and interactive whiteboards that can be accessed via the internet. The advancement of technology is now evident with studies showing about 90% of students having access to a mobile device or computer whether at home, school or work (Diniz, 2016). It is therefore not surprising that teaching methods have also evolved towards embracing technology. The new teaching era has been marked with examples of modern teaching such as blended learning, learning management systems, and virtual classrooms that are being endorsed by major education experts. These new teaching methods integrate technology in English language teaching to facilitate teachers, to improve the engagement of the student and for everyone involved produce a comprehensive, structured environment for learning. It is therefore evident that educational institutions require transitioning to a more technologically oriented classroom.

1.3. The growth of ELT through technology

The growth of the usage of the English language has been fueled partly by the internet. There were one billion learners of English in 2000, but this number doubled about a decade later (Hyland, 2015). Also, most of the information stored on the internet (about 80%) is in English. Multimedia technology has been applied in English teaching through video, audio, animated effects and various platforms for the exploration of models in English teaching. Awareness is achieved when English teachers are updated on the latest and the best equipment.

1.4. Benefits of incorporating technology in the EFL classroom

The benefits of incorporating technology in the EFL classroom consist of:

o Giving remote access to English language education - the most encouraging technological aspect is that it gets to audiences worldwide. This means that the hiring of teachers can be done locally and students can have access to courses taught by native speakers of a particular language. Using online platforms means that learning can be accessed by virtually anyone. Lack of technology restricts teaching to a certain geographical location such as a classroom or school.

o Courses in blended language learning - blended learning courses combine online language and in-class learning to improve the engagement of students. Blended learning ensures online training and classroom teaching complement each other. A structured comprehensive eLearning module teaches the language to the student, and is followed by classroom discussion that is used to focus on the weaknesses. Blended learning, as a result of technology, is a successfully proven reality that is beneficial to the learning of languages.

o Interactive language learning - experts have only deemed language learning through input as ineffective and unsuccessful in achieving the learner's language development (Al-Masri, 2012). An interactive learning environment generated by technological resources and tools is the best way of getting to learn something. Students can interact within their language courses and gain an informed understanding of all the components of the language which is made possible with the incorporation of technology in language teaching. This

interactive and intuitive model of teaching is a safe zone for some students to make mistakes while learning from them (Hyland, 2015).

- o It makes real-world problem solving possible; Platforms for language learning (especially cloud-based) can be easily updated regularly to guarantee the relevance of the content available. A virtual environment that mimics real-world situations outside the classroom can also be used to assist the students to learn interactively.

1.5 Problems that arise from multimedia technology application

When a teacher is completely dependent on multimedia devices during teaching, they may end up being unable to play the role of the leader during teaching. Creative Education is meant to perceive that the techniques of modern technology are meant to be an instrument as compared to a target, thus should not control the class. They are meant as effective teaching and learning substitute (T.Sylvie, 2011).

1.6. Blended learning history

In 1840, the first education distance course is launched by Sir Isaac Pitman that was centered on short-hand. The students received shorthand texts from Pitman and were required to send them back for corrections and grading. This was a time when mobile devices and computers were yet to be invented but still, an integral part of the process was effective assessment and feedback (Hyland, 2015).

Mainframe Computer-based training followed in the 1960s and '70s that enabled training deployment to numerous workers without depending on face-to-face instructions and printed material. Access to information was granted to each terminal with proper login details. A good example was Plato, developed in 1963 by the University of Illinois and Control Data.

To support TV training, TV-based technology was incorporated for training in the 1970s and '80s. There was no longer need for the instructor's presence to improve the knowledge of the staff as the TV could be used for relaying information

and send back concerns through email. An example of satellite-based training is evident in Stanford University in the 1970s and 80s where the TV network was used to assist professors to hold classes in multiple classrooms at once (Tobolka, 2002).

The 1980s and '90s saw the rise of Learning Management Systems and CD-ROM training. The advancement in technology influenced the change in blending applications and strategies where CD-ROM was used to deliver sound and video features for information provision. Learning Management Systems were used to track the progress of the learner by monitoring course completion, user performance, and enrollment information.

The first web-based instruction generation began in 1998 where the function of the computer had evolved to be used by the masses. There was an immersion in sound, graphics, and video while browsers provided more access to the internet by increasing the connection speeds. Currently, there is a rapid change in technology, increasing the potential benefits blended learning has to offer for all kinds of students.

The currently available wide tech variety such as online tutorials and webinars help to initiate the union between technology-based learning and face-to-face interactions.

1.7. Latest Innovations and trends in English Language Teaching

New technology has risen over the many years but not everything remained. This may be result of the growing concerns over security and the wearing out of some innovations. Those that have stood the test of time possess a solid teaching practice.

- **Blended learning**- here trend is reflected by course material and resources of teachers as they combine technology with the more perceived traditional mode of teaching. For example, the **Modern Language Centre** in London King's College combines online lessons with face-to-face-teaching. Blended learning is a more preferred classroom interaction model due to its combination of face-to-face and online learning. It also accommodates the learning style of each student to reach the highest level of absorbance.

- **Mobile learning**- it is evident that mobile apps provide more access to online resources. For example, Oxford University Press uses **Essential English** to give students and teachers free resources that consist of flashcards, lesson plans, phrasebooks, etc (Ghada, 2014).

- **Gamification**- here learning occurs through the use of gaming apps and software. For example, Wibbu's **Learn Languages with Ruby Rei** puts the learners in an interactive game where language skills are used to collaborate, negotiate, and create friendships to leave an abandoned planet at the universe edge.

- **Embodied learning**- here learning is not strictly based on remembering, it also entails the use of the body and mind, exploring, discussing and collaborating. In embodied learning, learners are involved physically, emotionally, socially and intellectually. For example, **Doodle Town** course by Macmillan Education involves hands-on activities, visual and audio to inspire and stimulate the learner thus getting them to be inquisitive, to create and draw.

- **ELF (English as a lingua franca)** - when teachers first discussed this concept, a lot of controversies arose as many did not see course materials and language teaching accommodate English as an international language. Currently, resource materials such as **PronPack 1-4** are focusing on increased intelligibility as the objective. Gamification and blended learning elements prepare the learner to use the English language on a global platform.

- **Learning and teaching management platforms** - platforms such as **Edmodo** provide learners with online access to handouts, submit homework, and continue with classroom discussions. Currently, online platforms are being additionally used to communicate with stakeholders and parents, assist in the management of materials and lesson plans, and provide a better curriculum overview for the teachers and administrators (Nomass, 2013).

2. LITERATURE REVIEW

2.1. Blended learning

Corporate training brought about the term blended learning, and then higher education later incorporated in the teaching and learning of languages. According to Bonk and Graham, (2012) all learning can be considered blended learning as it has been a major factor in instruction, training, and learning the landscape. Additionally, the term may pose a challenge to define as it lacks consensus on a definite definition since at times it is referred to as mixed or hybrid learning. In higher education, blended learning has been identified as classroom and technology combined instructions in a learning approach that identifies the advantages of some online assessment and training delivery (Banados, 2006).

In our opinion, the term blended learning can be used to signify computer technology inclusion to facilitate offline and online actions and materials as compared to considering it as a whole new teaching and learning approach. Blended learning definition concerning learning and teaching languages can be described as a combination of computer-assisted learning (CAL) and face-to-face instructions in an environment of teaching and learning.

According to Picciano, Dziuban and Graham, (2013) research conducted on blended learning is new and linked to other fields like CALL (computer-assisted language learning), pedagogical technology, methodology in English teaching, and distance education. Blended learning is also defined, according to Bonk and Graham (2012), as a combination of computer-assisted instructions and traditional face-to-face instruction. Neumier (2005) defines blended learning's main aim as finding an effective and efficient combination of the two learning models for the context, objective and subjects of the learning individual. Tayebinik and Puteh (2013) stress the use of blended learning in place of online or face-to-face learning due to its promotion of the community and the student's engagement. Blended learning online components make it possible for students to learn no matter the time or location. One of the unique characteristics of blended learning, according to Rhem (2012) is that it allows the provision of classroom activities in person and online.

Zhang and Zhu (2018) note it is difficult to find a suitable environment for all learners but the approach of blended learning promotes a teaching and learning environment that is flexible, encouraging, active, inspiring and interactive. A framework for the designing of a blended learning environment is provided by Nemeier (2005) that entails six elements for designing a blended learning environment for teaching and learning. The parameters entail: integration model, mode, learning content, and objective distribution, methods of language teaching, learning subjects' involvement and location. Graham (2006) portrays several blended learning levels like: course-level blending, activity-level blending, institutional-level, and program-level blending. What is common for these levels is their combination of online elements and traditional mode of teaching regarding the learning type. Below is an illustration of a blended learning environment.

2.2. Reasons for employing blended learning

Introducing blended learning in the corporate sector may be due to: individually customized solutions, increased rate of learning, ability to match styles of learning, investment exploitation in re-usable resources of training, and time shortage for the use of strictly classroom events (Dewar and Whittington, 2004). According to Singh and Reed (2001), blended learning benefits comprise of:

- ✓ Increased effectiveness in learning
- ✓ Rich extension
- ✓ Business results optimization,
- ✓ Time and development cost optimization

Blended-learning's cost element is also mentioned by Sharma and Barrett (2007) about the business world. Here learning is of convenience as students can study whenever they feel the need. This shows how much cost saving was an important element for change in the blended learning move in the business world as well as in the academic world. Therefore the six commonly suggested reasons for incorporating blended learning are knowledge access, social interactions, educational richness, ease in revision, and cost-effectiveness and personal agency (that entails the learner's choices and control). Additionally, Hockly (2011) provides additional reasons for employing blended learning as:

✓ Flexibility - Learners are expected to fit learning in their busy lives. These are individuals such as university students and professional adults.

✓ A directive by the ministry of education – teachers are expected to offer blended learning to the students as a directive from the ministry of education in the US.

✓ Learners expectations - the current advancement in technology has raised students' expectations. They expect technology to be integrated in the classroom.

2.3. Blend variety

Once blended learning is adopted as an approach, determining the exact blend is the next step as there is a wide range of blend variety with no existence of an exact mix. Relying on the goal of the situation or constraints is what determines the best configuration for both learners and teachers. This existence of a wide mix variety can offer both opportunities and problems as portrayed by Rossett (2003) who quotes an overheard conversation by a conference delegate, that had accepted blended learning concept, questioning the blending options to choose and how they can be implemented. The author replies by offering three options to consider:

- Cost and touches
- Urgency and stability
- Experience and learning resources

Three models of blended learning mix are identified by Valiathan (2002) concerning the business world: attitude-driven, skill-driven, and competency-driven. Other more typical examples are reference-based learning, course model and pre-assessment model (Hocutt's, 2001). Blended learning ideas are most preferred by Dewar and Whittington (2004) as they take a different approach from that of identifying individual blended learning model components. These ideas propose four ways blended learning models should interact with one another. These ways are listed as:

- Components of blended learning should be mutually aware of each other.
- They should be capable of unified transitioning from one component to the next

- They should have consistency in style, language, and technique
- They can be compulsory or optional.

According to Bonk and Graham (2012), before designing a course for blended learning, a course designer should consider the following:

a) Self-regulation and learner's choice – how much guidance and instructions should be given to the students about choosing the blended learning course for participation?
b) Production and innovation balance - this should be accomplished cost-effectively.
c) Is the face-to-face components necessary in life interactions role? In English language teaching, a great deal of students emphasize the vitality of this course element.
d) Training and support models - training and supporting teachers and students in an environment of blended learning with additional technical support.
e) Managing digital division - can there be affordable models of blended learning for those below the economic spectrum?
f) Cultural adaptation - can/should blended learning be modeled to accommodate native audience?

2.4. English language teaching blends

According to Sharma (2007), the effectiveness of blended learning is acceptable if the two components (CAL and face-to-face interaction) are implemented with technology not replacing but complementing the teacher's efforts. Sharma also provides examples of the following, at lesson level. The first step begins with the teacher preparing the students through a presentation of the topic discussion.

Using a CD-ROM, the students are allowed to practice fixed phrases that are followed by watching a video presentation and after that they prepare their own ones and they can deliver them. A page that can be edited by the users, such as wiki, can also be used. A computer audio file such as a podcast is an option. Creating a VLE

(virtual learning environment), using downloaded software and creating an online diary such as a blog are another example.

Sharma and Barrett (2007) suggest four principles to help guide in achieving a principled blended learning approach. According to them, technology and the teacher's role should be separated. This is followed by teaching using means best suited to the learner and using technology for enhancing and complementing face-to-face teaching. This suggests that the leading teaching mode is face-to-face interaction. The fourth and final principle suggests that it is not important what the program is, but the user ends up doing with the program. This is described by Jones (1986).

A working blended learning model for teaching English in the Universidad de Concepcion (UdeC) in Chile is provided by Banados (2006) practice the blend at the course level as opposed to lesson level. The elements of the university course comprise of: independent working of students with the online UdeC software and the teaching of English as a foreign language (EFL) by teachers who are also tutors for online students. These teachers are also responsible for performing online monitoring. Weekly classes where there is a conversation with native English speakers. It was also evident for the University that apart from teaching English to these students, teaching ICT was also an important factor of integrating blended learning

2.5. Blended learning effectiveness

In the higher education context, Dziuban (2004) discovered that their courses based on blended learning showed potential in improving the learning outcomes of the student while lowering the rate of abrasion when compared to the fully online integrated courses. The face-to-face model was also comparable to the results of blended learning success and abrasion.

Harker and Koutsantoni's study (2005) also revealed the effectiveness of blended learning in the retention of students as compared to distance learning mode on their EAP (English for Academic Purpose) program. Both groups also showed similar levels of achievement and rate of satisfaction. The students' attitude towards

blended learning has also been investigated as Leakey and Ranchoux (2006) found most students preferred the blended learning experience as opposed to the traditional classroom-based learning. A majority of Taiwanese EFL students, according to Lin (2003), portrayed a positive attitude towards multimedia use in their language programs as they enjoyed:

- Using the internet to practice and extend abilities in language learning
- Using the test analyser to take tests on listening
- Saving personal work and developing reading skills through multimedia resources.

Results by Banados (2006) indicate tremendous improvement in speaking skills and other skills in pronunciation, speaking, grammar and vocabulary from a report by students at a University in Chile (UdeC). Most studies on blended learning effectiveness conclude that the students show positivity towards multimedia integration in language teaching even though there are not enough publications on blended learning effectiveness.

2.6. Importance of a good blend

The wrong blend mix can affect the retention of the students as revealed by Stracke (2007), which shows three reasons why students abandoned their blended learning course:

- Lack of connection between the computer assisted learning (CAL) and the face-to-face interaction blend.
- Lack of paper medium used for writing and reading
- Computer rejection as a language learning medium

Sharma and Barrett (2007), emphasize the importance of the connection aspect in their blended learning principles and guidelines which have also influenced an other blended learning mix. According to Banados (2006), face-to-face interaction is preferred by the students to using the online platform, which portrays it as the leading model in the blended mix.

2.7. EFL and Blended Learning

Researchers are keen on investigating blended learning in English teaching to be used in teaching English as a foreign language. Many researchers have focused on blended learning by investigating its effectiveness and use in the EFL context. Both social and academic benefits of blended learning have been identified by Marsh (2012) who says blended learning could provide numerous advantages as compared to traditional approaches of teaching. These benefits are stated as: improved support of individualized language, improving the student's language skills, promoting collaborative learning, improving engagement and interaction of the students, providing platforms for language practice that is beyond the classroom and developing language autonomy of the students.

There are many definitions of blended learning, but Osguthorpe and Graham (2003) have provided the most detailed definition. According to them, those who use a blended mix base their teaching on the notion that there exists an inherent benefit to using online teaching methods as well as face-to-face interaction. Therefore, those using blended learning mix aim to find a harmonious balance of face-to-face interactions and online knowledge access.

Numerous factors affect blended learning uptake in language courses and according to Sharma and Barrett (2007) these factors entail: cost, accessibility of technology to students and teachers, training of the teachers, proficiency levels of the students and teacher's attitude towards the use of technology. Apart from Blended Learning being used as a means in students' language skills development, it can also be used to improve student engagement, motivation, and the learning environment.

i.   Blended learning in improving student language skills

Blended learning is efficient in improving students' listening, reading, writing, and speaking skills as compared to either fully online platform or face-to-face interactions. Blended learning effect in the development of English learners' reading skills is examined by Ghazizadeh and Fatemipour (2017) by examining the proficiency of 60 Iranian EFL learners on intermediate-level. Two groups were

created where the learners were randomly assigned. The experimental group had classroom sessions that had blended learning that focused on reading skills while the control group experienced a more traditional approach to learning. Using a t-test, the two groups were compared upon which the experimental group showed a positive effect on their reading proficiency of the EFL students. This asserted the direct impact blended learning has on reading skills enhancement of language students.

A study by Shih (2010) investigates blended learning in which EFL students used instructional blogging in their EFL course. Research methods such as interviews, feedback from students and teachers, satisfaction survey of the students, and self-reflection were used to investigate the effects of a blended mix. Using the video-based blogs and blended learning mix resulted in the students' improved speaking skills, collaborations sense, and the learning process enhancement. Apart from improving the students' speaking skills, Shih also states that blended learning results in an improvement of grammar, facial expression, eye contact, and punctuation.

Adas and Bakir (2013) also analysed blended learning use in the development of EFL students' writing competency. The study used 60 students from a Palestinian university who were randomly allocated in two groups. The first group learned English writing through the traditional face-to-face approach while the other incorporated blended learning in their teachings. The group with blended learning had a higher performance in writing to portray its importance in developing EFL students' writing competency. It was also concluded that blended learning improved the participants' punctuation, spelling, grammar, and paragraph coherence.

However, a study by Tosun (2015) revealed that blended learning use does not always directly impact language skills. The study involved 40 Turkish students in an English program who were then divided into two groups with the first group implementing blended learning while the other incorporated traditional models of teaching to study vocabulary. After testing the vocabulary of both groups, it was revealed that using blended learning had no positive impact on the vocabulary of the students even though they were satisfied with the use of blended learning. Tosun explained this to be a result of the short time duration of the study. Therefore,

blended learning can be used as an effective tool in language competence development of the English language student for reading, speaking, writing, and vocabulary skills can be developed.

ii. Blended learning in improving students' motivation and engagement

The use of both traditional and online approaches portrayed satisfaction in students; therefore, using blended learning effectively entails the use of both approaches to motivate interaction and engagement of learners in English language teaching. This is illustrated by Banditvilai (2016). His research included 60 undergraduate Asian students majoring in English to investigate students' attitude towards the use of blended learning in English language teaching. Questionnaires, e-lessons, and achievement tests were used to collect the data results which showed an effective in crease in student motivation and engagement.

