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EDUCATIONAL TECHNOLOGY, THREAT OR BENEFIT TO TEACHERS

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Abstract
Has learning a second language remained the same or have the things changed in the recent 50 years? If we compare our childhood to the childhood of today's children, we can see that there is nothing in common. The new generations of students in every level of education are so dependent on technology that it has become their everyday life, their best friend, their source of entertainment and much more. Hence, technology cannot be separated from the learning and teaching as well. This paper deals with the previous theories and researches regarding the use of technology in the classrooms. Furthermore, it puts an emphasis on the educational technology worldwide, on the issue of the extent to which technology has occupied the modern classroom and on the newest educational technological inventions. Moreover, the paper compares two similar projects "Computer for every child" introduced in Macedonia and Ireland. It describes the experiences of these two countries as well as the similarities and differences. Finally, it draws conclusions on the discussed points and it sends a message to teachers not to fear the advances of technology, but embrace the change and make the most of it.

Keywords: *technology, invention, education, advances, modern classroom*

1. Introduction

The first question that we ask ourselves is if the acquisition of the foreign language is the same as it used to be 50 years ago. Moreover, can we place the learning of English as a second language on the same level with other languages having into consideration the importance of English in every type of communication registers such as business, economy, videogames, sporting events, world's politics etc. Even though other languages are present on the web nowadays, the place of English cannot be disregarded or at least placed on the same level as other languages. Chapelle (2003) speaks about on-campus computer laboratory where international students spent most of their time using English as their common language even though they were from different parts of the world. We have all meet university students who have never been abroad, but they speak English fluently. The question here is if their English language proficiency is due to the lectures or something else

plays a crucial role. The answer here is the technology, the rapid growth of technology, which marks the 21st century. Chapelle (2003) cites Bruce & Hogan who say "as technologies embed themselves in everyday discourse and activity, a curious thing happens. The more we look, the more they slip into the background. Despite our attention, we lose sight of the way they shape our daily lives" (p.1). Chapelle further comments on the gradual occurrence of these phenomena that makes them as unnoticeable as "corn growing in summer, or the city expanding over the course of ten years". If we compare our childhood to the childhood of today's children, we can see that there is nothing in common. The new generations of students in elementary and secondary school as well as university students are so dependent on technology that it has become their everyday life, their best friend, their source of entertainment and much more. Hence, technology cannot be separated from the learning and teaching as well. We live in the era of globalization and the option to include or exclude technology does not exist. The good old blackboard and the chalk are becoming history. The typical lectures with the teacher standing in front of the blackboard is slowly disappearing. The world is different now, and we, as teachers, must keep pace with it. The use of educational technology in the classrooms has opened a new page for instruction and learning. However, educational technology is only a tool. The effectiveness of this tool largely depends on us and on our ability to integrate the new technological advances into our lesson planning which will result into knowledge improvement of our students. Therefore, we should not fear technology as it is not going to take our place, but we should try to extract as much of it as possible, since we are preparing individuals for jobs of the future that we are still not aware of.

According to Ouyang & Stanley (2014), the incorporation of the new technology is inevitable when we consider the major educational theories such as Behaviorism, Cognitivism, Constructivism and Multiple intelligence. They point out that the behaviorists are in favor of implemented programmatic instruction as a producer of stimuli that leads to change of the learning performance and also that cognitive theorists created computer-assisted instruction that shall trigger creative thinking, information analyzing and problem solving Moreover, the authors emphasize that constructive theory, which is based on letting students construct their point of view, influenced the innovation of educational games, multimedia development and online interaction on one hand and that the theory of multiple intelligence promoted the use of educational technology to optimize the individualized instruction as the student's own unique intelligence is the core of this theory on the other hand.

