

“THE INFLUENCE OF THE ENGLISH LANGUAGE IN A MULTILINGUAL AND A MONOLINGUAL ENVIRONMENT – A COMPARATIVE APPROACH”

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ABSTRACT: *The study focuses on the influence of English language in Macedonia, which is a multilingual, multicultural, and multiethnic country, situated in Southeast Europe. More precisely, the study investigates and compares the role of English inside and outside the classroom in two different environments. Firstly, in Tetovo as a multilingual place where quite a lot of people very easily shift from the local languages in use (Albanian, Macedonian and Turkish) and English when necessary, and secondly, in Prilep, as a mainly monolingual place, where from the local languages, mostly Macedonian is used. The study uses both quantitative and qualitative methods. The quantitative data collection includes learners’ questionnaires. The qualitative data phase includes descriptive research by using interviews. Finally, the study identifies several important issues regarding the positive and negative influence of English and compares the participants’ attitudes towards the role and the influence of English in a multilingual vs. monolingual environment. The findings of the study are expected to be of use to policy makers in the country and wider, the local government, educational institutions, current and future English teachers and students.*

KEY WORDS: multilingual, monolingual, English, classroom, environment, influence

INTRODUCTION

In this chapter, both positive and negative influence of English will be discussed. Moreover, the aims and the objectives of the study will be presented. Finally, previous studies and research will be introduced.

The Effect of Using English

Nowadays, English is the most spoken language in the world, not only as a first or as a second language, but also as a foreign language. People use English mainly to communicate with other people, which mean to send and receive messages that will be understood by both speakers and receivers. Hence, English has a special status and role that is globally accepted and as such, it has a positive and a negative impact.

Positive Influence of English

When considering the usage of English inside the classroom as the sole medium of instruction, than it is more than obvious that participating in English - only classroom is in favor for academic success and it has a positive influence on students’ performance.

“If teachers allow native languages to be used in English classrooms, student opportunities to learn English are lessened. In a rather monolingual society, maximizing students’ chances and

exposure to English should be one of the prime responsibilities of an English teacher. Allowing bilingualism in English classroom will generally only deprive students of an excellent opportunity to use and learn English” (Wong, 2010, p.127).

Next, as international language, English has a great impact on the political and economic growth and development, and there is enormous demand and need for English knowledge and proficiency. Nowadays, all business meetings and conferences use English as a means for communication. The positive effect of English as an international language can be noticed not only in the economic and political growth, but also in the development of the tourism in one country. For instance, English language fluency and proficiency of the citizens attracts more visitors, since they can easily achieve communication. Importantly, above all it is not the knowledge of particular language a key component for the development of the tourism and for the attraction of tourists. As international language, English knowledge contributes to better communication with foreigners, international singers, athletes, actors and actresses, etc.

“A Finnish scientist coming to Vienna for a conference on human genetics; an Italian designer negotiating with prospective clients in Stockholm; a Polish tourist chatting with local restaurateurs in Crete: they all communicate successfully in English” (Jenkins & Seidlhofer, 2001, para.1).

According to many researchers, the influence of English as a neutral language, a language that is used among people who do not share the same mother tongue, belongs to the list of advantages (Ammon, 2006; European Commission, 2008; Sarlota, 2003; Wise). Therefore, using English as ‘the third language’, firstly, reduces the levels of ethnocentrism and serves as a bridge - language that helps avoiding the appearance of linguistic conflict, and secondly, enables easier communication and reduces the occurrence of misunderstanding.

Negative Influence of English

There have been mixed feelings about the influence of English, as the most dominant language and that English should be accepted as the global lingua franca. Principally, the main concerns about the negative impact of English are closely related with the threat to other languages and/or minority language endangerment (Crystal, 2003). The global dominance of English in number of domains: internet, advertisements, commercials, music and film, etc. leads to excessive use of English and appearance of anglicisms, which again threatens minority languages.

Next, the linguistic complacency, an attitude of native English speakers that assume that everyone should be able to speak English and they use English whenever they go, is another matter of concern that has been argued as a disadvantage of the influence of English. This issue is associated with the linguistic power of English, since it is assumed that those who lack of English proficiency and fluency, lack behind.

Finally, upgrading English as the global lingua franca causes fear of loss of the cultural and social values of one nation. The celebration of linguistic diversity is Europe’s key component and the idea of creating English - only nation threatens cultural diversity. Therefore, as Orban, member of the European Commission discusses “the ability to communicate in several languages is a great benefit for individuals, organizations, and companies alike... it enhances creativity, breaks cultural stereotypes, encourages thinking ‘outside the box’, and can help develop innovative products and services” (European Commission, 2008).

Previous Studies and Research

Taking into account that globalization is a key topic of the 21st century, many studies have discussed the role of English as a global lingua franca in Europe and around the world (Crystal, 2003; Graddol, 2006; Swann & Seargeant, 2011). In that sense, many studies are focused on the issue of multilingualism in Europe and on the idea of promoting English as global lingua franca, concretely on the positive and the negative aspects of creating an 'English - only nation' (Ammon, 2006; Phillipson, 2003; Phillipson, 2008; Wise). From this point, the discussion on the roles of English in a multicultural setting has been emphasized.

