УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“-ШТИП
ФИЛОЛОШКИ ФАКУЛТЕТ

UDC 80 (82)

ISSN 1857-7059

ГОДИШЕН ЗБОРНИК

2019

YEARBOOK

2019

ГОДИНА 10
БРОЈ 14

VOLUME X
NO 14

GOCE DELCEV UNIVERSITY - STIP
FACULTY OF PHILOLOGY

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФИЛОЛОШКИ ФАКУЛТЕТ

ГОДИШЕН ЗБОРНИК
2019
YEARBOOK
2019

ГОДИНА 10
БР. 14

VOLUME X
NO 14

GOCE DELCEV UNIVERSITY – STIP
FACULTY OF PHILOLOGY

ГОДИШЕН ЗБОРНИК
ФИЛОЛОШКИ ФАКУЛТЕТ

За издавачот:
вонр. проф. Драгана Кузмановска

Издавачки совет
проф. д-р Блажо Боев
проф. д-р Лилјана Колева-Гудева
проф. д-р Виолета Димова
вонр. проф. Драгана Кузмановска
проф. д-р Луси Карапиколова -Чочоровска
проф. д-р Светлана Јакимовска
доц. д-р Ева Ѓорѓиевска

Редакциски одбор
проф. д-р Ралф Хајмрат – Универзитет од Малта, Малта
проф. д-р Нецати Демир – Универзитет од Гази, Турција
проф. д-р Ридван Џанин – Универзитет од Едрене, Турција
проф. д-р Стана Смиљковиќ – Универзитет од Ниш, Србија
проф. д-р Тан Ван Тон Та – Универзитет Париз Ест, Франција
проф. д-р Карин Руке Бритен – Универзитет Париз 7 - Дени Дидро, Франција
проф. д-р Роналд Шејфер – Универзитет од Пенсилванија, САД
проф. д-р Кристина Кона – Хеленски Американски Универзитет, Грција
проф. д-р Златко Крамариќ – Универзитет Јосип Јурај Штросмаер, Хрватска
проф. д-р Борјана Просев-Оливер – Универзитет во Загреб, Хрватска
проф. д-р Татјана Гуришиќ-Бекановић – Универзитет на Црна Гора, Црна Гора
проф. д-р Рајка Глушица – Универзитет на Црна Гора, Црна Гора
доц. д-р Марија Тодорова – Баптистички Универзитет од Хонг Конг, Кина
доц. д-р Зоран Поповски – Институт за образование на Хонг Конг, Кина
проф. д-р Елена Андонова – Универзитет „Неофит Рилски“, Бугарија
м-р Диана Мистреану – Универзитет од Луксембург, Луксембург
проф. д-р Зузана Буракова – Универзитет „Павол Јозев Сафарик“, Словачка
доц. д-р Наташа Поповиќ – Универзитет во Нови Сад, Србија

проф. д-р Светлана Јакимовска, доц. д-р Марија Кукубајска, проф. д-р Луси Карапиколова-Чочоровска, доц. д-р Ева Ѓорѓиевска, проф. д-р Махмут Челик, проф. д-р Јованка Денкова, доц. д-р Даринка Маролова, доц. д-р Весна Коцева, виш лектор м-р Снежана Кирова, лектор м-р Наталија Поп-Зариева, лектор м-р Надица Негриевска, лектор м-р Марија Крстева

Главен уредник
проф. д-р Светлана Јакимовска

Одговорен уредник
доц. д-р Ева Ѓорѓиевска

Јазично уредување
Лилјана Јовановска
(македонски јазик)
лектор м-р Биљана Петковска, лектор м-р Крсте Илиев, лектор м-р Драган Донев
(англиски јазик)

Техничко уредување
Славе Димитров, Благој Михов

Редакција и администрација
Универзитет „Гоце Делчев“-Штип
Филолошки факултет
ул. „Крсте Мисирков“ 10-А п. фах 201, 2000 Штип Р. Македонија