According to Banditvilai, what makes blended learning a preferred approach for language learning is its promotion of learning at any time, anywhere. He concluded by stating that blended learning is of importance when implemented to achieve goals of teaching.

Liu's (2013) study analyses blended learning effectiveness in a Chinese university English writing course to evaluate blended learning aspects such as presentation, classroom assessment, student involvement, course design, and material presentation. Blended learning use was appreciated by the students because it incited autonomous learning, getting rid of anxiety in communication, increasing the academic writing competence of the student and improving interactions in the classroom. It is therefore evident that blended learning use is inspiring and motivational for the English language learners.

Manan, Alias, and Pandian (2012) also examine blended learning use effectiveness by using a social media feature (such as Facebook). The study consisted of 30 undergraduate Malaysians students who, upon observation, showed positive perception towards blended learning. According to the students, the use of Facebook and other classroom interaction tools was authentic and kept them interested. Also, Yoon and Lee (2010) conducted a similar study with 47 students for

over 16 weeks. They used four data sources: pretest, questionnaires, mid-term examinations, and post-test. The result showed that the students appreciated the interaction opportunities and were satisfied with the use of blended learning in their L2 writing classes.

iii.   Blended learning and improving the English learning environment

Enhancing the learning environment is likely to improve the teaching and learning process according to evidence by several studies. Zhang and Zhu's (2018) study compared traditional face-to-face teaching with a blended learning model upon which 5376 Chinese students were used as sample. The results showed that those using blended learning mix had achieved academic brilliance as compared to those using face-to-face interactions. The results portrayed that blended learning use positively influenced the learning outcomes of the students.

Akbarov, Gonen and Aydogen's (2018) experiment used 162 English language students who, upon data collection, had most of them preferring the use of blended learning as compared to the traditional teaching approach of English. But, it was observed that the participants preferred traditional ways when it came to testing as opposed to digital ways.

Also, Ja'ashan (2015) analyses the perceptions and attitudes of the students regarding the use of blended learning in an EFL English classroom. The study involved 130 Saudi Arabian undergraduates who, upon study completions, showed satisfaction when it came to the use of blended learning. This is so because they believed the process enhanced their language skills, improved interactions, improved the process of learning and kept them interested. Some blended learning disadvantages were also reported like the need of time during blended learning preparation and implementation, and perception of teachers in the two teaching modes (online and face-to-face).

2.8. Blended learning challenges in the EFL context

In Bonk and Graham's (2012) study, six main arising issues when designing a blended learning environment were presented:

1. Self-regulation and learner's choice
2. Production and innovation balance
3. Live interaction's role
4. Training and support models
5. Managing digital division
6. Cultural adaptation

Riel, Lawless and Brown (2016) indicate six challenges by teachers during the blended learning mix's implementation process. Teachers face with problems when they work on curriculum activities with students. For instance, communicating with peers may be a difficult task for the students.

1. Self-management challenges - there is difficulty in keeping the focus of the student at the task at hand.
2. Work expectation establishment - this is the setting of valid objectives and goals that relate to the students' learning
3. Curriculum adaptation
4. Outside-of-classroom challenges
5. Teachers' technological challenges - these are technological issues that arise during blended learning implementation.

3. BLENDED LEARNING IMPLEMENTATION

3.1. Course mapping

The process of implementing blended learning starts with mapping out the course. This process consists of:

I. Course description - where a description of the course cover is laid out.
II. General course goals - where the course demonstration to the students, intended blended learning model to be used and its back-up in case of failure are covered.

III. Learning objectives - where knowledge to be demonstrated by the students, upon course completion, is identified.

IV. Learning outcomes - where the means of measuring student success upon course completion is identified (T.Sylvie, 2011).

3.2. Decide on the software and hardware

After defining the blended learning goals and outcomes, technological infrastructure is needed to support the initiative of blended learning. Tracking assignment management and delivery are made easier with the use of a Learning Management System like: SkyPrep, TalentLMS, Genio, and Northpass as examples.

Hardware is also of use to achieve a blended learning approach but struggles with sufficient funds as a barrier. New computers, software, and tablets acquisition for a newly selected course may mean additional funding. Research of any technology is necessary to identify its included support. This is followed by testing the facility's software system that includes support cost, response time and the school IT team's limits to be ready for any mishaps that may happen along the way. Also, blended learning assignments may be accomplished with:

➢ *Integrative video assignments*

Video can be used as a learning tool outside the classroom that includes testing the material knowledge through assessment. This provides extra time for video discussions and student collaboration. For example, tools that can be used for interactive video learning are: Nearpod, Edpuzzle, and Playposit Interactive Video Learning.

➢ *Game-based lessons*

The door for Gamification has been embraced as a learning tool, thanks to blended learning. Through game assignments, students can learn in a fun and entertaining manner. Examples of gaming tools that can be used are Education Edition and Minecraft, for example.

➢ *Discussions and outside class activities that involve collaboration*

Collaborative tools such as virtual discussions enable the teacher to begin a discussion outside the classroom to provide time for other activities of

the lesson in the classroom. These tools examples are Coggle Collaborative Mind Mapping, Padlet Virtual Corkboard and G Suite for Education.

Strengths and weaknesses of blended learning

Strengths/advantages

a) **Training resources can be accessed 24 hours a day**

Using digital and online resources have deemed time a hindrance that no longer is with a good internet connection. Additionally, if a public forum is offered in the selected blended learning module, then the students may gain knowledge from the experience of others.

b) **Training is a personalized experience**

Blended learning can provide every individual with personalized training thus catering to the students' needs. The overall goal is to enable each student to acquire the necessary information. Students study at their pace, and join face-to-face classes. This means that if a student is faster than the other, they do not have to wait up, and if they are slower, they have enough time. Blended learning grants students with jobs more flexibility in deciding on their study time.

c) **Improved collaborative learning and communication**

Access to the training resources, through blended learning, is enabled to students even in the teacher's absence. Blended learning also improves interactions and communication with the instructor and among the students. The online communication tools offered in wide variety provide flexibility by ensuring on-time communication. For most students, blended learning has proven to be more engaging than traditional learning.

d) **Student skills and performance development is tracked even with large groups.**

Blended learning tools can easily assist in tracking down individual or group performance data making it a more convenient and quick learning model.

The tools offer a better online option for evaluation with an in-built rubric that offers quick feedback.

e) **It is a cost-effective training strategy**

Incorporating better online option in the blended learning model saves on student and teacher traveling costs, and eliminates time and place constraints. With blended learning, fewer classrooms and teachers are needed with no commuting time necessary. Additionally, printing costs are saved thanks to the reduced use of paper in the classroom.

f) **Parents can also access their students' progress**

Granting access to student progress provides the learning process with better control, support, and communication.

Weaknesses/disadvantages

i.   **The high cost of maintenance**

It is a costly affair when integrating blended learning in a learning institution as infrastructure and devices are costly. Constant software updates are needed to keep the system running smoothly without glitches and loss of data.

ii.   **Basic technology knowledge**

Basic knowledge of technology is necessary for learners to take complete online assignments and take classes. Those who do not have the basic knowledge may face great barriers when interacting and accessing the online course materials.

iii.   **Issues with plagiarism and work credibility**

It is inevitable for a student to look up information on the web through the smartphone or computer. This can be mitigated by blocking web navigation by using secure browsers, using plagiarism checkers to identify copied content, setting a timer and randomizing questions.

iv.   Depending on technology

Using technological tools in different blended learning settings creates dependence on technology. For example, in case of a power outage, some form of learning is halted until repairs are done.

v.   Teachers get extra work

Additional work is present to the teachers in all blended learning stages as they have to broaden their field of work, pick the right syllabus and find the right blended balance between face-to-face and online learning.

vi.   Students' cognitive load is negatively affected

Cognitive overload is caused when students have to focus on learning something new, such as a new system.

3.3. Benefits of blended learning for teachers

Due to the increasing advancement in technology, the role of the teacher has evolved into blended learning that provides them with several benefits:

- The teachers could save time when preparing for the different classes as a result of the incorporated technology.
- The incorporated technology generates reports and statistics of lessons thus providing a clear view of the success rate and pace in the classroom.
- The presence of varied activities influences the improvement of student engagement.
- Encourages teachers to focus on guiding student learning for a better experience.
- There is less pressure on the teacher for presentation.
- Students are empowered by teachers as they are taught to use online materials.
- There is the automation of grades thus saving time for the teachers.
- There is improved sustainability when teaching using technology where there is minimal printing needed.

3.4. Blended learning technology description

Blended learning entails the integration of both face-to-face and online aspects. The three most widely known reasons for blended learning adoption are:

- Saves time for the teachers as some instructions are easily automated.
- Caters for the different needs of the students by providing varied approaches in problem-solving.
- Students have access to controlling place, path, time and pace of learning.

Digital tools widely used for blended learning with the least difficulty are:

I. Virtual experts - virtual access means the class has access to a wide speaker range. Online arrangements are made through sites like Nepris which enable virtual meetings on the computer. Virtual meetings are friendly to student time, create ease for meetings, and are cost-effective.

II. CK-12 Flexbooks - these are digital textbooks and materials that are customized to suit the needs and interests of each student. It entails lesson plans and videos that can be implemented as needed.

III. Student blog - blogs play their part in writing skills development and development of listening and speaking skills necessary for life success. Formative feedback on what has been learned by the students is provided as a result of the easily shared comments and posts. Media such as audio, video, and PDFs are accessed in blogs which is suitable for both young and old students. Blogging can be accessed through sites like: Wix, WordPress, Kidblog and Google's blogger.

IV. Communication tools - these entail tools encouraged for use by teachers to deliver thoughts and provide learning evidence for students and teachers. Twitter can be used for students to ask clarifying questions and understanding can be accessed by the teachers. A stronger option such as Skype or Google Hangouts can be used to assist the students in examination studying, planning projects, one-on-one tutoring with the teachers or talking to parents.

3.5. Blended learning technological categories

Blended learning facilitates digital technology characteristics and ICT (information communication technology). According to Floridi (2014), digital ICT is similar to humans as it can process the information on its own. Human intervention is also not needed for ICTs to communicate with each other but they are responsible for the linked processes design. Information is relied upon by the economy portraying the blended nature of the current world. The next education blend is also identified by Floridi and consists of advanced ICT processes such as adaptive learning, automated essay scoring, adjusted peer review and learning analytics, which work well with the teachers provided they are properly interfaced. These processes enable teachers to focus on human attributes like creativity, problem-solving engagement, and being caring.

Blended learning technology entails the use of learning applications, tools, and resources. The selection of these tools depends on the policies, student preference, and opportunities as there is no one-size-fits-all solution of blended learning. Here are some of the technologies used in blended learning practice:

1. *Edmodo* - this tool is capable of integrating both Microsoft Online and Google Apps to create groups, assign quizzes, encourage discovery, and gain from the different available teachers. Edmodo is not considered a system for learning management.
2. Digital badges - capturing learning in varied context is among the challenges experienced by the use of blended learning. Digital badges are essential for storing credential learning moments and data that entail systems like Credly and Badgr to facilitate the use of badges. By capturing and recognizing learning, using these tools ensures student progress tracking. (badges or budges)
3. Lesson paths - this system is essential in facilitating blended learning's flexibility and individualized learning platform where student learning is structured using playlists. Lesson paths enable creating of one's playlist or assigning of an existing playlist.

4. Voice thread - this platform assists to articulate the thoughts of the student and encourage collaboration. Here, students use video, chat, phone call or text to comment on the various uploaded files.

5. Base Camp - this tool is important for teachers as it facilitates project management where students can store their resources and documents.

6. BrainPop - this tool enables the assigning of videos that are engaging and short, which can be a great way for assigning extra practice or introducing a class topic.

7. Go Formative - blended learning benefits from the use of this system as it enables assessment creation, views student work in real-time and follows up on real-time student analytics.

8. Khan Academy - this platform is free and contains a wide range of video variety on many topics and exercises that can be used for practices.

9. Apple iPad - though this is an expensive technological tool, it possesses educational applications that are recommended by both students and teachers.

10. Dropbox - it is an essential tool in data sharing and access from any location that is user-friendly and contains Dropbox services.

11. Goggle education - various educational technology resources are offered by Google that entails collaborative applications, emailing, educational grants, professional development, videos and searches for lesson plans.

12. You-tube also contains a variety of learning materials that can be useful in the classroom with an additional channel that is focused on education to be used for teachers and students.

13. Teachers Pay Teacher - is a site that allows teachers to buy quality resources from other teachers and sell their class materials.

14. Knewton - it enables adaptive learning by personalizing the contents of online learning for each student depending on the student needs.

15. Quora - this is a great educational tool that can be used by teachers to connect with teachers and other professionals for discussions.

It is important to note that as long as a student has access to a computer or a smartphone, online platforms can be accessed with ease to facilitate blended learning in the classroom. Additionally, virtual reality possesses great potential for education as immersive learning is made possible through the use of affordable headsets, such as Oculus Rift or Google Cardboard.

3.6. Online interaction aspects

- Managed learning

Instruction management is an important aspect of online interaction as it is for the physical classroom. Platforms like Google Classroom, Blackboard CourseSites, and Schoology assist teachers by enabling communication, assignment collection, acquire feedback and provide learning tools necessary for satisfying the diverse needs of the students. Communication among the administrator, teacher and student and parent can occur upon which the learner is centered.

- Orchestrated learning

Learning is molded by teachers by guiding students towards a controlled experience. Here learning may occur by finishing digital worksheets, lectures recorded by teachers, using video tutorials to take notes, posting of reading responses and whole-class review participation by using platforms like Edpuzzle.

- Collaborative learning

Learning experiences led by students incite critical thinking and collaboration. Online resources are used to enable students and teachers to work together to customize learning based on the needs of students. Twitter and LinkedIn can be used to get experts who can share experiences or provide guidance for the students. Video conferencing is used to enable follow up by students thus portraying the workings of the real world.

- Authentic learning

Student performance is shown to improve when there is sharing of results with an interested outside party. Learning focuses on an authentic audience outside the classroom to show the application of curriculum in the real world. Work can also be shared through apps like Hangouts and Wikis.

UNIVERSITY LEVEL BLENDED LEARNING MODELS

Also known as hybrid learning, blended learning combines traditional face-to-face teaching with online integration. This concept gets to become difficult when it is evident that there is not a single fixed blended learning model. Many models entail bulk delivery of instructions in the classroom, while in others, most of the information, is delivered online.

There is a wide range of models offered but not all can be used for college students. For example, the online lab model works best in high or elementary school as compared to college, while the *a la carte* model is ideal for high school students regarding specific courses (Diniz, 2016). The following are models of blended learning that are ideal for university-level when adaptive learning software is part of the course's online component (Diniz, 2016):

1) Blended face-to-face class model: this model is based in the classroom even though online activities have replaced a big amount of classroom time. This model requires seat-time while using online tools and activities as supplements. The online platform is used to assess through quizzes and reading. More high-value instructional time is shared by the students and faculty due to the use of class time for group projects and discussions.
2) Blended online class model: also known as the online driver model, this model is the opposite of the blended face-to-face model as the classroom is mostly conducted online with an exception of activities like labs or lectures.
3) The flipped classroom model: this model entails students completing activities like group work through the face-to-face platform, after watching a short lecture video on the online platform. This model is viewed as a subdivision of the blended online or blended face-to-face model.

4) The rotation model: in this model, there is a rotation of students in the varied models that comprise of online learning. It consists of sub-models such as individual, lab and station rotation. Lab and individual rotation are most suitable for the university level. The individual model entails the rotating of the student through learning models as scheduled by a software algorithm or by the teacher, while lab rotation model requires the movement of students through activity stations as set by the schedule that entails using the computer for online learning.

5) The self-blend model: this is a program-level model well known by many university students. Here, learners take online courses with an additional face-to-face course and possess no faculty member as a director. The students choose courses to take in person and on the online platform.

6) The blended MOOC: this model is a kind of a flipped classroom where face-to-face classes are used to supplement the online course. This model's materials are accessed by students outside the classroom upon which a class meeting follows where in-class activities and discussions are conducted.

7) Flexible mode courses: these courses provide all instructions in multiple modes (online and in-person) as choosing of courses lays upon the students. For example, classroom-based and online-based options are offered in San Francisco State University's hybrid flexible model enabling students to choose class attendance either in person or online.

The evolution of blended learning models is as a result of the ever inclined technological advancement and its incorporation in language teaching. The learners' needs are met by incorporating online teaching with face-to-face teaching. Choosing the best model for the student needs to entail (T.Sylvie, 2011):

- Realizing learning objectives, goals and audience
- Finding the appropriate content
- Deciding on the most preferred model having in mind the budget, time and the content's nature.
- Choosing the program's virtual piece; mobile learning, simulations podcast and more.
- Picking the element for human interaction

- The spacing of learning retention and behavioral change reinforcement is improved due to the continuing nature of learning.

Conclusion of the theoretical part

In conclusion, blended learning is a useful tool in the learning process and outcome enhancement for language students. Blended learning use is positively perceived by English learners due to: its development of the students' language skills in an environment that is engaging and interactive, opportunity provision for independent students, and learning process fostering. Both traditional face-to-face interactions and online teaching are presented in blended learning teaching, which, due to the advancement in technology, is becoming a growing trend. The idea is promising and has relations with other valid fields such as: educational technology, teaching methodology, and online learning and teaching.

Blended learning use in place of online teaching or traditional teaching has numerous positive results in the students' learning and the learning environment. These benefits entail improvements in: students' language skills development, student engagement, and motivation and the English learning environment. Due to there being no exact blended e-learning mix, more research should be done for its exploration in the EFL classroom. Blended learning can be negative or beneficial depending on the user's use and intentions.

The described blended learning technology assists students in facilitating additional practice or connects students. It is therefore important from blended learning to realise the digital world potentials to be used in informal and formal learning environments. A blended learning model is considered successful when the learning objectives and ultimate goals to be achieved by the students at the course's end are achieved. This is because no single course is considered to be completely perfect. A good blended learning course can balance the best of both face-to-face and online worlds to assist students in achieving learning objectives and course goals.