Blake (2008) gives his own explanation of the theories that precede the inclusion of the educational technology in to the curricula. He begins with Chomsky's theory for the importance of the input that the L2 learners are exposed to; than he moves on to Karshen's theory for the importance of comprehensible input as well as the affective filter. In order to lower the affective filter, as Blake explains the Krashen's theory, teachers have to put the learners into a communicative classroom rich in comprehensible input that would create an inviting atmosphere to the students. However, the amount of comprehensible input is useless if it is unnoticed by the students, which means that there is a significant connection between the learner's previous knowledge and the available input. This led Blake to the interactionists'

model, according to which the best way to learn a second language is through social interaction where learners can negotiate the meanings in social environment. Gass maintains that "through negotiation of meaning learners gain additional information about the language and focus their attention on particular parts of the language. This attention primes language for integration into a developing interlinguistic system" (as cited in Blake, 2008, p.19). Finally, Blake pays attention to focus-on-form (FonF) model which is a task-based methodology, inviting student to solve particular tasks in collaboration with other learners or native speakers and thus they can make improvement in the second language acquisition.

Chapelle (2003), searching the answer to the question which interactions are important in the second language acquisition, gives a theoretical review of the interactions that exists in the computer assisted language learning (CALL). She cites Ellis who outlines three perspectives important to researchers regarding interaction in language acquisition: the interaction hypothesis, sociocultural theory, and depth of processing theory (p. 55). According to Ellis, the interaction hypothesis is related to the benefits of the learner from the face-to-face communication; the sociocultural theory puts an emphasis on the interlocutor and the internal mental voice of the learner in face-to-face communication and the depth of procession theory pays attention to the level of cognitive processing of the learner when he/she is exposed to new input. Hence, Ellis points out the importance of two types of interactions, interpersonal (between people) and intrapersonal (in person's mind) and the author adds another important interaction into the interpersonal types, which happens between the person and the computer.

All theories and perspectives that have been considered regarding the development of educational technologies and its inclusion into English language curricula are equally important. The process of educational technology development has its evolution path that can be discussed from different points of view. However, all those opinions and stances lead to a common goal, which is preparing language learners for the challenges they face in the modern world by successfully implementing modern technology and encouraging interaction inside as well as outside the classroom.

2. Previous research on the technology use in SLA

The field of the learning second or foreign language though application of technology is yet to be discovered and developed. It is a constantly growing area. What was unimaginable for language learners and teachers in the past is considered normal for today's generation. Not only has the technology advanced but also it has taken over every aspect of our lives. The children nowadays do not feel the difference that technology has made as they were born and raised with it. However, someone old enough that has witnessed learning in the last two decades can surely tell the impact that technology made on the process of language learning. In order to move forward in the profession, as Chapelle (2003) suggests, we need to take into consideration that some developed software tools and tasks are beneficial to learners, whereas some are not.

Chapelle (2003) points out the difference that image and video depiction makes on the new vocabulary retention. She discusses a research conducted by Plass, Chun, Mayer, & Leutner on the second year German learner's vocabulary retention. According to the research, the use of video and image has proved very effective. In the research, which consisted of reading a story, 82 from 762 words are glossed with either English text combined with image or video, or only English text. The research shows that the vocabulary retention is the most successful when verbal and visual information is provided. Words containing only verbal information are on the second place and words containing only visual information are on the third place. The words for which no information is looked up are the most difficult to retain. The results from this research are very important as they prove that images play a significant role into vocabulary retention. Hence, the author concludes that this finding is useful to teachers, as it can assist in designing of the curricula that include more material containing image and visual information.

Furthermore, Chapelle (2003) explains two studies that influenced the design of multimedia program for learners of business English. The first study is related to subtitles for listening, conducted by Borras & Lafayette, who investigated the effectiveness of optional subtitles as a means of modifying the input. They make a comparison between the speaking performances of learners who use computer-assisted material with and without subtitle option. The two groups are exposed to the same material, but one group has the option to see the video subtitles, whereas the other group watches the video without the subtitles. The results from the research are in favor of the group that has the subtitle option, as they demonstrated greater comprehension when they are asked questions about the content of the video. The conclusion is that the use of authentic video in multimedia environment is more useful if subtitles are integrated in it. The second study, stated by the author, regards the question if intelligent feedback on the errors should be included in the software design with the purpose of increasing the grammatical performance of the learners. Since the software that provides intelligent feedback of the error is more expensive than the software that only indicates the error, this issue is researched from software developer's point of view. The results are in favor of the software that provides intelligent feedback. The results of these studies, as Chapelle (2003) makes it clear, are important to further software development and the importance of the technology in language acquisition.