YEARBOOK
FACULTY OF PHILOLOGY

For the publisher:
Ass. Prof. Dragana Kuzmanovska, PhD

Editorial board
Prof. Blazo Boev, PhD
Prof. Liljana Koleva-Gudeva, PhD
Prof. Violeta Dimova, PhD
Ass. Prof. Dragana Kuzmanovska, PhD
Prof. Lusi Karanikolova-Cocorovska, PhD
Prof. Svetlana Jakimovska, PhD
Ass. Prof. Eva Gjorgjievska

Editorial staff

Prof. Ralf Heimrath, PhD — University of Malta, Malta
Prof. Necati Demir, PhD— University of Gazi, Turkey
Prof. Rıdvan Canım, PhD— University of Edrene, Turkey
Prof. Stana Smiljkovic, PhD— University of Nis, Serbia
Prof. Thanh-Vân Ton-That, PhD— University Paris Est, France
Prof. Karine Rouquet-Brutin PhD — University Paris 7 – Denis Diderot, France
Prof. Ronald Shafer— University of Pennsylvania, USA
Prof. Christina Kkona, PhD— Hellenic American University, Greece
Prof. Zlatko Kramaric, PhD— University Josip Juraj Strosmaer, Croatia
Prof. Borjana Prosev – Oliver, PhD— University of Zagreb, Croatia
Prof. Tatjana Gurisik- Bekanovic, PhD— University of Montenegro, Montenegro
Prof. Rajka Glusica, PhD— University of Montenegro, Montenegro
Ass. Prof. Marija Todorova, PhD— Baptist University of Hong Kong, China
Ass. Prof. Zoran Popovski, PhD— Institute of education, Hong Kong, China
Prof. Elena Andonova, PhD— University Neoflt Rilski, Bulgaria
Diana Mistreanu, MA— University of Luxemburg, Luxemburg
Prof. Zuzana Barakova, PhD— University Pavol Joseph Safarik, Slovakia
Ass. Prof. Natasa Popovik, PhD— University of Novi Sad, Serbia

Prof. Svetlana Jakimovska, PhD, Ass. Prof. Marija Kukubajska, PhD, Prof. Lusi Karanikolova-Cocorovska, PhD, Ass. Prof. Eva Gjorgjievska, PhD, Prof. Mahmut Celik, PhD, Prof. Jovanka Denkova, PhD, Ass. Prof. Darinka Marolova, PhD, Ass. Prof.Vesna Koceva, PhD, lecturer Snezana Kirova, MA, lecturer Natalija Pop-Zarieva, MA, lecturer Nadica Negrievska, MA, lecturer Marija Krsteva, MA

Editor in chief
Prof. Svetlana Jakimovska, PhD

Managing editor
Ass. Prof. Eva Gjorgjievska, PhD

Language editor
Liljana Jovanovska
(Macedonian language)
lecturer Biljana Petkovska, lecturer Krste Iliev, lecturer Dragan Donev
(English language)

Technical editor
Slave Dimitrov, Blagoj Mihov

Address of editorial offce
Goce Delcev University
Faculty of Philology
Krste Misirkov b.b., PO box 201 2000 Stip, Republic of Macedonia

СОДРЖИНА
CONTENTS

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Јазик

Надица Негриевска
ПОТЕКЛОТО НА ПРЕДЛОЗИТЕ ВО ИТАЛИЈАНСКИОТ ЈАЗИК
Nadica Negrievska
THE ORIGINS OF PREPOSITIONS IN ITALIAN LANGUAGE 9

Дејан Маролов
ДЕТЕРМИНАЦИЈА И ДЕМАРКАЦИЈА НА ПОИМИТЕ
„МАЛА ДРЖАВА“ И „МАЛА СИЛА“
Dejan Marolov
DETERMINATION AND DEMARCATION OF THE TERMS
“SMALL STATE” AND “SMALL POWER”..... 17