4. PRACTICAL RESEARCH BASED ON THE FEEDBACK FROM THE UNIVERSITIES IN MACEDONIA

4.1. Application of modern technologies in ELT

The intensive technological development and the application of new technologies are becoming an everyday impulse in modern living, following all the branches in life. Sustainable development in each country is impulsively linked to the application of new technologies and tools modernization in the production process, the research process, and of course the educational process. In such a way of progressing in the modern world, education in the higher education system, which includes the modern English language study, cannot be ignored either. This was certainly an occasion to conduct research on the level and on the extent of the application of modern technologies in the study of modern language in higher education institutions in the Republic of Macedonia. The intentions for modernizing and continuously learning the teaching of modern English language at higher education institutions, as provided in the UNESCO ICT Competency Standards for Teachers (UNESCO 2008), should enable students: to be capable users of information technology, be researchers, analysts and appraisers of information, to solve problems and make decisions, to become creative and efficient users of productive tools, to communicate, collaborate, publish and create, and to be informed, responsible citizens who contribute to their community.

Such conclusions lead to a reality that clearly indicates that the current approach, where the teacher is the basic source for directing and creating the study of the English language of the student, now increasingly demands interactivity and the use of modern tools in the learning process, in order to prepare the student to respond to the labor market requirements. These expectations are about to be confirmed by our latest research for this master thesis conducted in all state and several private universities in the Republic of Macedonia. We expect this planned research to provide information on how many teachers in charge of teaching a foreign language in our country, at our faculties, are familiar with the use of new technologies in teaching, how often and how they use them, how they were trained to use them, what are their obstacles in the use of modern technologies and how

they actually see the application of new technologies in the study of English at the faculties in the Republic of Macedonia.

4.2. RESEARCH METHODOLOGY

The research process related to this master thesis was carried out in the period from August 2018 to May 2019, where several phases methodologically followed. In addition, in order to complete the methodological approach, to link it with some historical data, and to engage new techniques for English language learning, the questions were formed, and the research results were processed through the free on-line Google Forms application. In the autumn of 2018, a total of 22 questions were formed, finalized, and prepared for distribution to the teachers of the universities in the Republic of Macedonia through the Google Forms application. The distribution of the questionnaire was carried out at the beginning of 2019 to the teachers from 7 state universities in the Republic of Macedonia: University "Ss. Cyril and Methodius"-Skopje, University "St. Kliment Ohridski"-Bitola, University "Goce Delchev"-Stip, University "St. Apostle Paul"-Ohrid, State University-Tetovo, South East European University-Tetovo and Mother Teresa University -Skopje, as well as two private universities, such as First Private University FON Skopje and University American College Skopje. The quantitatively formed questionnaire had an anonymous character and its accessibility by the university teachers went with two possibilities. In the first instance, the teachers access to the questionnaire by entering their e-mail address, and in the second possibility, the Google Forms application was available without obligatory identification of the respondents.

A total of 20 respondents correctly filled in the questionnaire and the results were submitted to our electronic research database through electronic communication. The questionnaire systematically included 22 questions, of which 4 were of general nature, while the remaining 18 questions were directly related to the application of modern technologies in the study of English. The next chapter will present the research results of the questionnaire by the principle of synthesizing and analyzing the answers received on each issue separately.

4.3. RESULTS AND DISCUSSION

The presentation of the results of the conducted survey within this master thesis will be given in accordance with the listed questions in the questionnaire. Firstly, the results of the general nature issues will be presented, and then, in addition will follow an analysis of the specific questions. In this section, the analysis of the results will be made with an appropriate discussion for each of the questions. In the end, will be given an overview in a form of a general discussion related to the application of new technologies in the study of the English language and also an additional comment on the results of the survey.

4.3.1. General Questions

In the field of general issues, our questionnaire was structured around four questions of this type. The analysis of each question from this group on our research questionnaire will be examined separately.

➢ The first question covers the demographic character of the respondents regarding their gender (Graph 1).

Graph 1. Statistical information about the gender of surveyed teachers
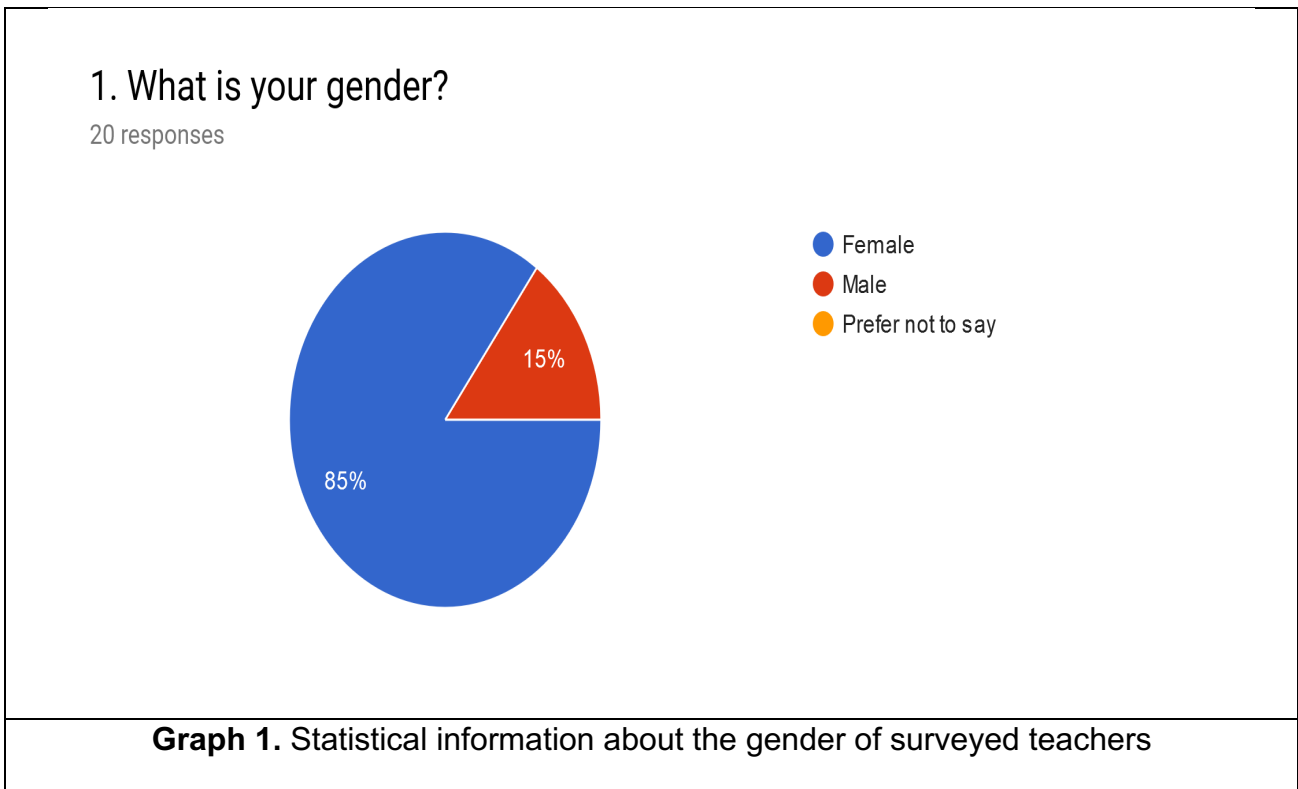
Graph 1 shows that out of the 20 surveyed teachers, 85% (or 17 of them) are female, and 15% (or 3 of them) are male. The analysis of this questionnaire confirms the reality of the universities in the Republic of Macedonia, that for years now, at the philological faculties in the country, join mainly females. The obtained results are very similar and compatible with the findings of Todman (2000), which highlights the steady increase in female language teachers in English language teaching (Mahdi and Al-Dera, 2013).

➢ In the second issue of this corpus, the questionnaire refers to the age of the respondents, that is, the teaching staff of the faculties in our country (Graph 2).

Graph 2. Age of surveyed teachers
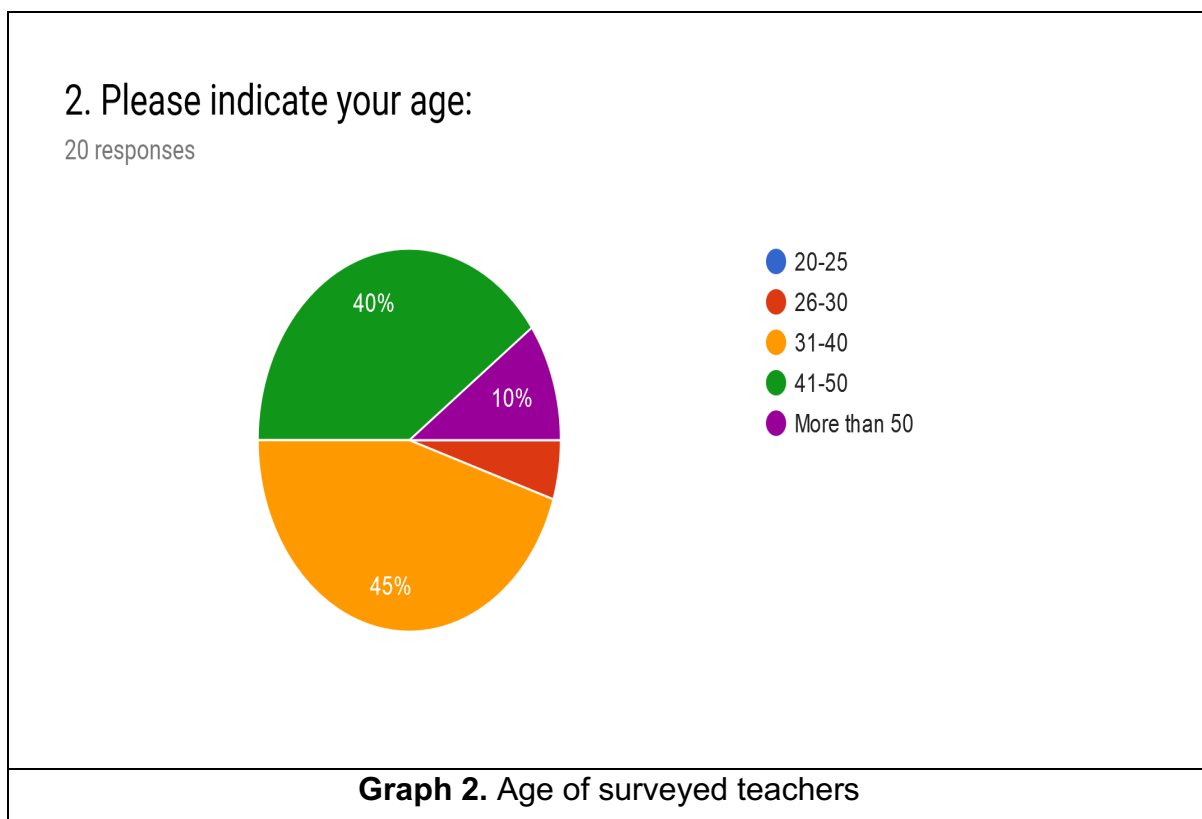
The picture (Graph 2) shows that most of them (45% or 9 respondents) are between the ages of 31 and 40, then 40% (8 respondents) are aged 41 to 50 years, followed by those over 50 years old with about 10% (2 respondents) and eventually 5% are those from 26 to 30 years old (1 respondent). The proportions in the age structure of the respondents are interesting because they reveal a desirable trend that does not really reflect the situation at the universities for which the general assessment is that they are getting older. Such relationships are desirable for our universities because over 85% of the teachers surveyed are in the so-called fruitful

and productive years of teaching, which according to the applicable law for higher education would have a working life of 17 to 37 years. Rejoice in the fact that represented the young structure, although only 5%, certainly insufficient, but encouraging. This structure of the age of the respondents also points to the conclusion that still the most widely used categories keep pace with the application of the new technologies in the environments where they work. The compatibility of the results of this issue with this master thesis is in direct correlation with the findings of Yaghi (2001) and Teo (2008), who in addition to the age of teachers gave a direct connection to the applicability of new modern technologies in English language teaching.

➢ The third question from this corpus of so-called general questions refers to the working life of the respondents, i.e. how long they are involved in the educational process of the faculties, that is, the universities (Graph 3).

3. How long have you been teaching?
20 responses

- 1-5 years
- 5-10
- 10-15
- more than 15

45%
10%
40%

Graph 3. Information about how long the surveyed teachers have been involved in the teaching process
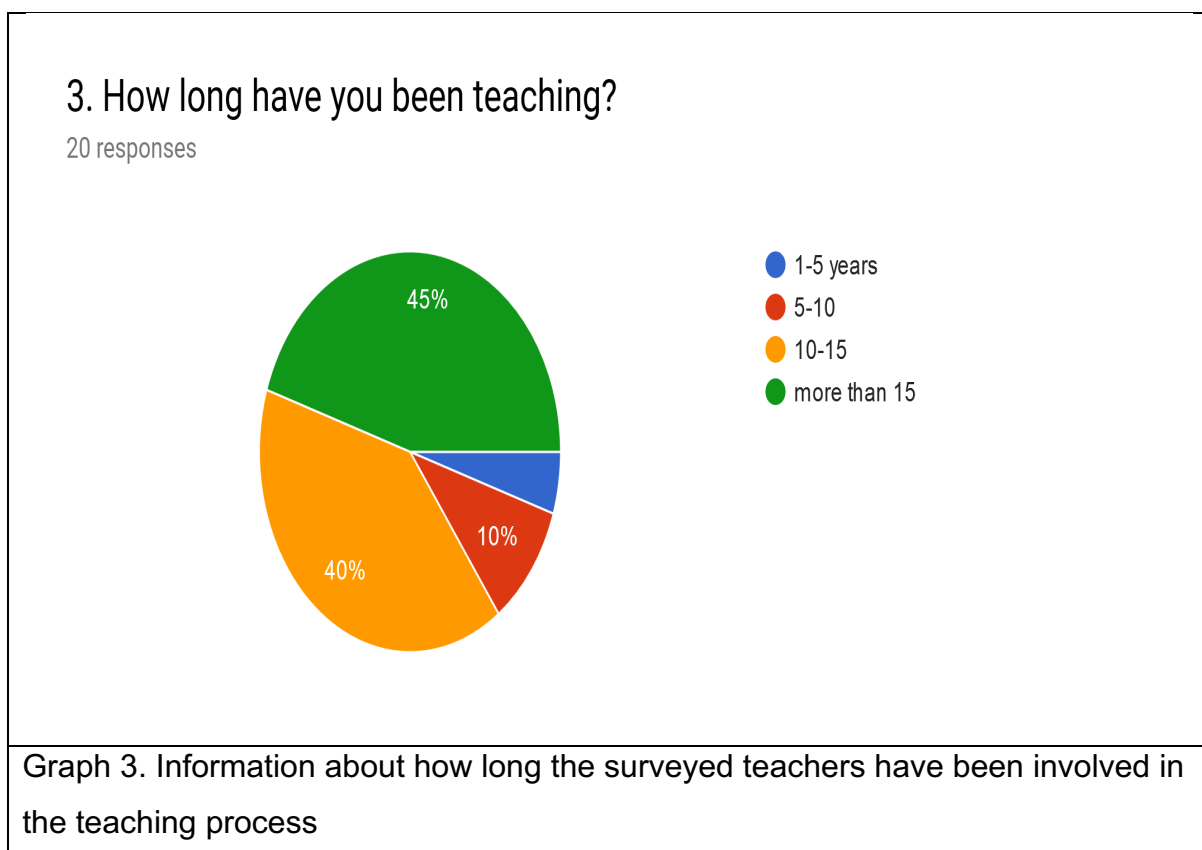
Graph 3 shows that most of the respondents (45% or 9 teachers) have more than 15 years of working experience, or 40% (8 teachers) have a working experience of between 10 and 15 years, then 10% (2 teachers) are 5 to 10 years of age and 1

teacher (5%) has a working experience of between 1 and 5 years. The review shows that more quantitative participation in the length of the teaching process had more experienced ones, which probably makes a good correlation with age. The percentage share of those teachers with experience over 15 years is greatest, but it is encouraging that about 40% of the respondents have work experience between 10 and 15 years of age, which encourages the teaching process because that part is one of the most productive factors in the university setting.

These quantitative figures have recently been confirmed in the latest statistics for most countries in the world and are particularly in line with the trends that are characteristic of highly developed countries, such as: USA, Russia, Germany, South Korea,Liechtenstein,etc.(https://ourworldindata.org/teachers-andprofessors#teacher-quantity). Although the quantitative participation of those under 10 is less, it leaves room for prospects for rejuvenation of the teaching staff, although, according to our free conviction, that quantum should be far greater.

➢ The fourth question from the general corpus of questions refers to noting the disciplines that the examined teachers teach at their faculties in the part of the programs in which English is taught. The results of the questionnaire analysis related to this issue explicitly indicate that the total of 20 teachers and associates listed a total of 40 disciplines, most of which are directly related to the English language, but there are also some disciplines such as teaching discipline programming, which is contained in the curricula at some of the surveyed universities. The listing of the disciplines that are taught by the responding teachers at the universities in the Republic of Northern Macedonia is given in the following article (Graph 4).

4. Please indicate the courses(s) you teach?

20 responses

➢ Programming
➢ English Language Teaching Methodology
➢ Contemporary English language 3&4, American history, culture and civilization, American literature, Intercultural relations UK - Macedonia
➢ British Civilization; Academic Writing; Conference Interpreting; Intercultural Communication;
➢ Contemporary English Language, Methodology
➢ ELTM (English Language Teaching Management)
➢ Contemporary English, English as a Second Language, Grammar
➢ Literature
➢ English Literature
➢ Theory of Translation and Interpreting, Conference Interpreting, English

Literature
- ➢ Business Communication, Academic Writing, Intercultural Communication
- ➢ Modern English language, English as a foreign language
- ➢ English as a Second Language, mel5, Composition, Business English
- ➢ Methodology
- ➢ Modern English Language, Introduction to Applied linguistics, Academic Writing, Contrastive analysis
- ➢ General English, English for Academic Purposes
- ➢ Modern English, Business English, grammar courses
- ➢ English Language Teaching Methodology, Contemporary English Language
- ➢ Modern English Language, Teacher Education, and TEFL (Teaching English as a foreign Language) courses
- ➢ Contemporary English language, British and American Civilization, Intercultural communication, English language teaching methodology

The listed disciplines, indicated by the respondents, reveal that the program scheme of mainly state universities shows diversity in the study of English, although the main attribute in the questionnaire was the application of modern technologies in the study of English. One of our analyses indicates that the continuity of representation of 15% is observed in the Contemporary English language discipline, followed by the English Language Teaching Methodology with about 12.5%, while classical English Language and English Literature as the most traditional disciplines are represented by only 5%. What is significant in the examinations carried out for the purposes of this master thesis is the fact that only 7.5% in the programs of the surveyed universities have involved the discipline Modern English Language. Normally, it encourages the fact that this discipline appears at certain faculties when innovating the study programs, but probably this is not sufficient, but it points out the need for such a discipline. All other disciplines shown in Graph 4 are represented by around 2.5% and they are the product of various study programs, both at state universities and in private universities. Some of the faculties include disciplines in the sphere of business, intercultural communication, British and American civilization and others.

