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Петта меѓународна научна конференција

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Fifth International Scientific Conference

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ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ

ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ

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## STRUCTURE OF THE ENGLISH LANGUAGE TEACHERS AT THE UNIVERSITIES IN THE REPUBLIC OF NORTH MACEDONIA

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### Abstract

The paper presents the results of the latest research related to a larger project that analyzed the application of modern technologies in the study of English Language at universities in the Republic of North Macedonia. A total of 9 universities in the Republic of North Macedonia were covered by the survey, of which 7 public and 2 private. In this paper we have decided to present the results that refer to the structure of teachers who teach English at our Universities through gender, age, work experience and which disciplines they teach. 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. Majority of English language teachers (ELT) at the University level in the Republic North Macedonia are females (85%) while only 15% are their male colleagues. The results showed that these are experienced teachers in their most fruitful and productive years for teaching. 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 process, where 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 Contemporary English Language and English Literature as the most traditional courses are represented by only 5%.

**Keywords:** *University teachers, English language, age of teachers, experience, gender*

### Introduction

The modern way of learning English, in which new tools are constantly introduced, mainly in the field of new technologies, has raised the issue of analysis of the teaching staff that implements the teaching process of the Universities in the Republic of N. Macedonia. This was a motivation to focus our research on the teachers at the Universities in our country in order to get information about their gender, age, structure and experience in teaching English. Also, which most common courses they teach at our universities. The main purpose of these surveys was to obtain relevant information on these important structural issues through direct surveys. To meet these goals, the research was conducted at all state and several private universities in N.Macedonia. The obtained results are processed by software and some of them are graphically presented with calculated values and textual descriptions in the part of the explanations. The comparative analysis was made with similar universities in the

region, Europe and the world only completed the picture of the structure and competence of the teachers involved in teaching English at the universities in the Republic of N. Macedonia.

### Results and discussion

The results of the latest research on the structure of teachers at the Universities in the Republic of N. Macedonia are presented and interpreted according to the conducted surveys. 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).

#### 1. What is your gender?

20 responses

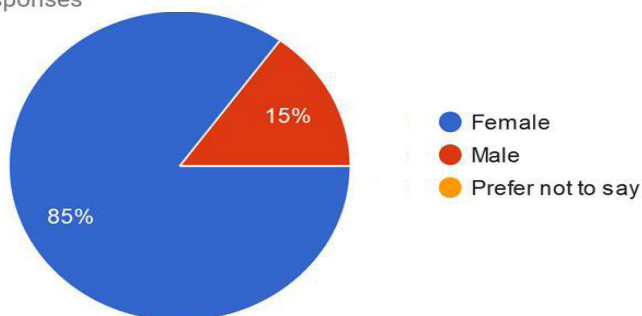
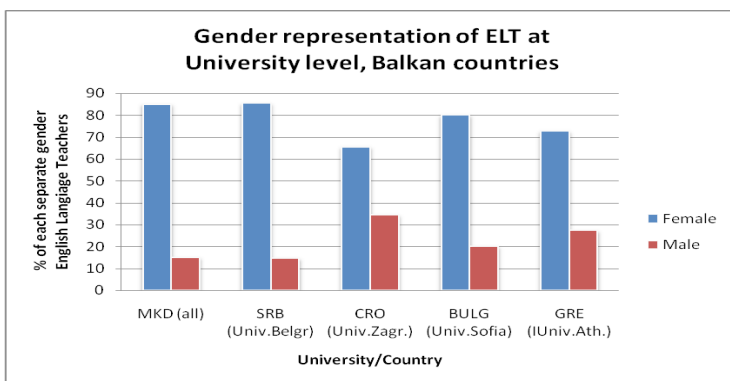


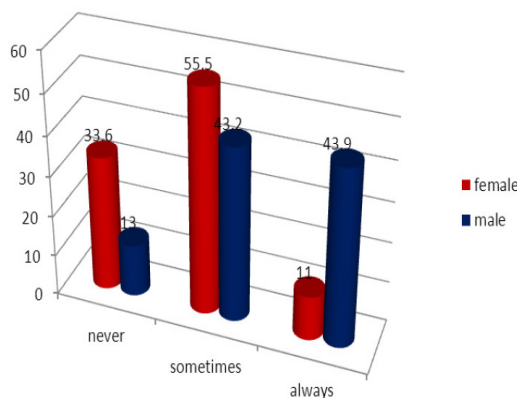
Fig. 1. Statistical information about the gender of surveyed teachers

Figure 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 N.Macedonia, that for years now, at the Faculties of Philology in our country, join mainly females. The obtained results are very similar and compatible with the findings of Todman (2000), which underlines the steady increase of female language teachers in English language teaching (Mahdi and Al-Dera, 2013). Our latest research was focused on the main state universities in the Balkans, where the population of the teachers at the Faculties of Philology in Belgrade, Zagreb, Sofia and Athens. The obtained data confirmed the trend that we received at our universities, where most of the English teachers at the Faculties of Philology at the universities are female. The factual situation from the research showed that at the University of Belgrade over 85% of the teachers are women, and over 14% are men. At the University of Sofia, the percentages are very similar to those from Skopje and Belgrade, ie 80% are women and 20% are men. We have a slightly different situation with teachers and their gender representation at the University of Athens, where 72.7% are women and 27.3% are men. This trend is even more noticeable at the University of Zagreb where 65.5% are women, while 34.4% are men (Figure 2).