Даринка Маролова, Марина Христовска
СИНТЕТИЗАМ И АНАЛИТИЗАМ ВО ГЕРМАНСКИОТ И
ВО МАКЕДОНСКИОТ ЈАЗИК
Darinka Marolova, Marina Hristovska
SYNTHETISM AND ANALYTISM IN GERMAN AND
MACEDONIAN LANGUAGE 29

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Култура

Ана Витанова-Рингачева
ШАМАНИСТИЧКИ РЕЛИКТИ ВО
РУСАЛИСКИОТ ОБРЕДЕН КОМПЛЕКС
Ana Vitanova-Ringacheva
SHAMANIC RELICS IN
RUSSAL RITUAL COMPLEX 37

Krste Iliev, Natalija Pop Zarieva, Marija Krsteva, Dragan Donev
THE ORIGINS OF THE SEVEN DEADLY SINS 49

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Книжевност

Marija Krsteva, Dragan Donev, Kristina Kostova
OUTLINE OF FICTIONAL APPROPRIATIONS OF
F. SCOTT AND ZELDA FITZGERALD 57

Наташа Сарафова
ЖЕНАТА ВО САЈБЕР-ПРОСТОРОТ
Natasa Sarafova
WOMEN IN CYBERSPACE 61

Наталија Поп Зарева, Крсте Илиев, Драган Донев
ДРАКУЛА НА БРАМ СТОКЕР: СУЕВЕРИЕ ИЛИ РЕЛИГИЈА?
Natalija Pop Zarieva, Krste Iliev, Dragan Donev
BRAM STOKER`S DRACULA: SUPERSTITION OR RELIGION? 69

Методика

Neda Radosavlevikj, Hajrulla Hajrullai
ENHANCING LEARNING AUTONOMY IN AN ESP CLASS BY USING LMS GOOGLE CLASSROOM 77

Марија Тодорова
НАСТАВАТА ПО ШПАНСКИ КАКО СТРАНСКИ ЈАЗИК ВО РЕПУБЛИКА СЕВЕРНА МАКЕДОНИЈА
Marija Todorova
TEACHING SPANISH AS A FOREIGN LANGUAGE IN THE REPUBLIC OF NORTH MACEDONIA 85

Весна Коцева
РЕАКТИВНА ИМПЛИЦИТНА НАСТАВА НАСПРОТИ ДИРЕКТНА ДЕДУКТИВНА ПРОАКТИВНА ЕКСПЛИЦИТНА НАСТАВА
Vesna Koceva
REACTIVE IMPLICIT INSTRUCTION VS. DIRECT DEDUCTIVE PROACTIVE EXPLICIT INSTRUCTION 93

Марија Тодорова
МЕЃУКУЛТУРНИ РАЗЛИКИ ВО ВЕРБАЛНАТА И НЕВЕРБАЛНАТА КОМУНИКАЦИЈА
Marija Todorova
INTERCULTURAL DIFFERENCES IN VERBAL AND NONVERBAL COMMUNICATION 103

Прилози

Ева Ѓорѓиевска
АМЕРИКАНСКИ ПРЕДАВАЊА ОД ИТАЛО КАЛВИНО
Eva Gjorgjievska
AMERICAN LECTURES BY ITALO CALVINO 113

Оригинален научен труд
УДК 37.018.43:004 Original research paper

ENHANCING LEARNING AUTONOMY IN AN ESP CLASS BY USING LMS GOOGLE CLASSROOM

Neda Radosavlevikj[1], Hajrulla Hajrullai[2]

[1]South East European University, Tetovo
n.radosavleviq@seeu.edu.mk
[2]South East European University, Tetovo
h.hajrullai@seeu.edu.mk

Abstract: Software management systems are very important technological resources that support learning in higher educational institutions. It is very important to find the balance between teaching, learning and management. At South East European University, different digital systems were being implemented for over 10 years. Introducing Learner Management Systems (LMS) helps students improve learning and it makes possible for the teachers to create and deliver course resources and activities so that students can have an access to the course and participate in the online environment using the computer at any time or place. This paper describes the implementation of online teaching resources in two different English for Specific Purposes courses (Public Administration and International Communication) by using the software management system - Google classroom. The study was conducted with 38 students studying in an ESP course and the aim was to help students develop critical thinking skills, use online resources for class debates, discuss in and outside the classroom by using the (LMS)-Google classroom.