As a final conclusion related to the four questions from the general corpus of the questionnaire, it can be concluded that the questionnaire was filled in mainly by teachers in the so-called middle age, that is, most of them with over 85% are in the age from 30 to 50 years and are working over 15 years. This points to the fact that this group of teachers is favorable for the application and development of modern

English language technology, which of course makes these important issues for the progress and quality learning of the English language and it depends not only on the teachers.
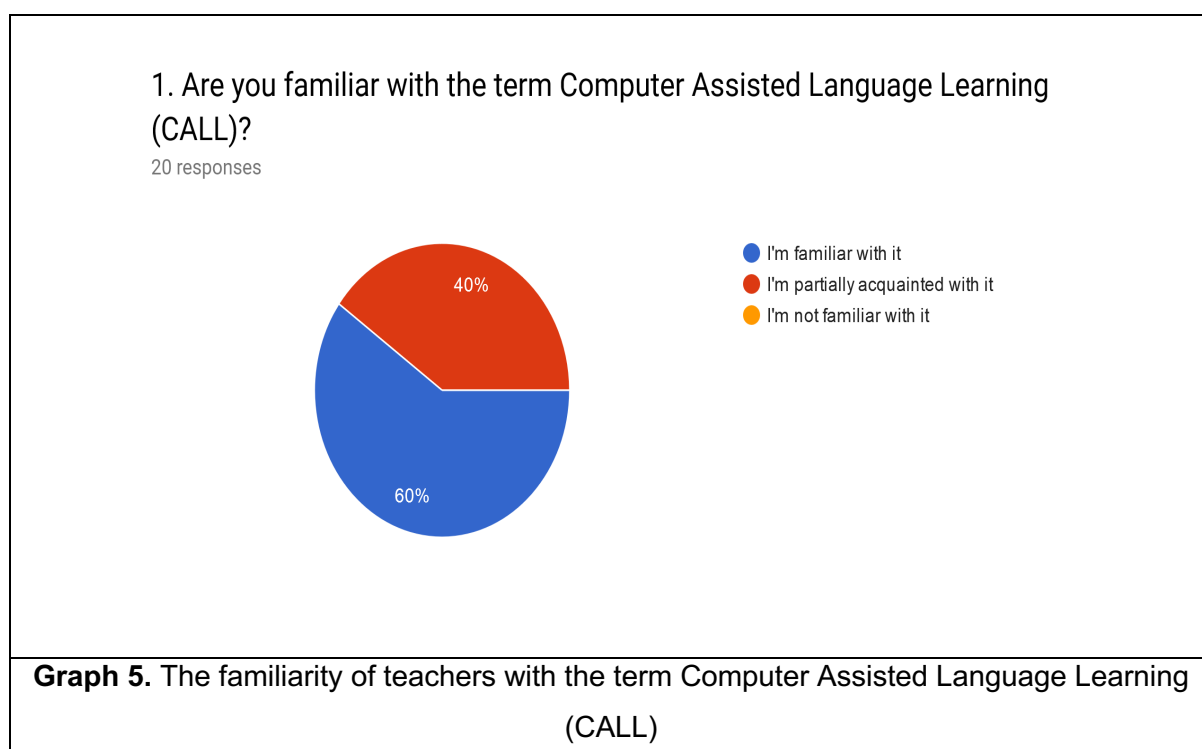
4.3.2. Thematic Questions

The second part of the questionnaire and the conducted survey of university teachers in our country cover the thematic questions that directly relate to the application of new technologies in the study of English language, which represents the basic goals of this master thesis. In this thematic corpus, there are a total of 18 questions. In accordance with the given instructions in the methodological approach and the analytical processing of the data, a short and brief comment will also be given on each issue separately.

I. Questions about the application of modern technologies in ELT (English Language Teaching)

As we already pointed out in the introductory remarks a total of 18 questions from the questionnaire, which were answered by the teachers of state and private universities in the Republic of Macedonia, the analysis of the results is presented for each issue separately.

➢ The first question relates to the familiarity of the surveyed teachers for the term Computer Assisted Language Learning (CALL) (Graph 5)

1. Are you familiar with the term Computer Assisted Language Learning (CALL)?
20 responses

- I'm familiar with it
- I'm partially acquainted with it
- I'm not familiar with it

40%
60%

Graph 5. The familiarity of teachers with the term Computer Assisted Language Learning (CALL)

60% of the surveyed respondents (12 teachers), reported that they were familiar with the term Computer Assisted Language Learning (CALL) (Graph 5), while 40% (8 teachers) answered that they were only partially familiar with the subject term, and none of the respondents replied that he/she was not acquainted with it at all. This strategy can be interpreted twice. On the one hand, we can conclude that it is encouraging that even 60% is in line with the use of modern English-language technologies, while the remaining 40% give the impression that they can apply it. On the other hand, the worrying fact is that even 40% of the respondents who are active professors at the universities in the Republic of Macedonia, who according to previous questions are at the age and in the working limit in the most suitable and the most fruitful and productive university years, are still only partially familiar with the application of new technologies in the study of English. Although this is a trend in the modern world for 50 years, and especially in the last 25 years, it has entered in a big way all European university centers, certainly here, the Western Balkan countries, which are considered not yet sufficiently affected to the European standards, and especially for the Republic of Macedonia, for which the latest European reports indicate higher education as a priority in the future development of the country in which it should be invested in several aspects. Moreover, we do not exclude the possibility that older teachers did not have the opportunity to be acquainted with modern technologies at the beginning of their career and today is are more difficult to adopt new technologies (Noytim, 2016). Our questionnaire and our survey only confirm the conclusion that it is bold to enter innovation, where the main impulse is the application of modern technologies in the study of English, without which no visible progress can be made.

➢ The second issue of the thematic corpus refers to who has helped them most in the application of modern technologies in teaching English (Graph 6). The results of the conducted survey are shown in Graph 6 and they give interesting information.

2. Who helped you the most in the application of modern technologies in teaching English?

20 responses

- The IT administrator at your University
- a colleague
- independently
- I was attending a seminar in Teaching EFL at the Bell Language School, Cambridge, England
- all of the above

Graph 6. Information about the fact who has helped the surveyed teachers most in the implementation of modern technologies in teaching English

From the picture (Graph 6), it is clear that 75% (or 15 teachers) of the respondents stated that they independently apply modern technologies in the study of the English language, which is certainly an encouraging fact, and it guarantees the quality of lectures by including contemporary trends. Furthermore, the analysis showed that 15% (or 3 teachers) owe their knowledge of modern English language teaching to IT administrators at their universities, which, in our view, is still positive because teachers have expressed their desire and interest in applying these technologies. In this section, we can see the connection with the claim of Ahmadi (2018), who claims that in order to facilitate the integration of technology, enough support and technical assistance should be provided for teachers, as well as that the training should be provided for teachers to learn how to use it for teaching effectively. This certainly reflects the desire of teachers to raise the level of quality transfer of

contemporary English language knowledge to their students. The remaining answers of the respondents contain the information that in the application of modern technologies in the study of the English language, the greatest help come from all of the listed options presented in Graph 6. However, one small part of the respondents (5%) explicitly points out in other to use technologies in the study of English language they attended training workshops at a foreign university through active study of appropriate courses. Compliments for the last example from many aspects, especially for the teachers' aspiration for continuous improvement and acquisition of a higher quantum of knowledge that keeps pace with progress in the modern world.

➢ The third issue of the thematic corpus concerns the essence of the materials used in the application of modern technology in the study of English. The research results showed that most of the surveyed teachers, 80% (i.e. 16 teachers) stated that the materials they provide for students are mainly from online sources, which practically means that the developed internet network and the availability of data from various databases are in function of the application of modern technologies. This trend is upwards, especially in developing countries, and the research figures in this paper show that the network information system in the Republic of Macedonia is progressing, and in this case, teachers, mainly from the philological faculties of the Republic of Macedonia are well-practiced. The remaining part of the surveyed teachers reported that in some cases they used materials in collaboration with other institutions, different sources (books, magazines, the Internet, etc.), own virtual classrooms and all the above – mentioned sources (Graph 7).
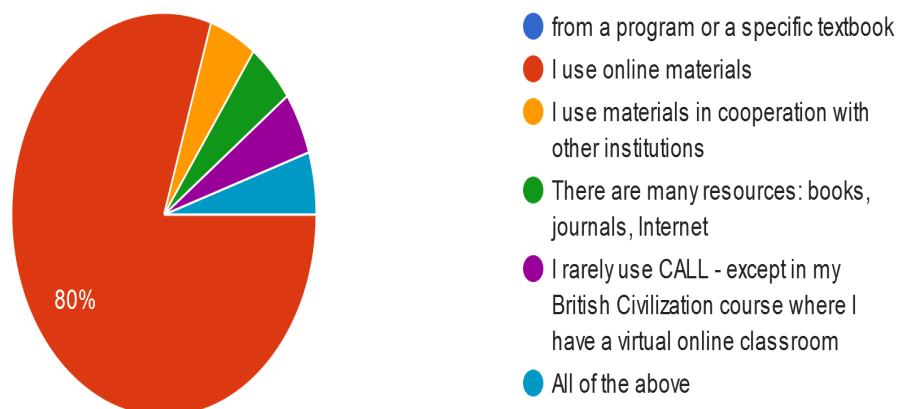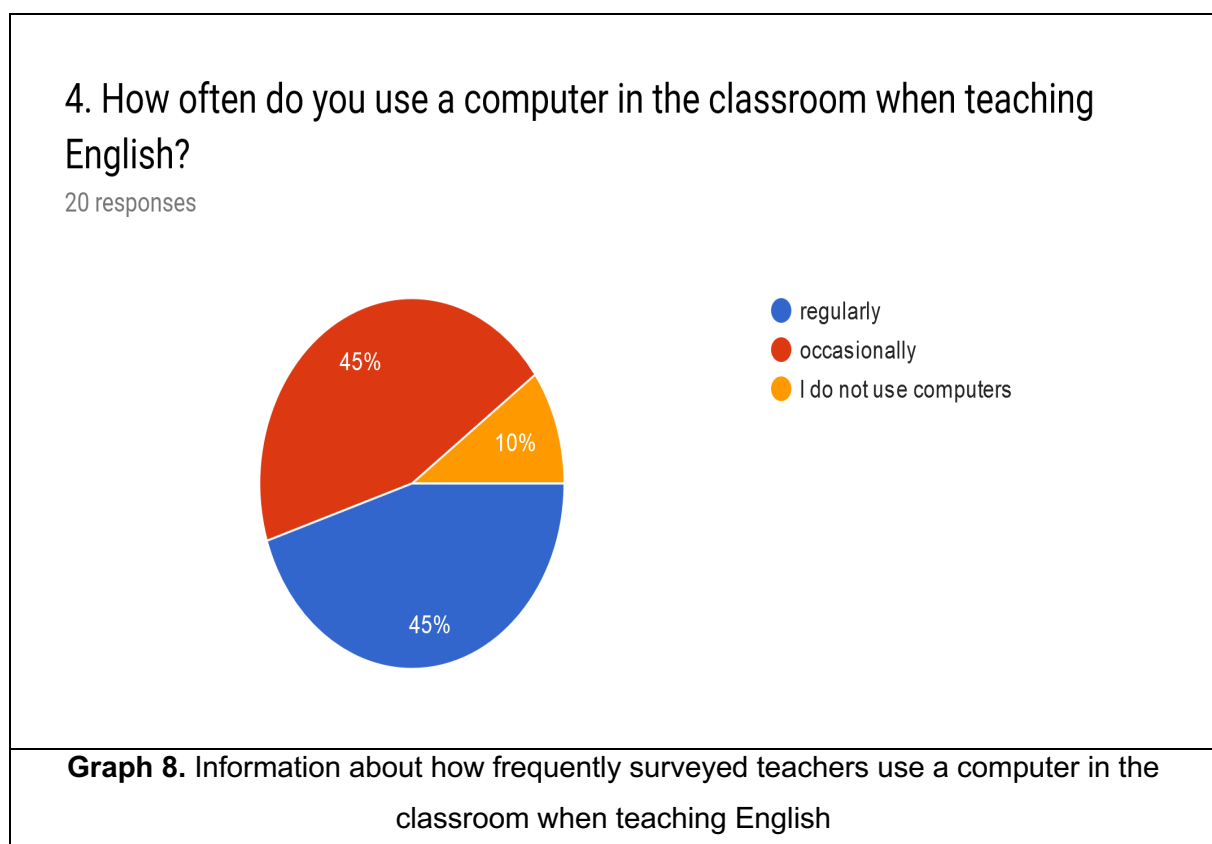
Graph 7. Information about the source of the materials applied with modern technologies in teaching English

Although the use and availability of materials from different sources, unlike the online version, is not large, it does not exceed 5% in individual parts, it leaves room for an interpretation that teachers use every available opportunity to create their own databases with lectures that directly run to the users, and that are the students in our case. In the context of this, it should be emphasised that, however, the selection of materials is expected to be in function of the content of the curriculum. Namely, the technology plan must be closely aligned with the curriculum standards. Teachers should know what educational approach is the most effective one when integrating technologies in the classroom (Pourhossein et al., 2013).

Bull and Ma (2001) emphasise that technology offers unlimited resources for English language students and that teachers should encourage students to find appropriate activities by using computer technology in order to be successful in language learning (Harmer, 2007; Gençlter, 2015).
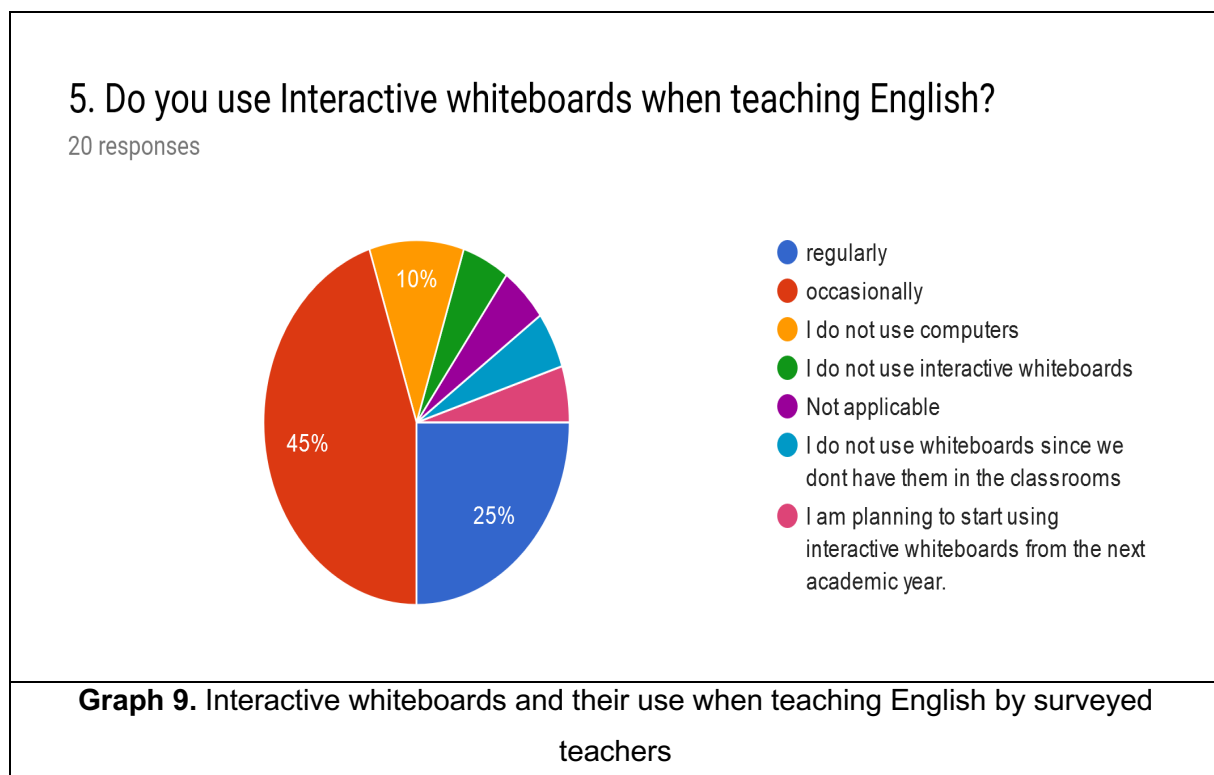
➢ In the fourth issue of the thematic corpus, concerning the frequency of using computers in the teaching process, including of course the classrooms and the lecture rooms where the classes for students are held, the results provided by the surveyed teachers are divided, interesting, and of course questionable. Namely, 45% (9 teachers) reported that computers and modern technologies are used almost regularly while teaching, as well as 45% (9 teachers) reported that they use computers and modern technologies occasionally in the classroom, and only 10% (2 teachers) reported that they do not use computers as a means of teaching in their lectures (Graph 8).

Graph 8. Information about how frequently surveyed teachers use a computer in the classroom when teaching English

The interest in the obtained data is reflected in the fact that 90% of the total surveyed teachers still use computers in the teaching process. This figure is respectable, but it should certainly be added that for such a conclusion, additional research is needed in order to cover the information: to what extent individual computers are used as modern aids in the study of the English language. Concerns remain in that 10 % of respondents who explicitly stated that they do not use computer technology in teaching English, which returns back to the stereotype of the classical way of transferring knowledge to students. In this context, although the

surveyed teachers are aware of the advantages of using modern technologies, they do not use this method, which is very similar to the findings of Hartshorne et al., (2010).