**Fig. 2.** Gender representation of English Learning Teachers at University level in some of the Balkan countries

This analysis confirmed our findings for the Universities in the Republic of N.Macedonia, but in general the attitude and the fact remains that most of the Universities, around us and beyond in Europe, the Faculty of Philology is dominated by female teachers. In the context of the above mention, we want to present certain statistics made at the University of Kuwait, which is viewed from a slightly different aspect the participation of teachers' gender in the efficiency and responsibility of the teachers in the teaching process. (Figure 3).



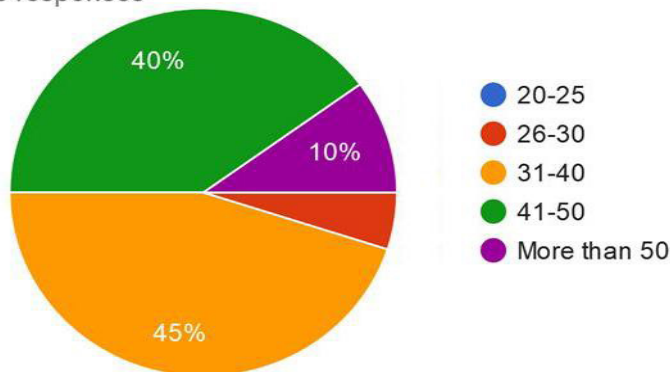
**Fig. 3.** Answers to the statement 'male/female teachers teach better' (Taqi et al., 2015)

From the diagram (Taqi et al., 2015) above and the presented statistical data from the surveyed students, we can see that the gender of the teachers does not have a drastic impact on the quality of teaching, but still leaves the possibility that in some cases female teachers can give better positive results, while male teachers almost regularly give good results. At this we have not done such research in our Universities but it is important to be in the focus.

In the second part, the questionnaire refers to the age of the respondents, that is, the teaching staff of the faculties in our country (Figure 4).

## 2. Please indicate your age:

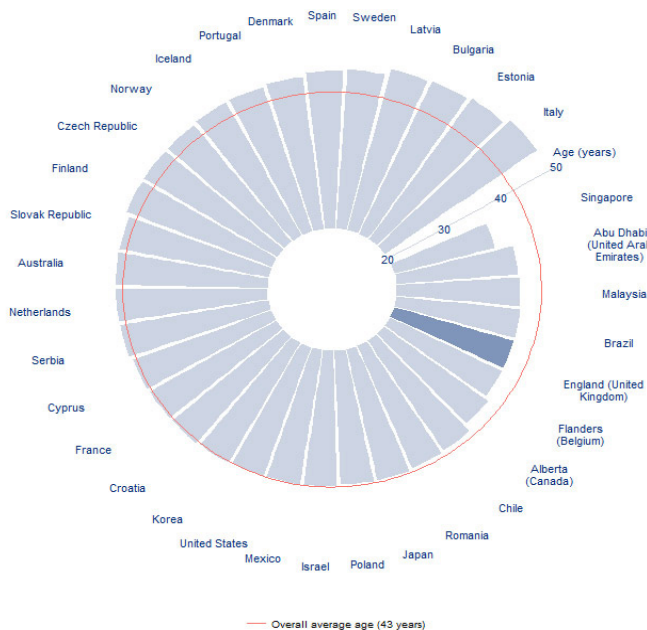
20 responses



**Fig. 4.** Age of surveyed teachers

The picture (Figure 4) 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. These findings were pretty much in line with the findings of Mahdi and Al-Dera (2013) with 59% of ELT being at age between 20-40 years while the rest of 41% belongs to teachers at age 41-60. Also, very similar is situation with some universities at the Balkans (University of Podgorica, Montenegro and University of Kragujevac, Serbia) where 50% of ELT professors are younger than 40 years, 41% are between 41-50 years and only 9% are older than 50 years. In this direction, although on the other side of the World, the situation is quite similar in Seoul, Korea, where the age of ELT professors ranged from 31 to 57, but more significantly averaged 42 years of age (Park and Son, 2009). This a general trend Worldwide as it can be seen from the Figure 5, below.