Key words: *E-learning, ESP courses, (LMS) - Google classroom, learner autonomy, flipped classroom, online learners.*

Introduction

The improvement of the new technologies helps adjusting materials from traditional to online teaching model and it provides enhanced opportunities for students, moving from traditional to more centred teaching methodologies. By implementing the learning management system (LMC) Google classroom students at SEEU are both encouraged and challenged to become more autonomous in and outside the classroom. Furthermore, using the online teaching resources such as discussion forums for class debates, videos, web-links, digital documents in ESP courses ((Legal studies) and (International Communications and Public administration)) helps students improve their speaking skills as well as develop critical thinking skills.

E-learning is a type of learning that supports and helps improving the quality of teaching and learning. A Learning management System (LMS) is developed with the notion of "one size fits all". However this cannot be applied for every educational institution because it differs in its experience so it can be concluded that one size cannot really fit all (Dagada & Mungai, 2013, p.151).

The E-learning process at SEEU brought important changes in its educational concept as well as how it can be successfully and efficiently established. The establishment of new educational challenges increased the progress of implementation of LMS and this

advanced solution included elements of learning, teaching, communication, creation and management. The process involved competences and techniques of designing courses and course instruction, applying digital communication methods along with administrative and organizational changes and procedures.
In order to successfully identify and implement an adequate management system it is important to involve stakeholders including consultations with experts on organizational and administrative level where necessary. There is also need to develop an e-Learning policy that align organizational culture and pedagogical principles that govern the teaching and learning process within the institution. It is very important to find the balance between teaching, learning and management (Wolley, 1994; Nicholson, 2007).

The use of the Learning Management Systems (LMS) makes possible for teachers to create and deliver the course online with additional resources and activities and students can access the course content and participate online in any time and place. The difficulties that appear with LMS is how to maintain the efficiency in communication and balance between learning and management. LMS helps teachers and manages in the process of learning. In this context, the characteristics that are supported are roster students, managing the content, online discussions and similar. On the other hand, the accent of research is more in student experiences and efficacy of the tools. The problem that comes as a consequence of e-learning and application of LMS in higher educational institutions is that many institutions lack adequate comprehensible plan for what LMS are deployed and what is their aim and how much teachers and students are motivated to apply it in the process of teaching and learning.

Currently, deploying different systems becomes a main activity for most institutions that aim to make organizational and administrative changes in the structure of the educational system and apply digitalization that will enable them to communicate more efficiently. The existing LMS practices present an invaluable experience in both technological as well as teaching aspects. The efficacy of the system is based on assessment, monitoring and usability (Shehu et al., 2009; Orfanou et al., 2015). The LMS usage opens new perspectives and opportunities for the users off the system; they actually are the key drivers of the LMS development

The Implementation of LMS at South East European University

The Implementation of LMS at South East European University has been proceeded through three phases:

The first phase: As part of a pilot project with Indiana University, South East European University (2006-2008) bought commercial LMS Angel software with extensive menu of learning and managing characteristics that helped enhancing the e-learning culture among the staff and the students. The system worked very well but due to the fact that this commercial solution is of high cost, it wasn't possible to be upgraded, integrated with other university systems so it was decided to switch towards in-house solution(Abazi-Bexheti et al., 2008)..

In the second phase of implementation, in–house solution (Libri) was designed, developed and integrated in order to meet the requirements with the up-to-date technologies, explore, analyse and enhance based on users' experiences (Shehu et al., 2009). Libri was user-friendly, and was integrated with other existing University e-systems (Abazi-Bexheti et al., 2008). This phase lasted from 2008-2016.