➢ The fifth issue of this thematic corpus refers to the use of interactive boards in English language teaching. The results give space for discussion and certain conclusions which are slightly different in relation to the previous ones. Graph 9 shows that 45% (9 teachers) reported that they occasionally use interactive boards in English language teaching, while 25% (5 teachers) reported that they regularly use them in teaching as a modern technique, which greatly facilitates English language teaching and offers an easier and more varied transfer of information to students. This is undoubtedly in line with the findings of Bax (2006) and Dudeney and Hockly (2007) whose findings have shown that the use of interactive boards encourages the knowledge transfer threshold in English language learning.

5. Do you use Interactive whiteboards when teaching English?
20 responses

- 🔵 regularly
- 🔴 occasionally
- 🟠 I do not use computers
- 🟢 I do not use interactive whiteboards
- 🟣 Not applicable
- 🔵 I do not use whiteboards since we dont have them in the classrooms
- 🩷 I am planning to start using interactive whiteboards from the next academic year.

Graph 9. Interactive whiteboards and their use when teaching English by surveyed teachers

One part of the respondents (10%) clearly stated that they do not use the interactive boards while teaching because they do not use computers, and that is a link that goes with each other and probably in this part the older population of teachers should be included, who mostly abstain from the application of new technologies in the teaching process. Here, foremost is the fact that teachers may not even know how to use interactive boards in an advanced way (Reedy, 2008; Miller and Glover, 2010). In the remaining 20% of the results shown in Graph 9, several reasons are listed as why interactive boards are not used sufficiently or cannot be used at all. Namely, some of the respondents blame the lack of interactive boards at their faculties, while others say that the boards are not applicable to the materials that are represented in their disciplines. There are also some that are preparing to use them starting from the next academic year, since the application of the interactive boards requires training for their use. This is indicated by the fact that some faculties organise appropriate courses for the teachers, and at the end, there is a part of the respondents who clearly say that they do not use smartboards, even though there is a real possibility for their availability. Bearing in mind the already mentioned, the use of interactive boards requires proper training for teachers by qualified technicians. The results of the survey in the Republic of Macedonia for the use of this type of modern techniques in the study of English languages are satisfactory and leave room for increasing the percentage of those teachers who will use the interactive boards more often if they are available and if they have adequate training. This certainly goes in addition to the quality teaching process, because the interactive boards provide a spatial and visual opportunity for a much better presentation of the information by the teacher to the immediate listeners, in this case, the students.

➢ In the sixth question, the respondents were asked whether they used PowerPoint presentations or other similar presentation software in the English language teaching process. The results of the studies shown in Graph 10 show that 50% (10 teachers) regularly use PowerPoint presentations or other similar presentation software in the English language teaching, 45% (9 teachers) reported that they occasionally use these teaching aids in their lectures, while only a small proportion of 5% reported that they did not use such methods in their English language classes.

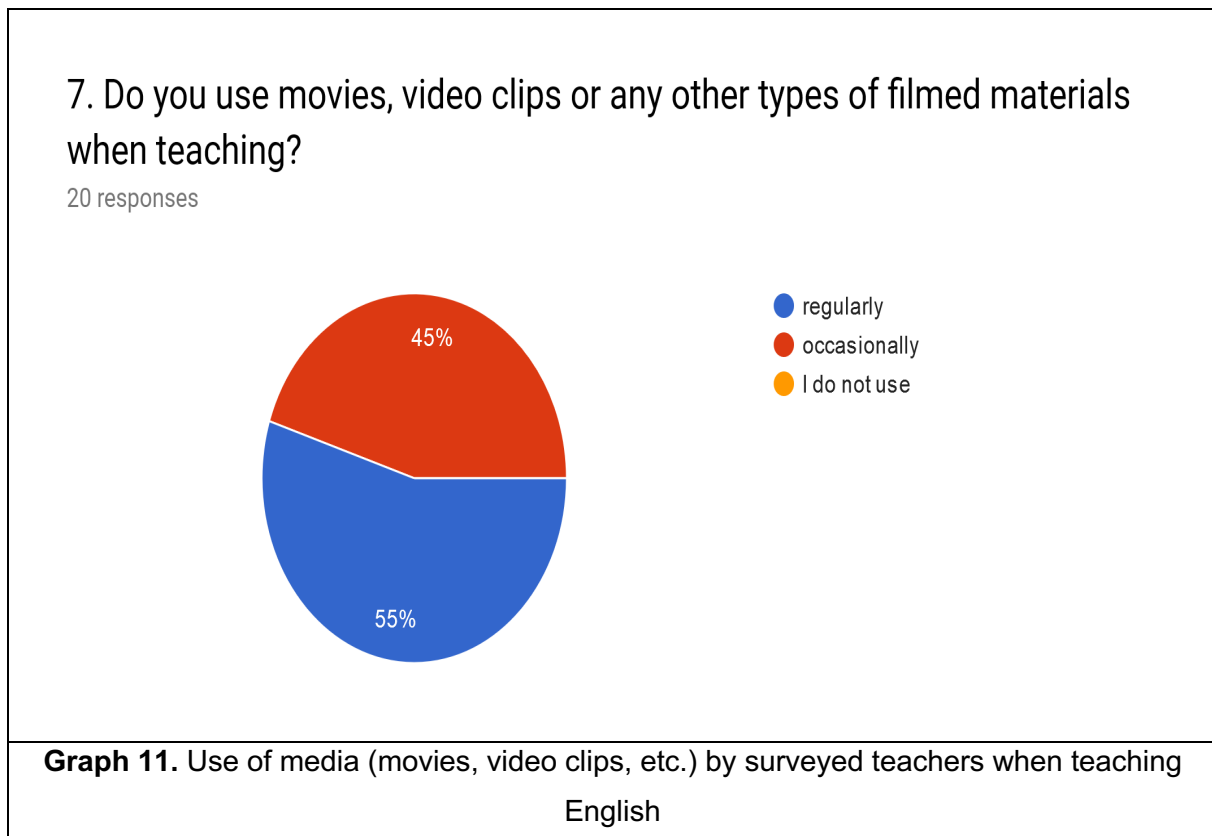**6. Do you use Power Point presentations or any other presentation software (e.g. Prezi) when your are teaching?**

20 responses

- regularly
- occasionally
- I do not use

45%

50%
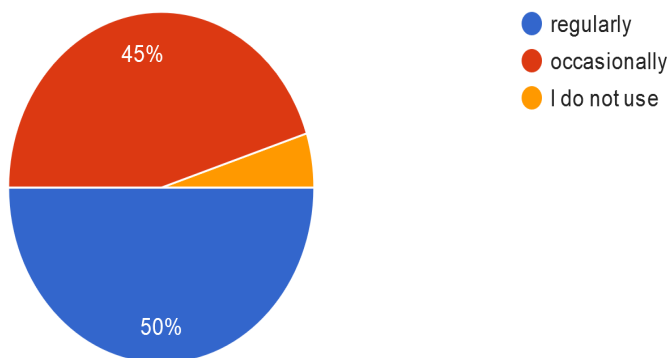
Graph 10. Information about the use of the PowerPoint or some other presentation software when teaching English by surveyed teachers

These results reflect the reality of our universities, since it is a fact that a good portion of teachers convey their lectures through PowerPoint presentations or other similar software for presentation in the English language teaching process, and this is a basic approach in presenting the program material to students. Although this type of lectures is usually accompanied by other aids, teachers have adopted and perfected this model as more easily accessible and acceptable to both students and themselves, although this system of lectures requires preparation and knowledge of the appropriate software. The data that 45% (9 teachers) of the respondents occasionally use PowerPoint presentations or other similar software say that they are acceptable to teachers, but probably the fact that preparation is not always the simplest leaves them in the so-called secondary for using them regularly in the teaching process. PowerPoint presentations can provide a lot in the visual presentation of lectures, especially if one uses illustrations that require appropriate software support. We want to emphasise that PowerPoint presentations are possible in a classroom or a lecture room with at least one computer and a projector that directly provides interaction between teachers and students, especially when it comes to creating interactive games of the type of Jeopardy that allow students to apply their learned language skills in a funny way (Erben et al., 2009).

➢ In the framework of the question regarding the use of films, video clips and other types of film materials in English language classes, the respondents are divided into two groups. In the first group, 55% (11 teachers) reported that they regularly use movies, video clips and other types of film materials in English language teaching, while in the second group are placed respondents who occasionally use these resources with 45% (9 teachers) , Graph 11.

7. Do you use movies, video clips or any other types of filmed materials when teaching?
20 responses

- ● regularly
- ● occasionally
- ● I do not use

45%

55%

Graph 11. Use of media (movies, video clips, etc.) by surveyed teachers when teaching English

Here, the attention should be drawn to this type of tools that definitely fall into the group of modern technologies, and they have become more and more attractive in the recent years because they increase interest in students for more perceptional lectures. Although the making of videos and film stories is one of the most difficult activities in the preparation of lectures (Sokolik, 2001), they mostly satisfy the students' needs. Of course, it should be borne in mind that the use of video materials in English language teaching has a positive effect on motivation and communication with students, as Stempleski and Tomalin (1990) confirmed. For the proper use and application of video materials, videos and video clips in the English language study, it would be best to have them prepared before the beginning of the semester as proposed by Shrosbree (2008), so that they can be used in a timely manner and be

available to students during the semester. Such prepared materials can be reused in different ways, for example for creating a kit of phonetic exercises based on the video media.
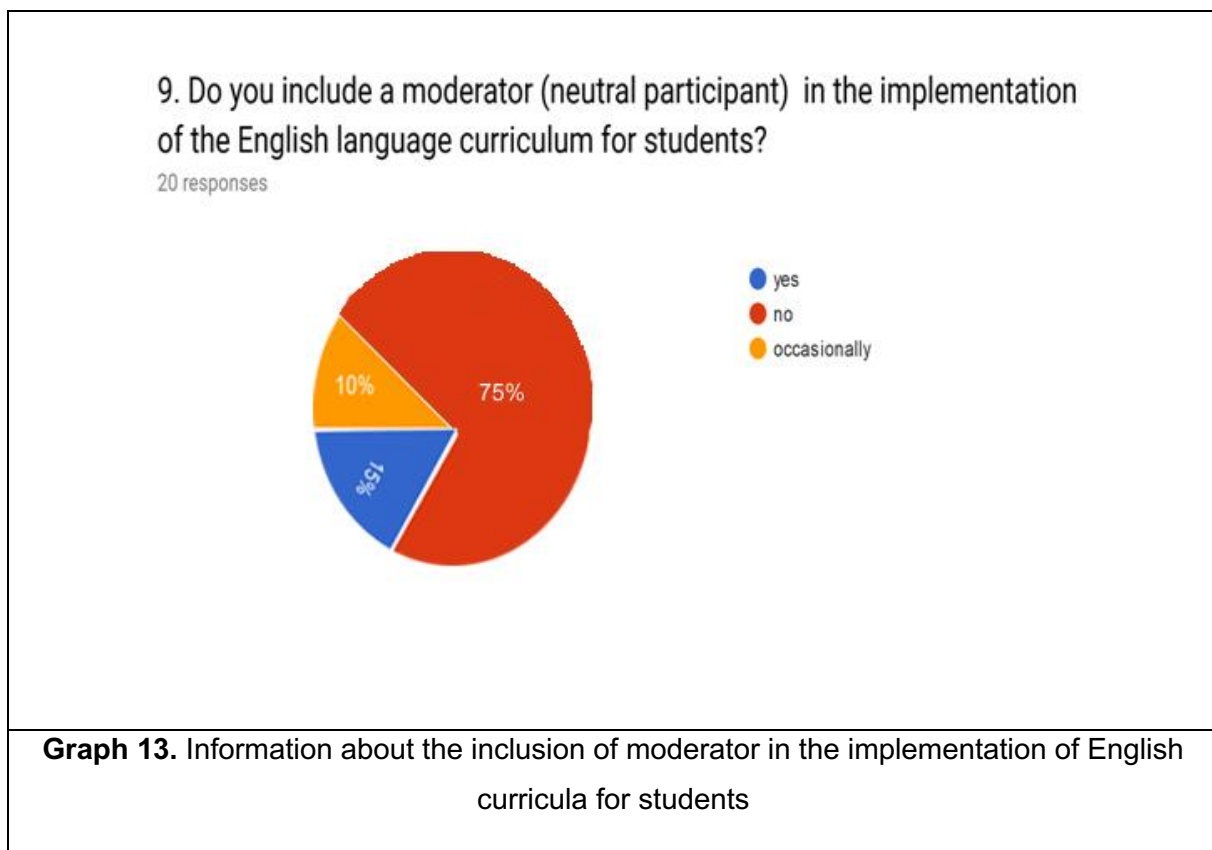
➢ In the eighth question, the respondents were asked whether the use of computers in English language teaching allows them to interact with their students. The results are shown in Graph 12, where it can be seen that a quantitatively large proportion (65% or 13 teachers) reported that the use of computers in English language teaching allows interactive communication with students, while 30% (6 teachers) reported that from time to time interactive communication with students was enabled as a result of the use of computers, while only 5% (1 teacher) said that there is no interactive communication with students when using computers in English language instruction.

Graph 12. Information about the usage of computers in English teaching and interactive communication with students
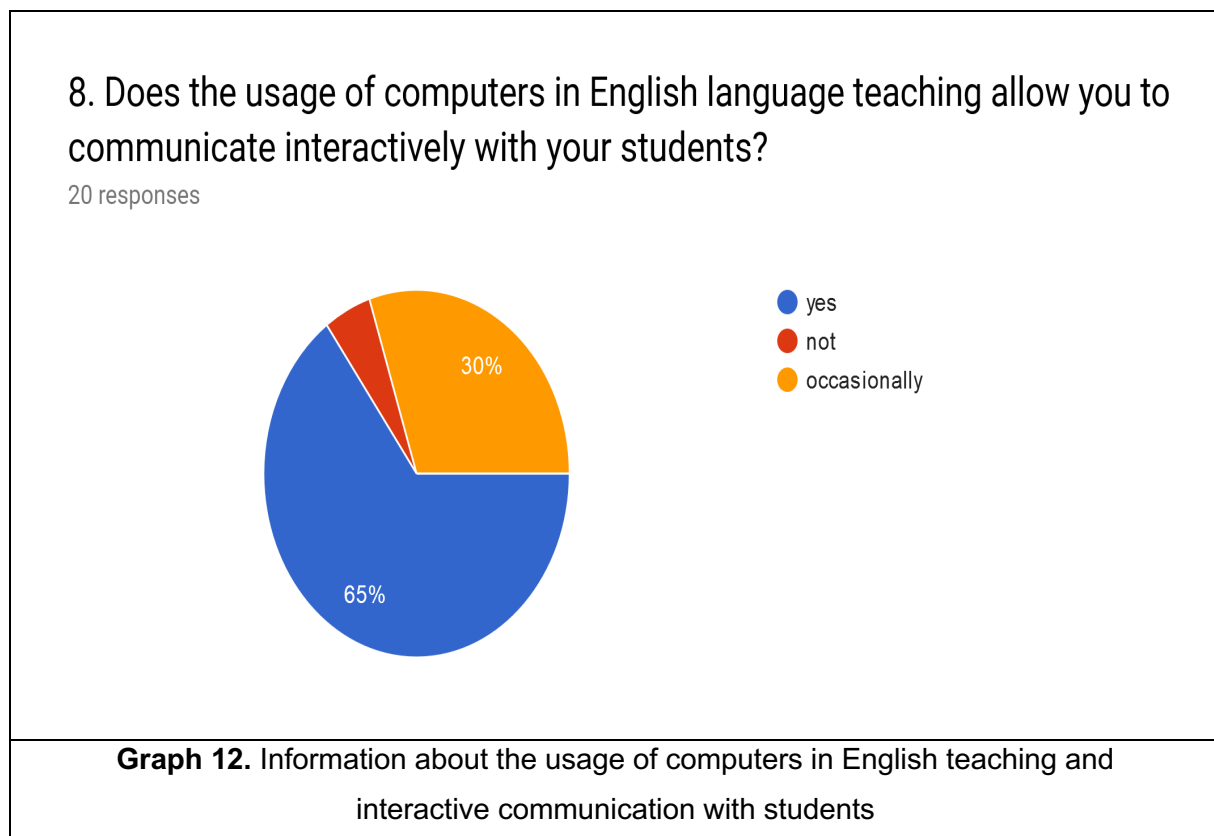
The use of computers in the teaching process in the last two decades has significantly increased. It is a trend in higher education since almost all lecturers are equipped with a computer and video which significantly helps in the realisation of curricula, provides visualisation to students, and opens up a greater opportunity for interaction. Interactive teaching increases the degree of faster effectuation of the teaching unit and thus facilitates the teacher's task, and on the other hand, increases

the capacity of students to accept the material. The application of appropriate software packages in the use of computers in the study of the English language makes the interaction more intense (Radić-Bojanić, 2012), making the teaching process become more successful. It should be emphasized that interactive classes can be conducted directly in classical classrooms, where visualisation is immediate and the interaction is free and common, but the application of these new technologies also allows interaction through the possibility of distance learning (Knežević, 2010). This becomes especially attractive when the teaching units are performed remotely by connecting students with international lecturers/teachers.

➢ In this issue, the respondents were tested whether they include a moderator (neutral participant) in the implementation of English language teaching. From Graph 13, we can conclude that the results in one of the graphs overlap, that is, two questions are answered in a single answer (no and not). However, although the question in the questionnaire was very clear, the responses are as shown in Graph 13.

9. Do you include a moderator (neutral participant) in the implementation of the English language curriculum for students?

20 responses

- yes
- no
- occasionally

75%
10%
15%

Graph 13. Information about the inclusion of moderator in the implementation of English curricula for students

Namely, from the total number of respondents, 75 % answered with no (15 teachers), then 15% (3 teachers) reported using a moderator in the teaching, while 10% (2 teachers) reported using a moderator occasionally. The results of this question, showed a negative tendency although they are in a large percentage, still it is not surprising for our conditions, because the Universities of Australia officially launched modernisation as a process several years ago. At several universities in Europe, including a part of the British universities, modernisation is included in the form of pilot projects, while at universities in our country in the form of EU-funded scientific projects, which mainly aim to include moderators such as third parties in interaction in the study of English. Such data is in the function of the large percentage of non-utilisation or lack of knowledge of the teaching staff about the significance of the moderators, which, we hope, will become more frequent in the study of the English language in the near future. Although it is a human resource, however, this moderator also introduces modern tools and technologies for more effective English language learning.