Chapelle (2003) again speaks about another study related to this field, which can be worth mentioning. This study, conducted by Sauro, investigated the use of voice chat for tasks that the learners are not able to complete in their native language, so they need an interaction with proficient or native English speaker. Sauro investigates the amount of talk the participants engage in and the number of instances when negotiation of meaning happens by recording, transcribing and examining the language. The study is neither compared to performing the tasks in face-to-face communication nor is amount of knowledge acquisition examined due to short time for conducting the study. Nevertheless, it is a valuable study as is shows that the Internet is of great assistance when it comes to negotiating the meaning since many examples for negotiating the meaning were recorded.

Judge (2010) refers to a pilot project about the use of Interactive Whiteboard in Ireland, which ran from 2005 to 2007. The project is not specifically related to the learning of second or foreign language, but it is valuable to take into consideration as it regards classroom lectures in general and English is one of the general subjects. Eight Irish schools participate in the project with two teachers from each school obliged to use Interactive Whiteboard in their lectures. The outcome of the project is that IWBs are well received by teachers and students. Moreover, it increases the motivation and enjoyment of both teachers and learners. On the other hand, concerns are expressed regarding the willingness of the teachers to consider IWB into their curricula, which means new lesson planning and extra preparation all the time. Nevertheless, the author states that teachers are satisfied by the new approach to teaching and the greater creativity resulted in increasing the motivation and participation by the students. What are teachers mostly impressed by is the board's visual and interactive capabilities which allows them to engage more effectively into a classroom with technology – savvy children. Furthermore, the students express satisfaction and amusement. One student even reports that study with IWB is similar to "learning in 3D". Finally, the author compares the introduction of IWB to the previous government efforts of computerized laboratories, a project that we will later discuss, and the conclusion is that the benefits of IWB are greater in comparison to the disadvantages and the costs of computerized labs.

Blake (2008) introduces the Cultura project findings in order to emphasize the importance of new technology to learning languages. The cultura project, which was firstly introduced in late 1990s, refers to intercultural learning of languages. The point of the project is to allow L2 learners of two countries to improve their language competence through collaboration with partners from the other respective country. In the beginnings of the project, the students fill in a questionnaire regarding their work, leisure, gender, family and so on in their native language. The questionnaires are presented online and students are provided with online resources that are required for their investigation of the similarities and differences regarding their partner class's responses. The purpose of the project is to develop the sense of "otherness" as the author states, which means to learn not only the language, but also the cultural values of the other culture. Moreover, the main purpose is to point out that learning the culture is inevitable part of second language acquisition. In the process of completing their assignments, students from both countries participate in discussions of queries with partner students, they request for clarification, they watch films, and they read articles etc. Furthermore, video conferences can be added and as a final assignment, the students orally present their ideas in the class. One might think that the role of the teacher is diminished. However, as the author states, the results of the study are in favor of proactive approach and the necessity of a teacher, who plays a crucial role in organization of intercultural exchanges, organization and adaptation of the material etc. To sum up, the results of the project significantly contribute to the necessity of technology involvement in the language acquisition.

To conclude, all previous researches that investigated different types of technological application into the regular instruction, has proved that technology is not our enemy, as language teachers, but we need to keep up with the pace of the modern technology and use it for our benefit and the benefit of our students.