In the third phase of the LMS experience (September 2016-present) at SEEU, the LMS system Google classroom was integrated with Libri. LMS storage expenses started to

increase and the in-house solution could not meet the developments that are coming from manufacturers and huge companies offered for free. Since there was a problem with storage of learning contents the Google Drive file repository system was seen as best possible solution for storing data and cloud storage. Google classroom was an adequate solution for any financial barriers as well as best possible solution for user's requirements. In addition, this LMS made possible to track the activity of the instructors, system usage, generate reports and analyse various factors that maximize the usage.

In the last phase of the LMS experience, (2016-present) **Google classroom** is used as a solution for the financial barriers and user requirements in the past decade. It generates reports, which are analysed to identify the factors that maximize its usage as well as tracts all the activities of the instructors (teachers) in the system and on system usage.

Teacher's role in promoting learner's autonomy

Teacher's role in promoting learner's autonomy is very crucial and more complex than in the traditional teaching. Teacher's role is to prepare learners and to promote learner's autonomy in the classroom and outside of it. Teaching with technology is considered to be one of the most prosperous ways to promote autonomy by using appropriate exercises which foster learner autonomy in English as a foreign language (EFL) class.

Furthermore, lecturers will also need to develop the technological and educational skills needed for the transmission of information outside the classroom (meaning the preparation of material for students to work at home - such as videos, digital documents, and web links) and the material needed for reviewing student work (such as practical exercises and questionnaires). This means learning to use technological and educational resources that facilitate these tasks and so increasing the effectiveness of online presentations. In this type of reverse methodology, it is essential that lecturers conscientiously plan their own and students' activities before, during, and after classes (Rivera & Guiza, 2017, p.2).

The lecturer ceases to be a mere presenter of information and evaluator of assimilation. During the class, the lecturer must lead, guide, observe and evaluate students by providing a relevant feedback when necessary. The lecturer's role as an assessor also becomes more difficult because he or she must perform additional monitoring and assessment and offer more formative feedback to students. The lecturer will also have a decisive role in determining what should be taught and what should be studied by students. For this reason, faculty must possess or acquire the knowledge to understand the methodologies and tools that encourage student effort and learning. Lecturers must make a personal commitment to student learning and this will mean more hours of work (especially during the first year of the new methodology).

Phrases of engaging learners in an online environment

Engaging learners in an online environment develops over time. Students that have been educated in lecture-based environment may be more comfortable in a passive student role and will need guidance to be engaged online.

Online learners should be able to communicate in an online environment establishing comfort with the technology and higher level of self-direction, and at the same time quickly build trust and interaction with others that may never meet face to face. It is the responsibility of the instructor to engage learners and help them build a collaborative relationship among them. The instructor must design courses that will help learners grow in these new relationships.

That is why it is very important for the instructor to develop appropriate activities, which build trust and help a group learn how to work together. As learners gain more confidence and engagement they can be guided how to move through the additional phases of engagement (Conrad &Donaldson, 2011, p.8).

During the **Phrase 1**, the teacher and the student begin the course in the more traditional role of deliver-receiver, with the teacher setting up the initial tone and giving instructions for the course in which he will be the guide. The teacher starts the course with an icebreaker introduction and students learn about each other and interact. In the initial phrase, the teacher role is a social negotiator and the main role is to provide activities that are interactive and help learners get to know each other. In addition, the teacher expresses expectations about the course, provides orientation to the course, and keep learners on track (ibid:9).

After establishing appropriate climate for socializing in the online environment, the teacher becomes a structural engineer responsible for organizing and facilitating the growth of the student as a cooperative participant. The teacher forms groups and provide activities that require critical thinking skills, reflection, and sharing ideas. Phrase 2 begins with a social tone similar as Phrase 1 but leads students toward more academic activities and exchanges (ibid.:10).

In Phrase 3 the teacher help students socialize in the online environment, students act as collaborators that support each other and are responsible for another's learning. The teacher in this phrase is a facilitator that provides activities requiring small groups to collaborate, solve problems, reflects on experiences. The examples of group activities include content discussions, role-playing, debates, and jigsaws.