➢ This question required clarification from the respondents whether an open-source platform such as Moodle, Blackboard, Google Classroom, etc. was being used at the teaching university. From the results obtained in the histogram (Graph 14), it can be seen that most of the respondents or 50% (10 teachers) reported that they did not use open-source platforms at their faculties. A larger group of respondents or 40% (8 teachers) reported using the Open Access Moodle platform, while 10% (2 teachers) said they used the Google Classroom for the requirements of English language teaching.

10. Does the University where you teach use any open-source content management system/platform (e.g. Moo...rite Yes or No, if YES , which one?

20 responses
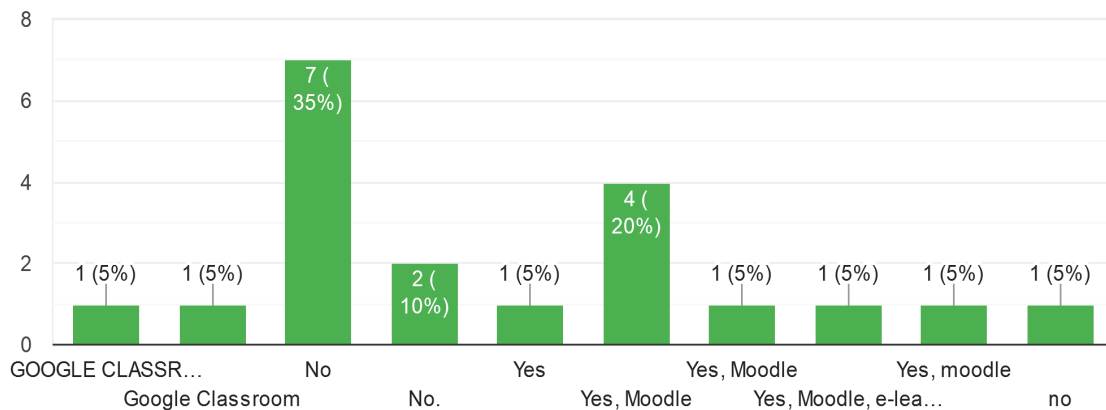
Graph 14. Information about open-source content use in English Language Teaching by the surveyed teachers

Starting from the fact that at our universities on average about 40% use Moodle's open-source platform for English language learning, we want to draw the attention to its significance and the source of its construction. Namely, Moodle is a free educational tool for e-learning, whose name comes from the acronym Modular Object-Oriented Dynamic Learning Environment, created by Martin Dougiamas (Nishina, 2009). According to the latest findings, the MOODLE platform today has about 100 million registered users from around 234 countries and is available in over 100 languages (Knežević, 2017). The diversity offered by the MOODLE platform in studying English allows for branching into the various spheres of everyday life, including English in the industry, in business, etc. (Stanford, 2019), as well as the social nature of learning, integration of the curriculum, alternative directions of knowledge, etc. In that direction, Ward (2005) noted that MOODLE's activities, such as chat, forum, news, and workshops, accelerate the communicative and targeted learning of language by students. Working on MOODLE is basically quite simple and does not require great IT knowledge, and offers great opportunities that, in today's conditions, puts it in the ranks of the most widely accepted e-learning platforms. With MOODLE, teachers, and students can use various functions: reading material,

quizzes, automatic registration of activities, sending and receiving messages, blogs, research, etc., (Nishina, 2009), and of course we should not forget the possibility of correct writing in university environments (Wu, 2008).

➢ The question itself is aimed at asking respondents to more specifically highlight the fact how modern technologies from the ranks of MOODLE, BLACKBOARD, Google Scholars, etc., are interacting/connecting with students. Although the presented facts clearly demonstrate the active use of modern access technologies, however, from the obtained results (Graph 15), 55% of the surveyed teachers answered that they did not interact with the students through the used e-learning platforms. This is a little questionable as the above answers showed that a good part of the interviewed teachers have declared that the universities in the Republic of Macedonia and their faculties have the opportunity to use these technologies and have access to the mentioned platforms.
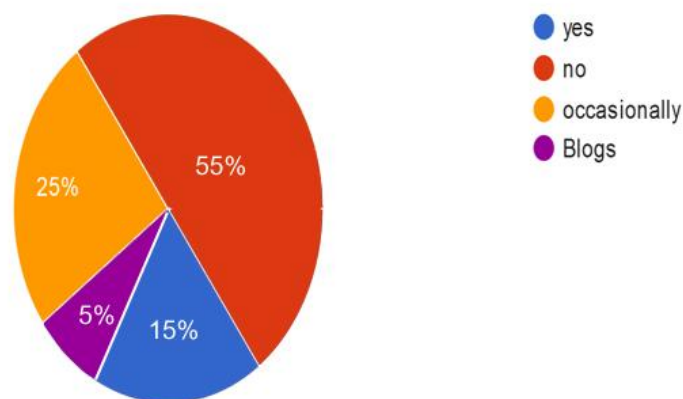
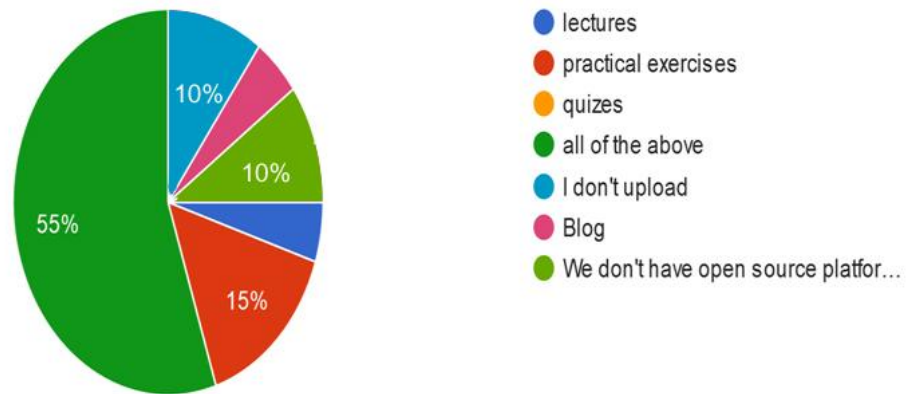**Graph 15.** Online platforms used in English Language Teaching

Interaction with the link connections is a recent trend where almost equally is applied to some of the universities. Previous experiences show that this way of linking is very practical and gives positive results, not only in our country but also outside of our country, as an example, we will list the Republic of Montenegro (Knežević, 2017). In the follow-up review, we want to accentuate that 25% (5 teachers) reported that occasionally there is interaction with students through the e-learning platforms, while the remaining 20% of the respondents state that the interaction with students is regular. 15% (2 teachers) use the complete platforms for interaction, while 5% underline that students interact only through e-platform blogs. Speaking of the blogs, we want to affirm that they are useful for reading and writing, whereby students can develop their ideas and rhetorical strategies (Bloch, 2013). At the same time, students' blogs allow them to express themselves, to be creative, to be not only users but also creators of knowledge and thus encourages them to be authors and thus contribute to the interactive community (Shao, 2011; Crystal, 2006). In this way, through the blogs, the students can actively participate in the learning process and take responsibility for it.

The obtained results leave room to conclude that the upstream line of application of complex systems and software solutions in interaction with students begin to become a trend at our universities in the Republic of Macedonia, because the number of regular and periodic use of interaction with students through e-platforms is close to half of the total number of respondents.

➢ In the framework of this question, the respondents were directly asked about the application of modern technologies in the English language teaching process, i.e., the direct use of e-platforms in teaching and practically supervised part. The results of the conducted survey are shown in Graph 16 and they are definitely very interesting and worth analysing. Namely, the diagram shows that 55% (11 teachers) of the respondents stated unequivocally that they are implementing all educational contents (lectures, exercises, quizzes, blogs, etc.) in the teaching process of the e-platform.

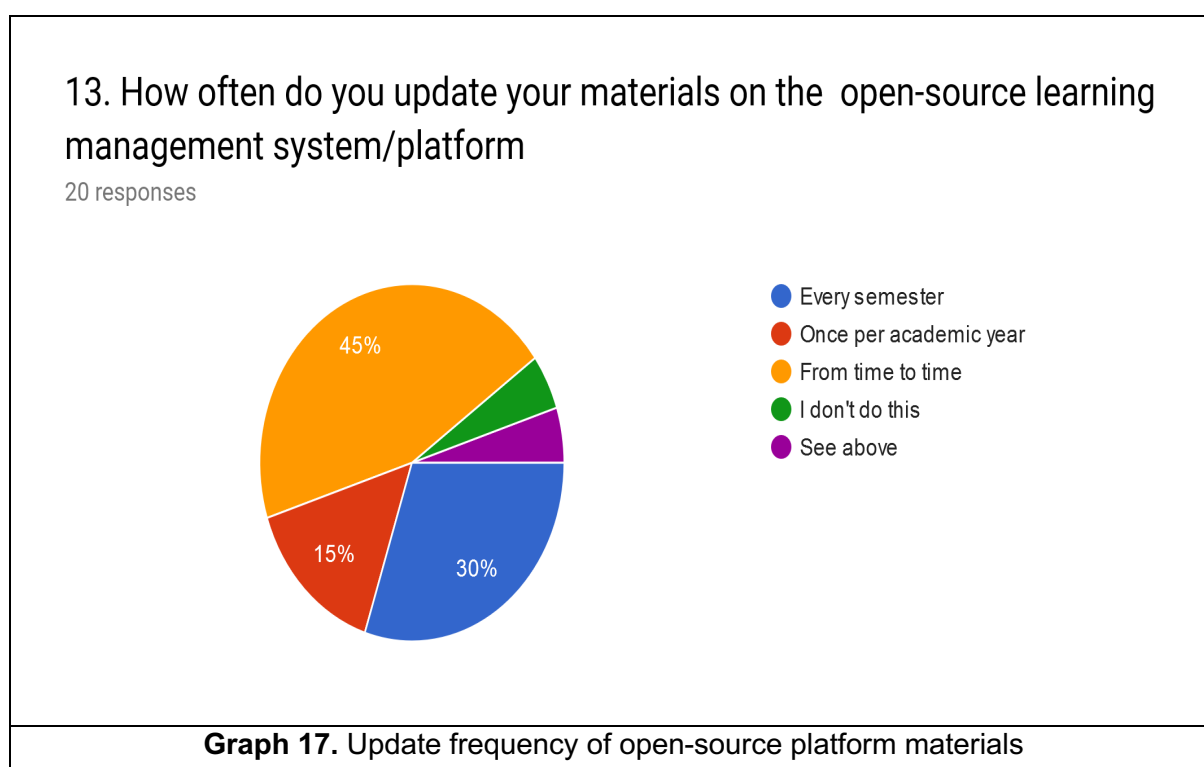## 12. What kind of materials do you usually upload on the open-source learning management system/platform?

20 responses

- lectures
- practical exercises
- quizes
- all of the above
- I don't upload
- Blog
- We don't have open source platfor...

55%
10%
10%
15%

Graph 16. Type of materials uploaded to the open-source learning platform

Then, 15% (3 teachers) of the respondents said that the existing e-platforms are introduced only for student exercises, probably in the function of the practically supervised process. In the remaining 10%, the respondents are equally divided into a quantum of 5% into two groups. One section, 5%, reported that they use only blogs while other 5% said that they upload just certain lectures. Small portion (10%) reported that they did not imported anything on the e-platforms. Such results clearly indicate that more than 90% of the modern technologies are used in the teaching process, which is directly related to the organization of modern lectures and exercises in English, and it is more evident that almost all respondents confirm their answers that modern techniques, and in this case, e-platforms are available to their faculties. Here we would like to assert that although a lot of information on the study of English language is available on the Internet, as one of the most used technologies, such as audio/video materials, lectures, exercises, on-line courses, vocabularies, etc., (Bloch, 2013) they can create problems for students in terms of overcompensation. Contrary to that fact, the e-platforms material provided by the e-platforms is material provided by the teachers for the respective disciplines, and to a large extent leading to the knowledge of that discipline.
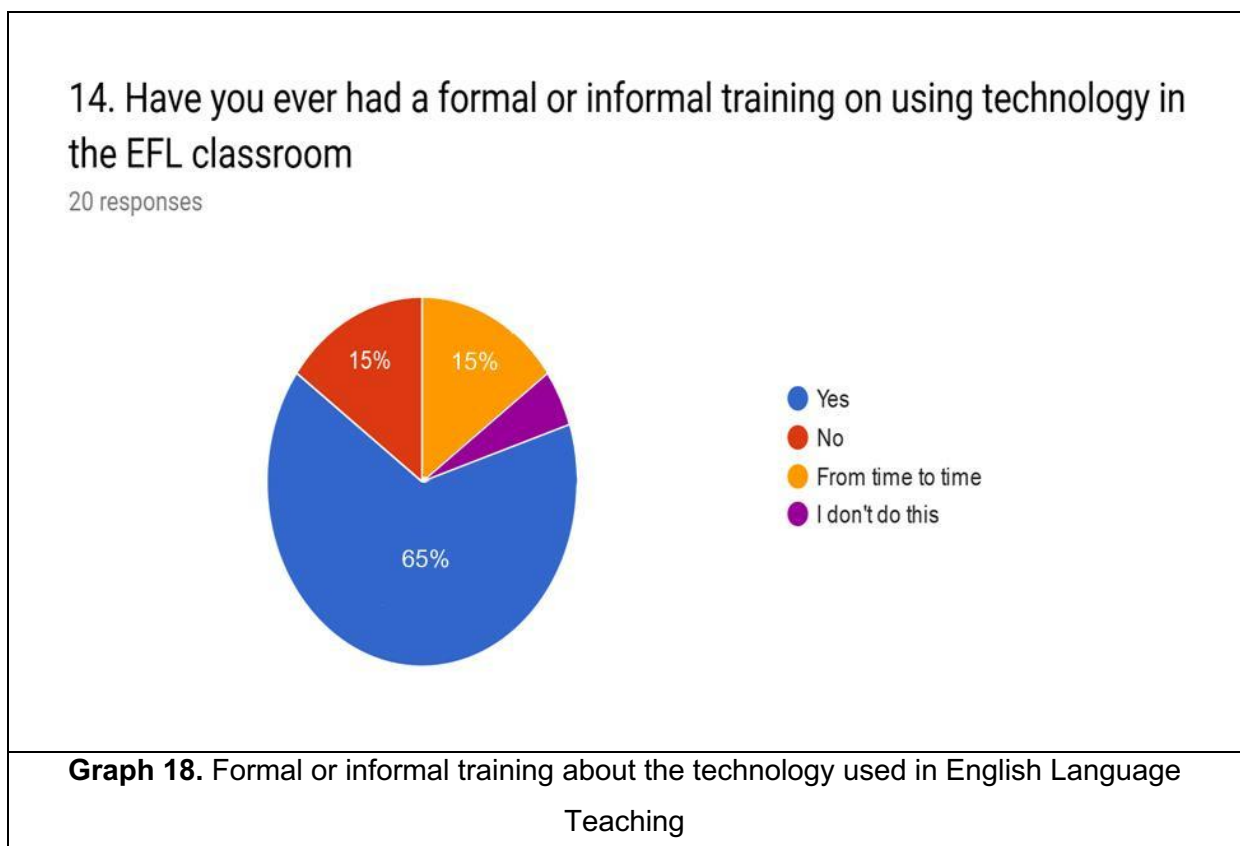
➢ This question is a continuation of the previous one and the respondents gave quite expected answers in our case. The results of the conducted survey are shown in Graph 17. The diagram shows that 45% (9 teachers) of the respondents said that from time to time they update the materials on the e-platforms, and then 30% (6 teachers) reported that they renew the materials once in the semester, while 15% (3 teachers) do it once during the academic year.

13. How often do you update your materials on the open-source learning management system/platform

20 responses

- Every semester
- Once per academic year
- From time to time
- I don't do this
- See above

45%

15%

30%

Graph 17. Update frequency of open-source platform materials

A small proportion of the respondents or 5% said they did not do that, while the remaining 5% reported that depending on the needs of the teaching they could refresh the materials at different times. Since the teaching process is ongoing and renewable every academic year after a holiday, it is natural to follow the trend in the development of the educational process, including, of course, the study of English. These modern technologies and the use of e-platforms in combination with Internet networks provide the opportunity for more frequent modernisation of teaching. The experience of the author of this paper at the UK universities (Royal Holloway, University of London), the University of Vienna, Thessaloniki, and others say that the lectures are updated regularly every new academic year, and individual teaching

units are continuously brought up to date. However, the data from these studies indicate that a trend of recovery of the e-platforms material is being established. In the context of the above, it goes without saying that even when there is a ready-made teaching material, it can relatively quickly become obsolete, so it is practical to be replaced with newer or renewed ones (Dabić, 2015; Kukulska-Hulme et al., 2015; Knežević, 2017).

➢ When asked whether the respondents had formal or informal training in the use of modern technologies in English language teaching, most of them, or 65% (13 teachers), answered that they had had formal training (Graph 18).

14. Have you ever had a formal or informal training on using technology in the EFL classroom

20 responses

- ● Yes
- ● No
- ● From time to time
- ● I don't do this

Graph 18. Formal or informal training about the technology used in English Language Teaching

A group of 15% (3 teachers) reported that they hadn't had formal training to use modern technologies in English language teaching, while another group of 15% (3 teachers) said that such training had been only occasionally organised. The remaining 5% of respondents said they did not use modern technologies in English language teaching. The complete results of the research on this question unambiguously indicate the fact that our teachers require formal training for the rational and advanced use of modern technologies in the study of the English

language. This probably is not a practice limited to our universities because according to the suggestions of Coutinho (2007), it can be concluded that teacher training is necessary. With the exception of the use of technology, teachers are trained in the strategies of information and communication skills with students, such as sharing problems and doubts with their instructors and colleagues.

➢ Within the fifteenth question of this thematic corpus, the respondents were asked if they used dedicated software packages or computer programs in their discipline. Most of them, or 45% (9 teachers), said they did not use such dedicated software packages or computer programs (Graph 19).