3. The situation with educational technology in the world

Blake (2008) asks the question why the students of second language should be interested in computer - assisted learning of language when they are previously introduced to the fact that learning is a social, face-to-face process. This is not far from the truth, having into consideration that the best way to learn a language is to travel to the country where it is spoken. However, as the author states, the economic situation and other factors contribute to inability of most students to make use of that opportunity, so only 3% are successful in the effort to spend time in the country where language is spoken. Hence, the next best thing is the application of technology in the process of English language learning. Blake (2008) always cites other researchers regarding the computer's usefulness such as Warchayer who says that computer is "text based medium that amplifies students' attention to linguistic form" and the computer is "more equitable and nonthreatening forum for L2 discussions especially for women, minorities and nonassertive personalities", Kern who points out that the computer is "a stimulus for increased written L2 production", Chun who considers computer as "less stressful environment for L2 practice" and Cummins & Sayers who say that computer is "an expanded access channel with possibilities for creating global language networks" (p.4). All of the statements that the author cites are actually very correct; the value of the modern digitalized classroom is immense. Blake (2008) puts out that network exchanges assist in greater engagement of individual students compared to oral classrooms. He even speaks about the opportunity for distance learning having into consideration the number of students that enroll each academic year, while the teaching capacities remain the same. Another valuable point that the author makes is the question why teachers of British and American culture should be interested in incorporation of the new technology into their lectures. Having into consideration that a student needs four to six years to reach a certain proficiency in the language, all language – related lectures are very important. He even cites Kramsch who makes it clear that language learning is not just skill – acquiring and skill - using but an opportunity for critical interrogation of the cultural knowledge.

3.1 Available educational technology in the world

As the use of the technology reached the dimension that it can no longer be considered a novelty, but something normal and very common, it is more than clear that it is inevitable in the overall teaching process, from designing of syllabi to generally the whole teaching course. As it cannot be avoided, the best thing to do is benefit from it as much as possible and accept the new role of the teacher, an individual who never stops learning in the life. Below, we shall make a review of the available technology at the disposal of today's teachers.

Harmer (2007) puts the technological resources into four categories: ways of showing, ways of listening, ways of finding out and was of composing. The first category includes overhead projector, flip chart and computer-based presentation technology. The overhead projector, which uses transparencies, is extremely versatile tool that can be used for various types of exercises, but due to the potential electricity

problems, the use has declined. The flip chart, as the author states, is very useful for makings notes of the main points in a discussion, for amending, for changing points and the new digital self – writing flip chart is even more practical. Computer - based presentation technology, as the author says, "Has changed the world of classroom presentation forever" (p.187). IT works with two pieces of equipment, a computer and a data projector, and anything on the computer screen can be displayed as a large version on a screen or a white wall, including videos, pictures, exercises etc. The IWB belongs to this category, but it requires more detailed explanation in the following parts of this paper. The second category includes cassette recorders, type recorders, CD players that need no further explanation. Moreover, the materials that are now available in digital formats revolutionized the access to listening as each student and teacher can download ESL materials that they would like to listen. The third category is wide. CD-ROMs are one of the tools that contain the same information as paper dictionaries, but they are easier to carry around. Electronic pocket dictionaries, as the author points out, are small electronic dictionaries that fit into the pocket. Nowadays they are improved with bigger screens; they can include several dictionaries as well as spellcheckers, currency converters etc. Online dictionaries are very convenient as they contain definitions and useful information as well as loudspeaker symbol so users can hear the words being spoken. Concordancers are useful when doing a word research or when designing material for the class, for example with blanking out the search word that students should guess after reading the concordance. The internet is the greatest source of information. It includes encyclopedias containing a lot of more information than dictionaries. Moreover, webquests, as Harmer states, serve for inquiry-oriented lesson on the Internet that includes higher-order thinking instead of just acquiring information. The fourth category offers many opportunities for students and teachers to compose materials. Here, the author gives special attention to word processing and editing, mousepals, chat and blogging, authoring and designing web sites. This category is of special importance as symbolizes the 21st century, an era of intensified self-expression and opportunities to familiarize yourself directly with another culture and all of that with the purpose of greater second language acquisition.

Blake (2008) uses the classification of Godwin – Jones to divide the Internet tools to first and second-generation Internet tools. The first-generation Internet tools include e-mail, electronic mailing list and discussion forums known as bulletin boards. The possibility to attach photos, graphics and even video and the option to use non-Roman fonts make the use of e-mails very attractive. Electronic mailing lists are very useful for distribution of the same content to many users at the same time. The role of discussion forums, which can include voice, is immense in improvement of general English knowledge, especially the speaking skill. Blogs and wikis are second-generation tools as the author points out. Blogs are mostly personal or journalistic in nature; they allow students to express their own opinions and to reach out greater public. Thus, they can mostly improve their writing skills and make friendships or develop further discussion issues with others interested in their blog. Wikis are similar to blogs, with the difference that they are mainly a group work. Any participant can add or modify the content and the result is collaborative writing and project-based work.