In Phrase 4 the teacher encourages students to lead the activities and work in teams. The teacher participates in the learning community as any other member. Activities in this phrase are learner-designed or learner-led. Discussions begin to go not only where the teacher intends but also where the students direct them to go. The examples are group presentations and projects, learner-facilitated discussions.

In conclusion, it takes about four weeks for most learners to feel comfortable enough with technology-mediated communication. Designing and utilizing activities that are appropriate for various engagement phrases of students can promote confidence and success and even may move a learner through phrases very quickly. While it may be possible to move more quickly through the phrases, it is recommended that the teacher helps students become oriented to the course as well as become familiar with the new set of peers who will be working together in the online environment (ibid.:11).

Findings and Results

E-learning processes present an essential part of teacher and student coursework at the South East European University. The wide use of Google classroom is now an integral part of annual staff evaluation process and the same applies to students per semester due to the high percentage allocated for the successful integration of Google in the coursework. In order to quantify the extent of the use and integration of (LMS)- Google classroom (hereby referred to as GC) in the teaching and learning process as well as the use of online sources for class debates and discussions in and outside the class a study was conducted with students of ESP courses at the Language Centre at the SEE-University. A total number of 38 students who were actively engaged in the ESP courses for Public Administration and International Communication participated in the study. This particular group of students varies in age; they are between 18 and 20 years old and are linguistically as well as culturally different. Namely, the majority of the students are students whose mother tongue

is Albanians, followed by Macedonian and Turkish students as smaller linguistic and cultural group.

The Language Centre in Tetovo is a central part of every SEEU student's academic career, both as required subjects and as optional elective courses. The University's mission is to promote a multilingual approach to learning, stressing both the importance of local and international languages and Language Centre's primary mission is to provide courses specified in the curricula of the five SEEU faculties. For this purpose, The Language Centre offers classes in English starting from the basic skills up to English for specific purposes in fields such as law, computer sciences, public administration and business administration. This particular research was carried out during fall 2018.

The questionnaire was designed with the sole purpose to measure the perception of students on the different educational as well as methodological aspect of integration of technology in their educational process. There were surprising aspects about the results that were received by the students. Around 80% of the interviewed students believe that it is important to use technology in the classroom. The same, overwhelming majority (82%) also think that teachers should use technology in their classrooms and that the use of technology can improve the coursework (69%).

It is worth mentioning that this sheer enthusiasm of the use of technology in classrooms for educational purposes is also reflected in students' preference in the use of Google classroom for home assignments(66%) whereas oppose the idea of students refusing to use GC for their home assignments. As predicted, these millennials are highly motivated to use the digital software (69%) for their coursework, 69% have said that have no difficulties with the use of Google classroom.

Although this overly enthusiastic positive responses of the access and availability of technology in education is omnipresent, can it be said that the same enthusiasm persists to the same level when it comes to actual implementation of the content through assignments? Fortunately enough, yes, the same enthusiasm persists. 48% of the respondents agree and strongly agree that GC is useful for posting presentations. Around 70% agree that GC is very useful for online discussions which is quite understandably so.

An overwhelming majority of students (approximately 74%) believe that GC should be used for posting online lesson plans. Having in mind the sensitivity of some universities who are still struggling with a successful implementation and integration of educational programs and content as part of their course content it is symptomatic that around 81% of the students think that software systems, which facilitate teaching and learning process, must be used in every university.

Conclusion

It is very interesting to see that there are two overwhelmingly positive responses from the questionnaire, which stand out from the rest. First, there is a wide consensus, which has more than 80% agreement by the students for the need to use more technology in the educational process. Second, the fact that universities are facing an increasing pressure to not only utilize software solutions as part of the teaching process, but also digitalize the content of the coursework for a more practical solutions to a more successful completion of the assignments by the students which in turn will increase the overall graduation rates at university levels. It is a fact that by using contemporary methods such as blended learning teachers help students use the learning time flexibly outside the classroom in order to facilitate and enhance (theoretical and practical) teaching and learning.