Graph 19. Online platforms used in English Language Teaching
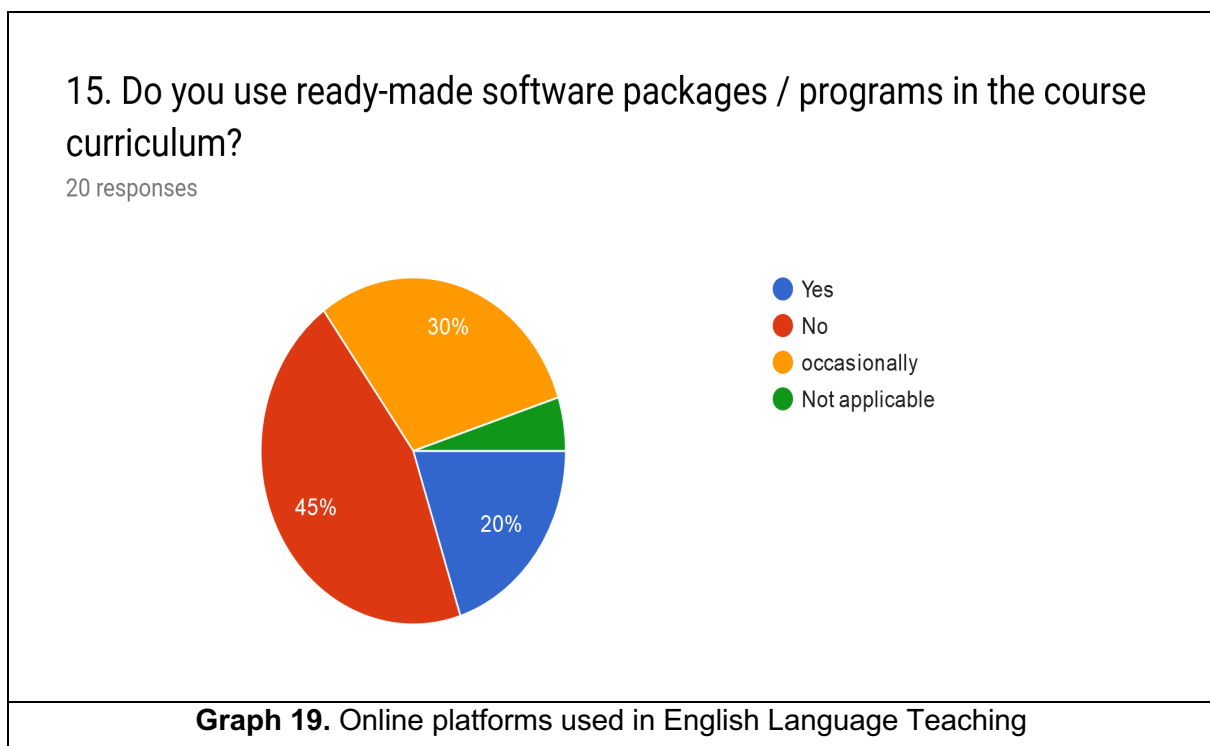
The second group quantified 30% (6 teachers) of the respondents who reported that they only use such software at times. A group of 20% (4 teachers) said they used the appropriate software packages in their classes, while only a small 5% (1 teacher) said that such software packages are not applicable to the realisation of their teaching discipline. According to our research on this question, we can see that for the most part, the surveyed teachers do not use such software packages, although they have proved excellent examples of listening and capturing pronunciation (Goodwin, 2001). On the other hand, although such software and software packages, tailored for studying English, do not fully satisfy the needs, they

will still need a completely new period to develop, as is the case with translation tools, recognition voice, checking grammar and similar (Sokolik, 2001). In this regard, we sincerely hope for modernisation of new adapted software packages in order to be used in the study of the English language, and also for decrease of the current high percentage of non-use of these modern technologies.
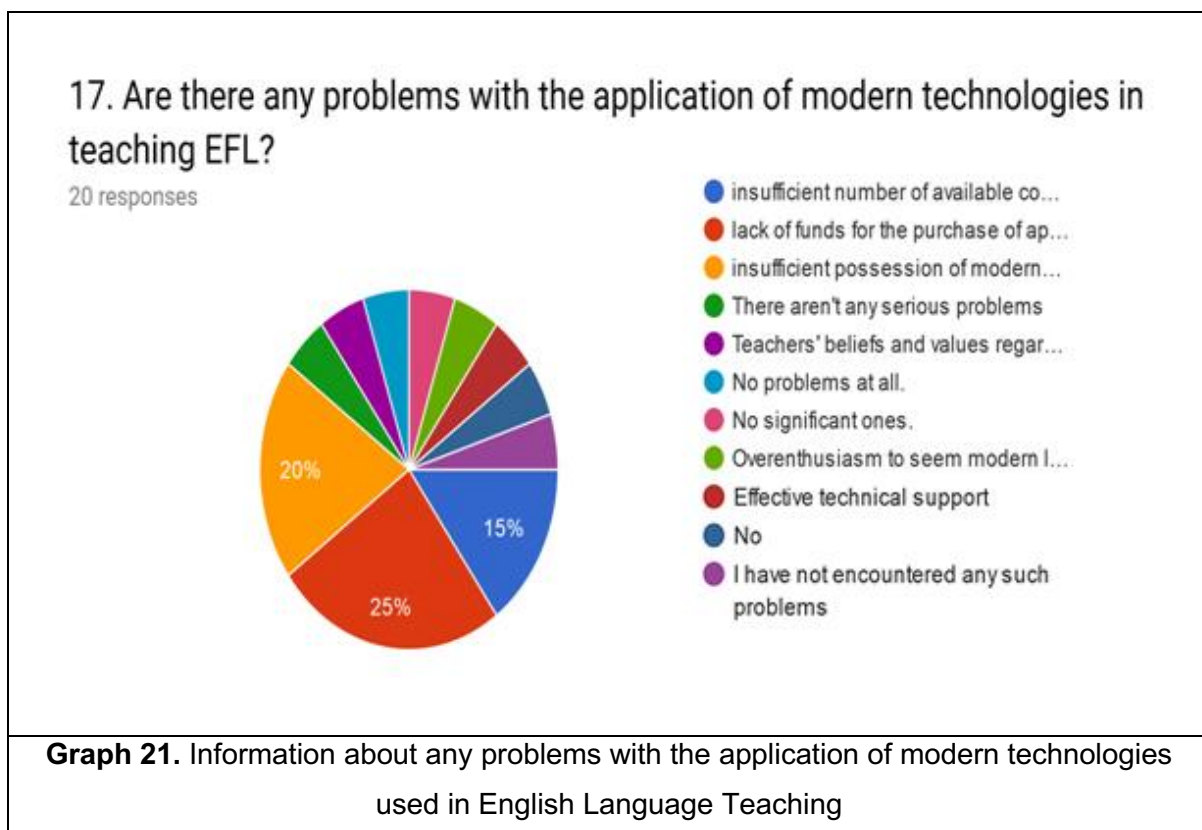
➢ This question highlights the modern use of new technologies in the study of English, that is, the use of social networks. The results of the research conducted on this question (Graph 20) are practically bi-directional. On the one hand, we have a high percentage of 45% (9 teachers) who regularly use social networks in English language teaching, while another large group of 40% (8 teachers) has made it clear that they do not use them. Here it should be underlined that a smaller group of 10% (2 teachers) reported that they only occasionally use social networks in the study of the English language. Only 5% refers to that group that uses only blogs and E-mail in the English language classes.

Graph 20. Information about the social networks used in English Language Teaching
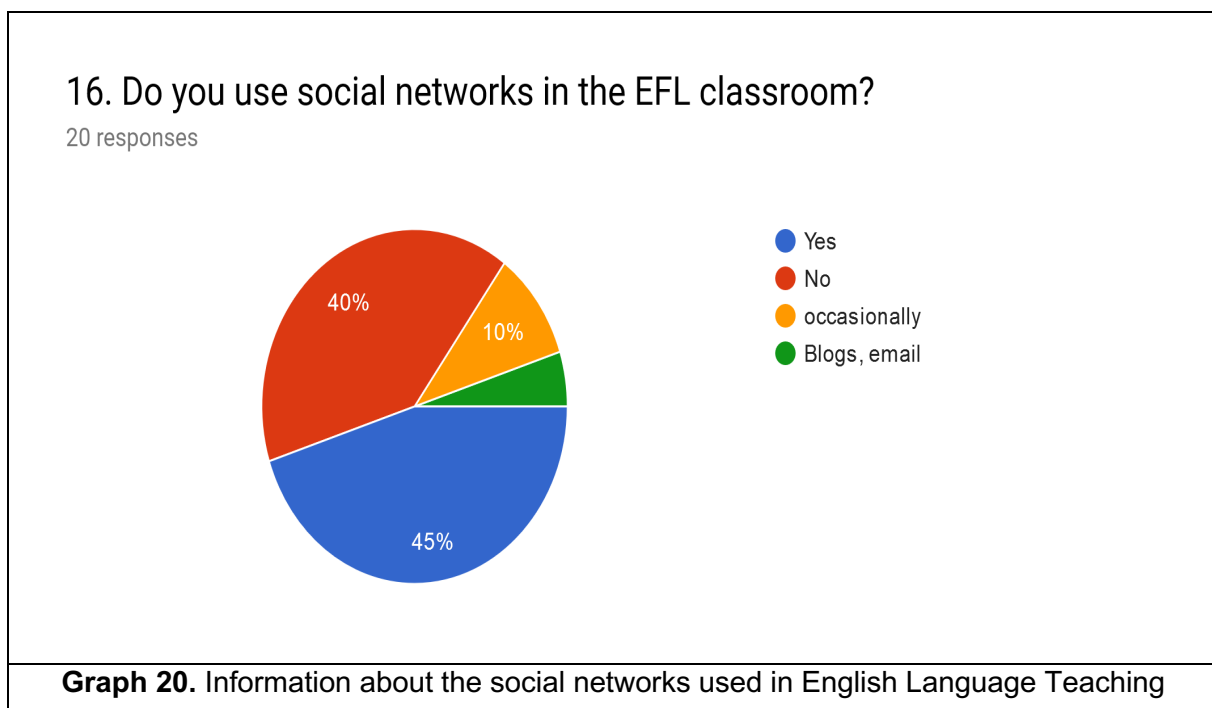
By doing a recapitulation of the results shown in the diagram above, we can conclude that the majority of respondents use social networks regularly or occasionally in the teaching (about 55%, 11 teachers), which clearly indicates the tendency to include of this kind of modern technologies for this goal. Similar results

were obtained in some trials conducted at the University of Belgrade (40%) and the University of Podgorica (50%) (Knežević 2017). In contrast to these Balkan spaces, only 7% of teachers used social networks in some universities in the United States (Hartshorne et al., 2010), while the rest of the quantum refers to the use of blogs, wikis, etc. However, some researchers, such as Laakkonen (2011), make clear that social networks are the most popular way of communicating among young people, enabling students to network, interact, exchange links, materials, multimedia and so on.

➢ When asked whether there are some problems in the application of modern technologies in the study of the English language, we have quite a wide variety of responses by the surveyed teachers, although many of them are of subjective character or have the same essence just described in other words. The results shown in Graph 21 show a range of responses where, 25% (5 teachers), a group of surveyed teachers points out that the use of modern English language teaching tools lacks financial resources that would enable continued procurement and use of new technologies that progress on a daily basis.

17. Are there any problems with the application of modern technologies in teaching EFL?

20 responses

- insufficient number of available co...
- lack of funds for the purchase of ap...
- insufficient possession of modern...
- There aren't any serious problems
- Teachers' beliefs and values regar...
- No problems at all.
- No significant ones.
- Overenthusiasm to seem modern l...
- Effective technical support
- No
- I have not encountered any such problems

Graph 21. Information about any problems with the application of modern technologies used in English Language Teaching

A significant group of 20% (4 teachers) put accent on the lack of modern tools in their institutions in the ranks of computers, tablets, androids, as well as training students for their use. The next larger group of 15% (3 teachers) of the surveyed teachers reported that there is insufficient access to computers at their faculties. In the remaining group of about 40% of the respondents, there is, at first glance, a variety of both understanding of the essence of the question and the diversity of responses that is reduced to a common denominator, which reflects the same or similar point. Namely, almost every group that has given a different answer belongs to 5%, or translated into absolute figures: it is one teacher who gave different answers. In this context, the fact is that the answers are given in the type of: there are serious problems (5%), no general problems (5%), no significant problems (5%), no problems (5%), there were no such problems (5%), etc.

Of the remaining responses we should underscore the small percentage of those who use modern technologies in the English language classes (5%), of those who state that they do not have effective technical support when using modern technologies in teaching in the institutions where they work (5%), as well as the necessity for proper training for the use of modern technologies in English language teaching (5%). As we marked at the beginning of the analysis of the data from this issue, we will now spotlight the right-wing respondents who insist on some of the main reasons for the problems in the application of modern technologies in the study of the English language. Because the results point out mostly or quantitatively about 60% (12 teachers) that the blame cannot be sought in the subject, in our case, the surveyed teachers, but in the sources of financing and the supply of modern tools that support the sophisticated way of modern English language teaching.

Such similar findings can be found in the works of Kukulska-Hulme et al (2015), but also in the work of Tweed (2013) where this connection between teachers, new technologies and classroom equipment in some parts of US universities is pointed out as a problem that continuously exists and needs to be solved. Some of the problems that our universities are confronted with on the basis of the research in this paper can also be correlated with individual cases in the UK, which is made clear by Gilbert (2013), according to whom more modern technologies indicate positive effects in this type of learning in the study of English. However, the remaining 40% of the surveyed teachers within this master thesis answered differently, that there is no general problem at their faculties with the use of modern
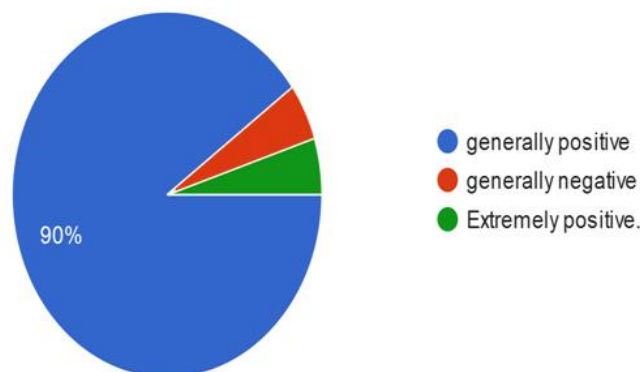
technologies in the study of the English language. This is encouraging data that keeps the trend with developed Western European countries, including the United Kingdom, where in certain universities these technologies are used without any particular problems (Hegelheimer and Lee, 2013; Motteram, 2013). Quite a small group of 5% which part of the problems localize in the absence of sufficient effective technical support when applying modern techniques and tools in the study of the English language, reflects the reality of a certain part of the faculties of our universities, which is somehow also in correlation with lack of equipment and lack of technical personnel to maintain it.

➢ The last question of this questionnaire, which clearly refers to the attitude of the surveyed teachers about the impact of the application of modern technologies in English language teaching, is almost a single response from all respondents or 100% support in the direction of a successful completion of ELT by applying new technologies. More specifically, a huge 90% (Graph 22) or 18 teachers reported that they generally have a positive opinion about the application of modern technologies in ELT.

18. What is your attitude to the impact of modern technology in the EFL classroom?

20 responses

- generally positive
- generally negative
- Extremely positive.

90%

Graph 22. Surveyed teacher's attitude about the impact of used new modern technologies in English Language Teaching

In the remaining 10%, there are respondents who express generally negative impression of application of new technologies (5%; 1 teacher). While a small proportion of 5% reported that they are extensively supporting this process (extremely positive), by affirming that without the use of modern technologies and tools, we cannot have quality English teaching.

The obtained results of the conducted research clearly indicate that the application of modern technologies in the study of English in the territory of the Republic of Macedonia has been accepted by the teachers and have massive support from them. This speaks of the fact that new technologies not only facilitate the transfer of knowledge from the teacher to the student, but through the use of numerous tools and systems offered by modern technologies, mobility, omnipresence, integration, portability, multi-functionality (Chaka, 2009), as well as a pronounced positive influence in the study of vocabulary, grammar and pronunciation, as well as the understanding of listening and reading (Miangah and Nezarat, 2012).

The modernly equipped and specialized classrooms installed at certain state universities in the Republic of Macedonia facilitate the entire process of ELT and stimulate feelings for safety and stability among students as direct beneficiaries of the benefits from the application of modern technologies. On the other hand, at a certain part of private universities, the application of modern English language teaching techniques gives particular results in interactivity and lectures through links to specific centers in Western Europe or the United States. This great support expressed in the application of modern technologies in the study of the English language at certain faculties is also reflected in the use of interactive boards that have made noticeable results in interactive teaching, which, in particular, with the application of the Bologna process put special emphasis on the way the units are taught.

4.4.GENERAL DISCUSSION

Following the responses from the questionnaire provided by the surveyed teachers from the state and part of the private universities in the Republic of Northern Macedonia, it can be concluded that the application of new technologies in the study of the English language offers a much greater number of benefits, especially for those who study the English language, in our case, students from our universities, but also for teachers who succeed in teaching the curriculum into a more transparent way to students, avoiding traditional subjectivism.

The application of new technologies greatly increases the creativity of teachers in the application of new methods in the study of the English language, and thus, largely, takes the teacher's responsibility. The application of new technologies not only raises the level and quality of English language learning that is functionally related to the modernity offered by new tools and modern software in the presentation of the material, but the new technologies cause a sense of additional activity and mobilisation of each student, listening to the subject material that is presented in the classroom. These take on the role of an additional motivator and stimulator for not only students as listeners, but also for teachers who see the challenge in adopting modern tools, which include computers, tablets, smartphones, smartwatches, interactive boards, e-learning platforms (Moodle, Blackboard, and Google Classroom), etc.

Graph 23. Illustration of modern tools used in English language teaching

With the application of these modern tools, teachers have the opportunity to apply and implement learning methodologies that have proved to be very successful in studying English. Methodologically, this further means that teachers provide a different level of training among the listeners, with full efficiency in the presentation of the material and the exercises.

In that manner, the use of technology, as much in the classroom as outside, makes the students feel much more motivated, using devices for practicing a language through features, such as voice recognition and interactive multimedia exercises, etc. For young students, it's much more stimulating to learn with a tablet or smartphone than with a traditional textbook and its CD of practice exercises. Technology in language learning transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion. Students can study their English course using a variety of comprehensive apps which are able to synchronize even without the internet.