To sum up, regardless of the category that the technological tools belong to, or in other words, regardless of the division that the individual author makes, the current situation is that technology is advancing every day. A modern, 21st century teacher should not fear the technology, but he should embrace it and try to put it in service of improving the language competences of his students.

4. The situation with educational technology in Macedonia

Is Macedonia following the world's trend of digitalization and technology incorporation in the process of education? The Ministry of information society and administration of the Republic in Macedonia (Министерство за информатичко општество и администрација, 2010) reported that the schools in the Republic of Macedonia are going through the historical process of wider ICT integration leading to modern digital society and economy. The investment in education, as the Ministry claims, is one of the strategic priorities of the Government of the Republic of Macedonia having into consideration the long – term contributions of the quality and modern educational system. For that purpose, the project "Computer for every child" and the strategy for increasing the e-content in education are launched.

4.1 Computer for every child in the Republic of Macedonia

Zhivanovikj (Живановиќ, 2010) claims that the digitalization and computerization of the school in the Republic of Macedonia started developing in 2002, after receiving the Chinese donation for introduction of ICT in the elementary and secondary schools. Afterwards, the state institutions took the need for systematic reforms in the education in consideration, in order to keep in pace with the global and modern educational societies. This led to, as the author states, elaboration of new educational policies and strategies for effective and innovative use of ICT in education. Therefore, in 2005, the National program for development of education 2005-2015 was introduced. Zhivanovikj cites the program and she says that the program "shall offer to children and young people an education that nurtures and develops their capacities, respects their interests and abilities and offers opportunities for selection and realization of one-selves through educational processes" (p.7). For effective integration in the social, economic and political life, the knowledge of ICT is essential. The program, as the author says, points out the necessity for development of ICT literate teachers that shall be trained to apply the ICT equipment into the lessons and instruction.

Hosman & Cvetanovska (2013) claim that a long time ago, many countries tried developing the program of computerization, which resulted in complete failure, as cited in Wesley and Franks. The attempts in the countries resulted in wasting of public sums, unused and misapplied technology as well as the beginning of a "blame game" which was related to teachers. Now, let us see the project and its results in Macedonia. Nobody was able to get a clear picture of the situation due to the lack of professional documentation and explanation of the authorized bodies, but the reports and papers are based on evaluation reports, conversations, on-line reports, educational web sites, as Zhivanovikj (Живановиќ, 2010) explains.

According to Zhivanovikj (Живановиќ, 2010), the subject for computer science was firstly introduced in 1986 in Macedonia. In 2002, the donation of 6000 computers as well as 6000 licenses for Windows operating system happened. However, this was insufficient, so the Macedonian government reached an agreement with USAID as a strategic partner in ICT integration. USAID initiated three project as follows: e-Schools (2003-2008), Macedonia Connects (2004-2007) and the Primary Education Project (2006-2011). This led to, as the author puts out, the introduction to the project "Computer for every child" from 2006 on. The purpose of the project was as Zhivanovikj cited Andreeva, to provide a computer for every child, software solution and tools for each subject, advanced ICT skills of teacher as well as students, national system of testing of students and interactive online instruction. The Ministry of education science, as well as the Ministry of information society were responsible for realization of the project. A 21 million dollar investment and provision of about 100.000 desktop computers, was it worth the price? That question concerns most of the more educated and critically directed public in Macedonia.