In addition, the student obtains information outside the classroom using the digital software and the time spent in the classroom is dedicated to a real interaction between the

teacher and the student in order to ensure a correct assimilation of information. In this way, teachers use their role in the teaching-learning process with different techniques that promote student learning. Taking into consideration the Bloom Taxonomy, teachers should assign content materials for study outside the classroom from the lowest levels of taxonomy (comprehension and recall). Furthermore, students can take advantage assimilating contents linked to higher levels (create, evaluate, analyse and implement).

SEEU is among the first universities to promote new educational programs by using the digital software and in the future, it will have to increase the application of blended learning model in order to become the first higher institution in Macedonia that catches up with the newest trends. The contemporary methods are more effective and efficient than just the traditional learning model so students can be more motivated to study and the University will significantly increase the access to new students who will be stimulated and motivated to study and who will have a great benefit from these high-quality programs.

SEEU started to deal with important changes in the nature of the educational concept and the new advanced LMS solution including all the elements of modern learning, teaching, communication, creation of courses and management. This was a planned process of advanced digitalization designing courses and course instruction through electronic technologies along with crucial transformation in administrative and organizational procedures.

Bibliography

[1] Abazi-Bexheti, L., Dika, Z., Alili, H. (2009), "Analysis Report of Survey Results About The Usage Of A Learning Management System", International Conference on e-Education and eLearning, Vol. 54, World Academy of Science, Engineering and Technology, Paris, pp. 225-229.

[2] Abazi-Bexheti, L., Dika, Z., Besimi, A. (2008), "In house Development of Learning Managment Systems Using Modular Approach", Proceedings of Ed-Media World Conference on Educational Multimedia, Hypermedia & Telecommunications, Association for the Advancement of Computing in Education, Vienna, pp. 5915-5920.

[3] Abazi-Bexheti, L., Kadriu, A., Ahmedi, L. (2010), "Measurement and Assessment of Learning Management System Usage", sixth WSEAS/IASME International Conference on educational technologies (EDUTE '10), Kantaoui, Sousse, Tunisia, pp. 183-186.

[4] Aberdeen Group (2008). Research brief: The rice of Learning Management Systems in Talent Management Systems, Abeerden, Boston.

[5] Aberdeen Group (2008). Research brief: The rice of Learning Management Systems in Talent Management Systems, Abeerden, Boston.

[6] Aduwa-Ogiegbaen, S. E. O., & Uwameiye, R. E. O. (2006). Internet Usage among University Lecturers in Southern Nigeria. *International Journal of Information and Communication Technology Education,* 2, 1, 28-36.

[7] Alghamdi, S. R., Bayaga, A. (2016), "Use and attitude towards Learning Management Systems (LMS) in Saudi Arabian universities", *Eurasia Journal of Mathematics, Science & Technology Education,* Vol. 12, No. 9, pp. 2309-2330.

[8] Bersin, J., Howard, C., O' Leonard, K., Mallon, D. (2009). Learning Management Systems 2009: Facts, Practice Analysis, Trends and Provider Profiles, Bersin & Associates.