**Fig. 5.** Age of English language teachers in numerous countries around the World

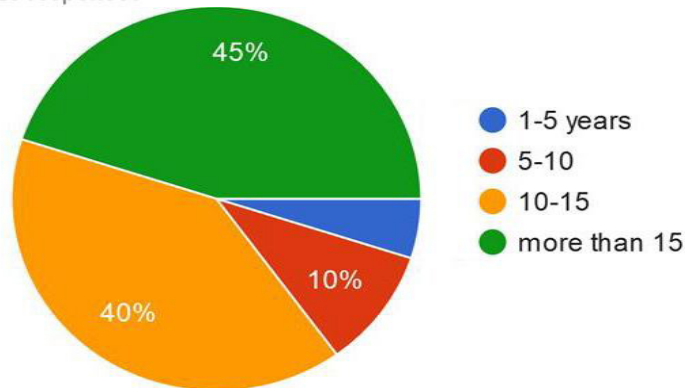
From Figure 5 above ([www.oecd.org/edu/school/talis.htm](http://www.oecd.org/edu/school/talis.htm)), approximately it may be considered that more than 2/3 of the analyzed countries have English Language teachers in the range of their early forties (40-45 years of age).

It can also be concluded that this structure of the age of the respondents also indicates that still most frequently used categories are those with the application of new technologies in the environments where they work. The compatibility of the results of this research is in direct correlation with the findings of Yaghi (2001) and Teo (2008), who in addition of the age of the teachers gave a direct connection to the application of new modern technologies in English language teaching.

The third question from this questionnaire refers to the working life of the respondents, i.e. how long they are involved in the educational process. (Figure 6). Figure 6 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.

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

20 responses



**Fig. 6.** Information about how long the surveyed teachers have been involved in the teaching process

Also, as the working experience enhance, significantly increases teacher's ability to reflect and analyze their experience, which objectively can help them evaluate and embrace the most suitable approaches, methods and techniques for teaching English instead of following in the footsteps of their institution curricula (Matic, 2011). Also, we would like to emphasize that across the World, the longer period of involvement in the teaching is related to higher quality of the teaching process (Park and Son, 2009; Chetty et al., 2014). Findings of Coombe and Khan (2015) confirmed that people all over the world are looking for more effective, less expensive and innovative ways to get the work done where the field of English language teaching is no exception. Also, the best practice is a technique or methodology that through experience of teachers and their research has proven to reliably lead to the desired result. These experiences can show us what works and what doesn't work in the teaching process. Inevitably, variables of gender, length of teaching experience and teacher qualifications are definitely affected by the motivational strategies (Asante et al., 2012). This is highly significant, because it suggests that the whole concept of teacher quality is far more fluid than we might have believed until today.

It is fundamental to accent that these quantitative figures have recently been confirmed in the latest statistics for most of the 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-and-professors#teacher-quantity>). Although the quantitative participation of those under 10 is smaller, it is possible to rejuvenate the teaching staff, however, we consider that quantum should be higher. This is a reality even in some traditionally conservative societies (Mahdi and Al-Dera, 2013).

The fourth question from the questionnaire refers to the disciplines that the surveyed 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 N. Macedonia is extensive with more than 30 specific courses starting with English Teaching Methodology, Contemporary English Language and Contemporary English Language, Business English, grammar courses etc.

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 course, followed by the English Language Teaching Methodology with about 12.5%, while Contemporary English Language and English Literature as the most traditional courses are represented by only 5% (Serafimovska, 2019). What is significant in the examinations carried out for the purposes of this research is the fact that only 7.5% in the programs of the surveyed universities have involved the course Modern English Language. Normally, it encourages the fact that this course appears at certain faculties when innovating the study programs, but probably this is not sufficient, but it points out the need for such a course. All other courses shown in Graph 4 are represented by around 2.5% and they are the product of various study programs, both at the state and private universities. Some of the Faculties include different courses such as Business English, Intercultural Communication, British and American Civilization and others.

As a final conclusion related to the four questions from the general corpus of the questionnaire, we can conclude that the questionnaire was filled in mainly by teachers in the so-called middle age, most of them with over 85% are in the age from 30 to 50 years and they are working over 15 years. This points 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 of learning English language and it does not depends only from the teachers.

### **Conclusion**

The conducted researches confirmed the previous conclusion that the University population in our country, and wider, is dominated by the female population of professors, which goes up to 85%. The average age of professors in English is around 40 years, which is very similar to the age limit of many European and World universities, where the average age is 42 years. The examinations in the part of the experience in teaching English at our Universities belong to professors with more than 15 years of experience, which is in correlation with the European universities where it is emphasized that quality teaching comes with experience. In the part of the studied disciplines, the conclusion is that Contemporary English Language and English Literature as the most traditional disciplines are only 5% represented, which is interesting.

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