Hosman & Cvetanovska (2013) reviewed the project from the perspective of teachers, regarding the levels of concern and levels of use. They made a survey on that question, a research funded for three years. As they state, most of the teachers went through the trainings for ICT skills, some of them elementary, some of them intermediate and those that had basic ICT skills were able to attend advanced trainings. They were surveyed on many question and it was followed by discussion of the results. If the goal of the project was to implement the technology into the classrooms of the primary and secondary schools successfully and to conduct some trainings of the teachers for the use of ICT, than the project can be regarded as successful. However, the survey shows that the first goal of the project, the implementation of the ICT in instruction was not reached. On one hand, the survey showed that most of the teacher use computers in their daily life and for searching teaching resources. On the other hand, they held on to traditional instruction, without the use of computers for many reasons. The conclusion of the authors is that even though most of them progressed in personal life and class preparation that was not sufficient for making the transition of using technology in the classroom. From the survey of Hosman & Cvetanovska, it can be concluded that the teacher received one-time training, which is not sufficient, and most of them are interested in other trainings of ICT skills. What is more, teachers expressed concerns about the issue that students, as a modern generation, are more computer-literate compared to them, hence they were afraid that they will lose control over the lesson in the classroom, they will lose authority, or that students will ask questions that they will not be able to answer, so the insecurity issue is raised. Another issue that teachers point out is that they were trained to use window operative system, but the Linux operative system was actually installed to the school computers. Furthermore, teachers pointed out the issue that schools lack of a person employed for maintenance and upkeep of the computers installed. Therefore, this led to computers just sitting in front of the students without a possibility or a need to be turned on. Finally, the constant changes of local government led to inability to fully reaching the goals of the project.

4.2. Experiences with the project "Computer for every child" in Ireland

The Macedonian Government project of "Computer for every child" was not unique. In fact, Macedonia, as a developing country, introduced the project too late, when the experience from other countries were already proven negative. Judge (2010) in his article considers the introduction of the same project in Ireland. In fact, Ireland started to computerize the schools in 1990s. In the period of 1997-2000, as the author states, Ireland spent 51 million euros on investment in ICT for schools. However, the introduction of ICT in schools has suffered for more or less the same reasons as those in Macedonia, such as underfunding or lack of guidance. The use of ICT was left to personal motivation of the teaching staff to integrate ICT in their instruction as well as their willingness to motivate their colleagues to apply the ICT into the classroom activities. Moreover, principals of the schools motivated the wealthy parents to fund the purchase of up-to-date technology, which let to uneven development of ICT on the national level. Hence, the project of school computerization can be regarded as unsuccessful.

5. Conclusion

The paper introduces theories related to application of educational technology as well as previous research that justifies the necessity for technology integration in education. In the following text, an overview of the available technological resources is given, regarding two different point of views, but including the same technological resources. Then, the introduction of the project "Computer for every child" is explained regarding Macedonia and Ireland.

To sum up, as computerizing schools in the two countries concerned has shown some drawbacks, the interactive whiteboard (IWB) might be one solution or the latest technological advance that can assist in instruction. Barber, Cooper and Meeson (2007) give a detailed explanation of the software and the types of interactive whiteboards as well as their various functions. IWB has the following functions: it projects everything on the computer to the board, but in addition, students and teachers can manipulate with the images on the board or write on is using special pens or their fingers. Moreover, everything on the board can be printed later and the ability to manipulate texts and graphic around the board, do the listening exercises, or display anything on the Internet on the board makes it very attractive. Barber, Cooper and Meeson state that IWB is expensive and powerful tool, but it is not worth investing in it, if the application is not appropriate or if it is not used in all parts of the lesson. They emphasize the need for proper positioning of the board, so that all students can approach it as well as the need for classroom organization, so the board can be used in all classroom activities, such as introduction, presentation, independent or group work etc. Furthermore, they point out that IWB cannot replace the role of the good teacher, but they can support teaching in different ways and a good professional should "harness its potential and maximize the use of this technology (p. 41).

Therefore, one might suggest that IWB are nowadays the best technological option for classroom instruction so instead of computerization of classrooms, the governments should consider the option of investing in IWB for primary and

secondary school and in-depth training of the teaching staff to redesign their curricula and apply the IWB in their instruction. IWB will not take over the control of the teachers in the classroom, as it was feared that computers would do, because the teachers are the only ones in control of it. Moreover, the attention of the students will be pointed towards the board and not towards the computer monitors. In the end, IWB offers variety of attractive options that can engage students into the lesson so the result could be increased motivation and more successful lesson. However, the overall success depends on the individual teachers and their decision not to fear the advances of technology, but embrace the change and make the most of it.

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