[9] Combes B. &Anderson K. (2006), Supporting first year e-learners in courses for the information professions, *Journal of Education for Library and Information Science,* 47, 259-276.
[10] Combes, B. & Carroll, M. (2013). Are we there yet? ELearning in library and information science courses in Australia. Education for Information, 29, (3-4), 205-218.
[11] Conrad,R-M & Donaldson, A. (2011).Engaging the Online Learner. San Francisco: Jossey-Bass.
[12] Dagada, R & Mungai, P (2013). Learning Management System Implementation Framework for Higher Education: *International Journal of e-Education, e-Business, e-Management, e-Learning, Vol3, No2,* 151-154
[13] Dam, Leni (1994): *How Do We Recognise an Autonomous Classroom?* Die Neueren Sprachen, 93/5, 503-527.
[14] Davis, H. C. & Fill, K. (2007). Embedding blended learning in a university's teaching culture: Experiences and reflections. *British Journal of Educational Technology, 38(5)*, 817-
[15] 828.
[16] Gulatee, Y & Combes, B. (2017). Owning ICT: Student use and ownership of technology.
[17] Walailak. *Journal of Science and Technology (WJST), 15*. Retrieved from http://wjst.wu.ac.th/index.php/wjst/article/view/2868 (In press).
[18] Gulatee, Y. & Pongthanoo,P. (2015). The Usage of Facebook and NPU-ELearning Case study In Faculty of Management and Information Technology, Faculty of Art and Science at
[19] Nakhonphanom University. Nakhon Phanom University Journal, 5, 3, 89-96.
[20] Gulatee, Y., Clayden, J., & Combes, B. (2011). An investigation of teaching wholly online in a School of Computer and Information Science. *Journal of Innovation in Teaching and Learning in Information and Computer Sciences* (ITALICS), 10, 2.
[21] Lonn, S., Teasley, S. D. (2009), "Saving time or innovating practice: Investigating perceptions and uses of Learning Management Systems", Computers & Education, Vol. 53, No. 3, pp. 686-694.
[22] McQuiggan, C. A. (2007), "The role of faculty development in online teaching's potential to question teaching beliefs and assumptions", *Online Journal of Distance Learning Administration, Vol. 10, No.* 3. 13.
[23] Menard, S. (2009). Logistic Regression: From Introductory to Advanced Concepts and Applications, SAGE Publications.
[24] Mohd Ayub, A. F., Tarmizi, R. A., Wan J., Wan M., Wan A., Wan Z., Luan, W.S. (2010), "Factors Influencing Students' Use a Learning Management System Portal: Perspective from Higher Education Students", *International Journal of Education and Information Technologies, Vol. 2, No. 4,* pp. 101-108.
[25] Morris, M. G., Venkatesh, V. (2000), "Age differences in technology adoption decisions: implications for a changing work force", Personnel Psychology, Vol. 53, No. 2, pp. 375-403.
[26] Nicholson, P. (2007), "A history of E-learning", in Fernández-Manjón, B., Sánchez-Pérez, J. M., Gómez-Pulido, J. A., Vega-Rodríguez, M. A., Bravo-Rodríguez, J. (Eds), Computers and education, Springer, Dordrecht, pp. 1-11. Unauthenticated Download Date | 4/27/18 3:08 AM 42 Business Systems Research | Vol. 9 No. 1 |2018
[27] Orfanou, K., Tselios, N., Katsanos, C. (2015), "Perceived usability evaluation of learning management systems: Empirical evaluation of the System Usability

Scale", International Review of Research in Open and Distributed Learning, Vol. 16, No. 2, pp. 227-246.

[28] Pardamean B., Susanto M. (2012), "Assessing User Acceptance toward Blog Technology Using the UTAUT Model", *International Journal of Mathematics and Computers in Simulation, Vol. 6, No. 1*, pp. 203-212.

[29] Rivera, R. & Guiza, M. (2017), "Flipped classroom to Support Blended Learning Teaching", Universidad Autonoma de Baja California.

[30] Shehu, V., Besimi, A., Abazi-Bexheti, L., Shaqiri, M. (2009), "Usability Issues While Building A New LMS", Proceedings of the 31st International Conference on Information Technology Interfaces, SRCE, Cavtat, Croatia, pp. 317-322.

[31] Wichadee, S. (2015), "Factors Related to Faculty Members' Attitude and Adoption of a Learning Management System", *Turkish Online Journal of Educational Technology*, Vol. 14, No. 4, pp. 53-61.

[32] Woolley, D. R. (1994), "PLATO: The Emergence of Online Community", available at http://www.thinkofit.com/plato/dwplato.htm (15 December 2008)