Here we would like to stress that technology in language learning is turning English classrooms into an environment where sharing, debating, creating and forming opinions is nurtured, space which is much more creative and participatory (Thouësny and Bradley, 2011). English classes stop being boring and bland with a teacher merely explaining something at a blackboard, and become much more active in all senses. Learning is better with virtual whiteboards, where students are a lot more involved while online exercises and interactive multimedia content are motivating for them. This is in the context of Ahmadi's findings (2018), who stressed that computer technology can be considered as an integral part of a learning activity.

Here it should be elicited that our universities actively support the interactivity. Our research data confirm that 65% of the respondents reported that the use of modern technologies in English language teaching allows them to communicate interactively with their students, while 30% utilise them occasionally, which in the total quantification amounts to high 95% of interaction with students. In this regard, we want to emphasise the results of the respondents' answers to the question of whether the use of modern E-platforms in the ranks of MOODLE, Blackboard, Google Scholars, etc. interacts with students, whereas 45% of respondents universities in the Republic of Macedonia have reported that there is such an interaction, which in any case is a positive trend.

The application of new technologies in the study of the English language increases the effectiveness and interaction of the students. Students are interested in technology, which is confirmed in the research by Baytak et al. (2011). Thus, interactive learning with new technologies increases their motivation, social interactions, and engagement. In the context of the progress of English language teaching with the use of new technologies, Eady and Lockyer (2013) claim that technology has always been an important part of the teaching profession that can facilitate the students learning, by scoring a high degree of "integration".

Since modern technology is part of our everyday life, it is time to re-examine the idea of integrating technology in English language teaching and putting it in an even more important role in the learning process. On the other hand, some of the surveyed teachers within the research carried out in this paper were extreme regarding the application of modern technologies in English language teaching, affirming that it is practically impossible to realize the quality and advanced lectures at higher education institutions without their use. It is also interesting to highlight the results of Bennett et al. (2000), which indicate that the application of modern technologies in teaching maintains a higher level of readiness, such as teachers who present material from the intended curriculum, and students as recipients of knowledge in that complex interactive learning process.

The application of new technologies in teaching has shown a series of innovations in program schemes. Lately, a growing number of researchers have highlighted the fact that the application of new technologies has altered the English language learning methodology (Riasati et al., 2012), from teacher-oriented methodology to student-oriented methodology. In this context, students reported that the application of modern technologies in English language teaching makes them satisfied and helps them to learn more (Baytak et al, 2011).

In our research, we did not have the opportunity to get to know the opinions of the students of our universities, but in direct contact with those professors, we received information that there is a major change in the way of conducting English language lessons in our universities. This methodologically facilitates communication with students, and the transfer of knowledge from the teacher to students, as well.

The old static concept for conducting teaching and education of students with limited access to printed teaching aids is increasingly abandoning. The use of modern technologies in the study of English is a complex process in which, besides

the application of modern tools in the system, teachers, spatial conditions, access to educational phonological centers, technical support of modern tools, qualified support for teachers in the application of new technologies and modern tools, the desire of students to adapt to the changing methodologies and the approach of studying the English language, etc. Within this complex process, the circle of necessities should be closed in terms of making progress in the study of the English language. Namely, the teachers who have actively accessed the application of new technologies and changed the methodological approach to knowledge transfer, should be an example of how this is done (Pourhossein et al., 2017), but teachers also need technical assistance from people in charge of maintaining new technologies and their applicability (Ahmadi, 2018). How important is this speaks the fact that in our research on the question who helped you most in the application of modern technologies in English language teaching, 15% of teachers reported that it had been mostly an IT administrator, while one part said that they had been helped by other technicians or colleagues. Such technical assistance for teachers is necessary to help them become aware of their important role as facilitators and drivers in the learning process (Pourhossein et al., 2017).

The fact that teachers should and must maintain the pace of technological development in the educational process is the case with today's teachers on the opposite side who have contemporary generations of IT natives whose education, accompanied with the use of new technologies, started at young age Zhang and Bonk (2010). Today's students who are also obliged to today's teachers in the most simulated form are the main protagonists of modern technologies and motivators for many teachers to preserve their dignity for a contemporary teacher and educator (Roberts, 2010). In this context, the research of Zhang and Bonk (2010), which emphasises that today's generations of students in the process of studying English are self-initiatives to acquire new knowledge through modern technologies, thus directly influencing and encouraging teachers to walk more quickly and quickly in the processes offered by new technologies and modern tools. In our case, this data cannot be verified, but it is likely to remain a challenge, and for the author of this paper in some future research, more space will be devoted to both students and the connectivity of a student-professor.

6. CONCLUSION

Based on the data presented in this master thesis, especially in the part referring to the research and the research results, we can draw several conclusions that make reference to the study material.

The fact that the application of new technologies in the study of English in today's conditions is a trend that is directly reflected in our universities is unequivocally confirmed. Over 95% of the surveyed teachers reported that they support and apply the process of new technologies and modern tools in the study of English language at different levels. The results showed that these are experienced teachers in their most fruitful and productive years for a teacher. Most of them are between the age of 30 and 50, or, as a percentage, they are high 85% with working experience over 10 years, that is, over 15 years, again quantified with 85%. All those surveyed teachers are regularly involved in English language teaching and some of them directly teach the Contemporary English Language course.

The results of the survey showed that the use of computers in modern English language teaching is a very important tool that is accepted by a large percentage of respondents, which means, over 60% of teachers know the opportunities provided by modern technologies and apply them frequently, while 40% said that they use them partially. At the same time, 45% of the respondents regularly used computers in the lecture cycle, while the remaining 45% of the respondents occasionally employ them. The successful application of modern technologies in modern English language studies is also reflected in the survey results where 75% of teachers said that they did not seek help from IT administrators in the use of modern technologies and that they do this on their own. The use of computers in English language teaching enables advanced interaction with the students, which confirms the results of the survey where 65% of the respondents said that the application of these tools enables interactive communication with the students. That the introduction of modern technologies is not always simple is certified with the research results in this paper, which shows that even 60% of teachers, at some stage of their professional development, had some preparatory training for using modern technologies in the teaching process.

The use of modern tools as new technologies in the study of English is different, and the tools themselves are diverse. The E-platforms are one of the modern tools, covered by our research, and the results show that 40% of the respondents used the Moodle platform, 10% the Google Classroom platform while others did not use this kind of modern technology. On the E-platforms, most of the teachers (55%) uploaded various types of educational material from lectures, exercises, quizzes, blogs, etc., while 15% put only practical exercises. Teachers update these materials from time to time (45%), 30% each semester, and 15% once in the academic year. Teachers have the impression that the materials placed on the E-platforms are in-line interaction with their students in 40% of the cases, while in 55% of the cases they reported that there is no such interaction. Social networks are representing modern technology, also accepted in our universities, and they are regularly used in English language teaching in 45% while 10% occasionally use them.

Using interactive boards as one of the most important tools in modern technology in English language teaching have found application in English language teaching at our universities. We can conclude that 25% of respondents regularly use interactive boards, and 45% occasionally adopt the use of these modern tools as a tool for contemporary approach in studying English. The most used way of presenting material and transferring English-language knowledge from teachers to students at our universities are PowerPoint presentations, that is, as many as 95% of respondents reported that they regularly or sporadically use them in teaching. To repeat the fact that absolute 100% of respondents reported that in English language teaching regularly (55%) or periodically (45%) use movies, video clips and other types of film materials.

The teaching materials used by teachers are usually taken from online sources and this amounts to 80%, a small proportion uses source textbooks, magazines, the Internet, etc. as a source, another small section reported that these are some other sources. Software packages for the use of modern technologies in English language teaching are regularly used by 20% of surveyed teachers, while 30% of respondents apply them from time to time.

The results of the research also noted some problems in the application of modern technologies in the study of English at our universities. In particular, the problem is the lack of funds for the purchase of modern tools that are quantified by 20% of the respondents; in addition, 20% of the respondents said that they do not possess sufficient modern equipment at their faculties, while 15% said that there are not enough computers at their faculties. The rest of the respondents, among others, reported that they did not see any particular shortcomings.

5.1. Limitations and need for further research

The research carried out for the needs of this master thesis as well as the overall process in defining, reporting, preparing, analysing, a compilation of data and finalisation of the master thesis were followed by a number of positive trends, but also with certain limits of subjective and objective character. Such limits have harmed to some extent and resulted with an incomplete implementation of the research process, which leaves the opportunity to pay more attention to several important moments related to the study, understanding, and application of new technologies in the study of English at our universities. The part on the characteristic limits will be shown below:

➢   A small number of surveyed teachers

The questionnaire, which was the basis for collecting information to fulfill the goals of this master thesis, was conceptualised and standardised to fit the needs of such research work, but also within a visualised form that maintains a tradition of such a system of collecting information from highly educated people and higher education institutions. Although there was a clearly defined link for the surveyed teachers at the universities in the Republic of Macedonia, as well as the fact that the questionnaires were distributed electronically to a larger number of individuals, the responses that arrived on the Google Form were however few, that is, the questionnaire was correctly filled out by 20 teachers. Normally, we took this as a representative sample in our analysis, but we still have the opinion and impression that if this figure was greater, the possibilities for more comprehensive analysis in our work would have been greater, and some conclusions derived from these studies would have been far more credible.

➤ Problem with the availability of the link to the questionnaire

As a second limiting factor in the realisation of the questionnaire was the connection of the surveyed teachers with our questionnaire. Namely, in the first delivery via Google Form, the questionnaire was distributed with the possibility for the respondents to connect by entering their own e-mail address as a code for entering the questionnaire. In that first phase, a small number of respondents filled in the questionnaire, but there was an indirect reaction that this approach was not clear enough for a number of teachers, while others alluded to the anonymity of the respondents. In order to allow a normal course of the survey, we created a special link that was downloaded directly by the respondents, and the answers to the questions that arrived on Google Form maintained the anonymity of the respondents. This way was more acceptable for the respondents, and we got it replied by a total of 20 respondents.

➤ Disadvantages associated with insufficiently understood parts of the questionnaire by the respondents

We did not expect this problem in the elaboration of the questionnaire, because the questionnaire was prepared for a longer period of time, controlled by relevant workers and compatible with questionnaires already formulated in such and similar areas of research. In most parts of the questionnaire, the respondents were asked to answer, most often, with (yes), (no) or something else and only parts of the questionnaires included additional but concise questions. Although this should not have been a problem in the survey, however, we could conclude from the answers that some questions were answered with the use of the (No) and (Not) formats, which in the graph by Google Form is accepted as two different answers and so are percent classified, but in our analysis, this was additional problem, because their meaning is the same. At the same time, there were such cases instead of short confirmatory answers; the respondents gave an answer in two or more sentences. Practically, this was not a particular problem, but it hindered the statistical processing of data. There was also a problem within the question of the disciplines taught by the surveyed teachers. Here were pointed out 20 different disciplines, which the statistics failed to accept and to form an appropriate graph, yet in our analysis it was necessary and we performed this statistical operation additionally.

➢ Time limitation

The preparation of this master thesis from a legal point of view and according to the existing regulations of the University American College Skopje was not time-limited. Within that period of a year, we had enough time to implement all stages in the preparation, research, and analysis of the results and the finalisation of the master thesis. In particular, in our case, the time-limiting factor is in the part of the preparation for research and the implementation of the research that was not easy, because a large number of initially contacted teachers in different universities in our country did not respond to our request for questioning. This meant a request for new solutions, a search for new opportunities and of course, a request for new teachers who eventually came to the fore, but it lasted for several months. This extended period practically influenced the shortening of the duration and finalisation of the manuscript for this paper. However, the additional motivation of the author enabled this scientific work to be completed in a timely and quality manner.

➢ Need for further research

Studies conducted in this master thesis undoubtedly provided the answers to some very important issues associated with the use of modern English language learning techniques, but also opened new directions for further research related to this very important issue in the educational process. The basic recommendation that we have seen in this research process is that research must be carried out on a larger representative sample, which would allow the researcher to have a larger quantum of research results, which in turn would be much more convenient for statistical processing, and the obtained conclusions, and facts, would be much more credible. In order to fully implement such a research project, besides the electronic survey, a face-to-face survey should also be included. In that case, the researcher would conduct research on relevant subjects from institutions that will be surely confirmed and it will be able to supplement the additional questions with the answers and enrich the received information. At the same time, in the face to face survey, the researcher would have the opportunity to balance teachers from different ages, different titles, appropriate faculties, and appropriate disciplines. Such questionnaires may also include teaching assistants who, according to their job description, represent an insurmountable link between teachers and students.

For more complete research into this very important issue in the advanced English language course, it is necessary to continue the research with a student survey. As we have already mentioned in some paragraphs of this paper, students are not just static subjects in their modern process of receiving knowledge, but they appear as motivators and as main protagonists in interactive teaching, which is one of the basic goals of applying modern technologies in studying English.

In order to be more complete, personalised research in the use of modern technologies is required. It is necessary to conduct a survey with IT managers at particular faculties because they are a significant link in this modern way of studying modern English. The course they prepare, assist, and implement in the whole process is important to be covered by research because they are also likely to face certain shortcomings.

The survey should also include the technical staff of the individual faculties responsible for the support and functioning of the tools used in modern English language education. This is more important if we have in mind that at certain individual faculties of the researched universities in the Republic of Macedonia there are evident modern tools that are either not in function or due to lack of adequate teaching staff cannot be functional.

The experiences acquired in the research of this master thesis point to the fact that the continuation of such and similar research should not be done only at the philological faculties, but should also be carried out at other faculties where there is a study of English as a separate course, especially at numerous technical faculties.

Once again, we will accentuate that our experiences from this research do not point to the fact that further research should be taken into consideration for some of the tools used in the modern way of studying English. Here we first mean collecting precious data and analysing the situation with the application of Google Scholar, Moodle, Blackboard, etc. In addition, interactivity should be challenging for every teacher involved in the modern English language learning process by applying new technologies including linkages.

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APPENDIX

Master thesis Research Questionnaire

Hello Dear user, this is a questionnaire survey for master thesis research on the topic about the application of modern technologies in the study of English language at the universities in the Republic of Macedonia. The results will be used only for the purposes of the master thesis. Thank you in advance.
Simona Serafimovska
simona.serafimovska@icloud.com
UACS - Skopje

* Required

Untitled Section

1. **1. What is your gender?** *
   Mark only one oval.

   ( ) Female

   ( ) Male

   ( ) Prefer not to say

2. **2. Please indicate your age:** *
   Mark only one oval.

   ( ) 20-25

   ( ) 26-30

   ( ) 31-40

   ( ) 41-50

   ( ) More than 50

3. **3. How long have you been teaching?** *

Mark only one oval.

- ( ) 1-5 years
- ( ) 5-10
- ( ) 10-15
- ( ) more than 15

4. **4. Please indicate the courses(s) you teach?** *

_____

_____

_____

_____

_____

I. Questions about the application of modern technologies in ELT (English Language Teaching)

5. **1. Are you familiar with the term Computer Assisted Language Learning (CALL)?** *

Mark only one oval.

- ( ) I'm familiar with it
- ( ) I'm partially acquainted with it
- ( ) I'm not familiar with it

6. **2. Who helped you the most in the application of modern technologies in teaching English?** *

Mark only one oval.

- ( ) The IT administrator at your University
- ( ) a colleague
- ( ) independently
- ( ) Other: _____

7. **3. Where do you take the materials that you use to apply modern technologies in teaching English from?** *

Mark only one oval.

- ( ) from a program or a specific textbook
- ( ) I use online materials
- ( ) I use materials in cooperation with other institutions
- ( ) Other: _____

8. **4. How often do you use a computer in the classroom when teaching English? ***

Mark only one oval.

- ( ) regularly
- ( ) occasionally
- ( ) I do not use computers
- ( ) Other: _____

9. **5. Do you use Interactive whiteboards when teaching English? ***

Mark only one oval.

- ( ) regularly
- ( ) occasionally
- ( ) I do not use computers
- ( ) Other: _____

10. **6. Do you use Power Point presentations or any other presentation software (e.g. Prezi) when your are teaching? ***

Mark only one oval.

- ( ) regularly
- ( ) occasionally
- ( ) I do not use
- ( ) Other: _____

11. **7. Do you use movies, video clips or any other types of filmed materials when teaching? ***

Mark only one oval.

- ( ) regularly
- ( ) occasionally
- ( ) I do not use
- ( ) Other: _____

12. **8. Does the usage of computers in English language teaching allow you to communicate interactively with your students? ***

Mark only one oval.

- ( ) yes
- ( ) not
- ( ) occasionally
- ( ) Other: _____

13. **9. Do you include a moderator (neutral participant) in the implementation of the English language curriculum for students? ***

Mark only one oval.

- ( ) yes
- ( ) no
- ( ) occasionally
- ( ) Other: _____

14. **10. Does the University where you teach use any open-source content management system/platform (e.g. Moodle), please write Yes or No, if YES , which one? ***

_____

15. **11. Are certain parts of the English language curriculum taught online, through the Moodle platform, Blackboard, etc., in which teachers interact online with the students? ***
Mark only one oval.

( ) yes

( ) no

( ) occasionally

( ) Other: _____

16. **12. What kind of materials do you usually upload on the open-source learning management system/platform? ***
Mark only one oval.

( ) lectures

( ) practical exercises

( ) quizes

( ) all of the above

( ) Other: _____

17. **13. How often do you update your materials on the open-source learning management system/platform ***
Mark only one oval.

( ) Every semester

( ) Once per academic year

( ) From time to time

( ) Other: _____

18. **14. Have you ever had a formal or informal training on using technology in the EFL classroom ***
Mark only one oval.

( ) Yes

( ) No

19. **15. Do you use ready-made software packages / programs in the course curriculum? ***
Mark only one oval.

( ) Yes

( ) No

( ) occasionally

( ) Other: _____

20. **16. Do you use social networks in the EFL classroom? ***
Mark only one oval.

◯ Yes

◯ No

◯ occasionally

◯ Other: _____

21. **17. Are there any problems with the application of modern technologies in teaching EFL? ***
Mark only one oval.

◯ insufficient number of available computers in the institution in which I work

◯ lack of funds for the purchase of appropriate software

◯ insufficient possession of modern tools (computers, mobile phones, permanent Internet)
and degree of training students in using on the same

◯ Other: _____

22. **18. What is your attitude to the impact of modern technology in the EFL classroom? ***
Mark only one oval.

◯ generally positive

◯ generally negative

◯ Other: _____

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