Primary, Coleman (2011) discusses four roles of English: English for academic success, English for international employment opportunities, English for international communication, and English for global education. Similarly, Berns, Bot, & Hasebrink (2007) have argued the role of English in the workplace, in business and commerce, science and technology, in the education, and in the media (more precisely, television and film, internet, radio and print media). Next, Truchot (2002) discusses the role of English in the education, English in the science, English in the workplace and the use of English as a supranational language in the EU institutions. Accordingly, Sarlota (2003) has highlighted the role of English as a global language in Europe, due to its multiple functions i.e. a mother tongue, a foreign language and international language. Likewise, Kirkpatrick (2009) has analyzed the role of English inside the classroom vs. the role of the local languages in the school curriculum and has suggested methods for teaching and learning English. Finally, while discussing the multiple roles of English in Europe, it is important to mention Erling (2004) who has conducted a case study reviewing the students' motivations to study English in a German perspective. The analysis from this study showed that the principle motivations for studying English are the following:

- Getting in touch with people from other countries
- Personal connection with an English speaking culture
- Liking English
- Academic needs
- Employability

Importantly, additional motives are related with the importance of using English for the tourism, advertising, and media and entertainment industry.

On contrary, few studies have been investigating the influence of English as a neutral language in the EU or the role of English as a bridge language that helps avoiding linguistic conflict. Ammon (2006) has discussed the linguistic conflicts in the European Union (EU), as well as, the advantages and disadvantages "for having a single internal working language - for which English is the only candidate" (p.319). He discovered that using English in the EU "would entail downgrading their own language in this function with, as a consequence, loss of prestige and attraction as an object of foreign language studies and a diminishing of its international standing" (p. 332). An additional concern is the loss of the mother tongue.

The advantages can be understood by the topic itself, concretely, in the EU English is used as a neutral working language in order to avoid linguistic conflict that can appear due to multiculturalism. Similarly, Mantz (2007) argues the pros and cons for using English as European lingua franca. Some of the advantages include: "it simplifies trade, it makes scientific reports and achievements more easily and quickly recognized, and it has

advantages in political discussions... It is an easy means of communication, and the propagating and spread of English thus seems to be mankind's general task" (p. 56). On contrary, the major disadvantage of using English as the EU principal language is the minority language endangerment. The reason for language loss appears because of excessive use of English language, which in turn leads to appearance of anglicisms.

Finally, some studies have been concentrated to discover the influence of using English on students' performance. Moreover, they have analyzed different methods of using English both inside and outside the classroom and the way they influence on students' performance or more concretely on the four skills (listening, speaking, reading, and writing).

MacLeod and Larsson (2011) have conducted a study that aims to discover the English influence on Swedish teenagers. Some of the most significant results have shown that the:

- "Students are heavily exposed to aural English, the most significant medium being music along with television and film.
- Singing is the most popular form of oral English outside of the classroom.
- Students do not tend to write an awful lot in English outside of the classroom.
- Computers and the internet play a massive role in exposure to English outside the classroom.
- Students feel that an average amount of relevant English can be found in the classroom environment" (p.24).

Similarly, Oya, Manalo & Greenwood (2009) argue the influence of language contact and vocabulary knowledge on students' performance. They have discovered that the language contact inside the classroom is very important for students' performance. However, they believe that the language contact outside the classroom (at home, at work, in non - English language classes, when watching TV/movies, when reading and/or writing, when listening to English music/radio, and or when contacting with English native and/or non - native speakers) is more important for students' performance and has a huge influence on vocabulary enrichment.

The combination of the multiple roles of English and the comparison of the influence of those roles in monolingual vs. multilingual environment is our field of interest.

Aims and Objectives of the Study

The main purpose of the study is to investigate and compare learners' and teachers' attitudes towards the influence of English, both inside and outside the classroom, in two different settings i.e. monolingual and multilingual setting. Hereafter, the aims and objectives of the research will be stated and discussed.

Aims of the Study

This study will provide us with information that will prove that in both monolingual and multilingual environments, in Macedonia, the principle influence of English reflects on the academic success, specifically on its usage inside the classroom, since it is learned and taught as an obligatory foreign language. Furthermore, the study will determine that in Macedonia, English is used outside the classroom, notably, mainly in the multilingual environments. The most important role of English outside the classroom is its role of 'a bridge' for overcoming unpleasant situations that occur because of ethnic, cultural, religious, and linguistic conflict. Furthermore, the aim of the study is to discover the global influence of English and the function

of English by comparing two different settings in Macedonia, Tetovo as a multicultural, and Prilep as mainly mono-cultural environment.

Objectives of the Study

The major objectives of this study are:

- To find out the significance of English language inside vs. outside the classroom;
- To determine how often teachers and learners use English inside and outside the classroom;
- To determine if people use English as a bridge for overcoming unpleasant situations;
- To find out and compare the usage of English in a multicultural and a mono-cultural environment.

Organization of the Thesis

This thesis consists of six chapters: introduction, literature review, research methodologies, data analysis, conclusion, limitations, and recommendations.

Chapter 1 presents the research background followed by a description of the importance and the purpose of the study.

Chapter 2, primarily, reviews the literature about the influence of English in a monolingual and a multilingual environment and the role of English inside and outside the classroom. Then, it continues with a discussion of the role of English in Europe, to finish with the role of English in Macedonia. Finally, the usage of English as a global lingua franca and its negative and positive influences are examined.

Chapter 3 is a presentation of the research methods. Specifically, in this chapter the research questions and hypothesis are stated. Moreover, the participants, the materials, the procedures and the instruments are presented and in details discussed in this chapter.

Chapter 4 is a presentation of the study's results and the analysis of the gathered data. In addition, the results of the participants' questionnaires and teachers' interviews are analyzed in this chapter.

Chapter 5 draws the conclusions and limitations of this study.

Chapter 6 includes the recommendations of the study.

The study ends up with a list of references and appendices that include an outline of the questionnaires.

LITERATURE REVIEW

In this chapter, the spread of English as a global lingua franca is discussed. Moreover, the factors for the emergence of English as global lingua franca are examined. Furthermore, this chapter presents the possible risks that may appear or the negative aspects of global lingua franca. As a final point, the role and the status of English in Europe, to finally keep the attention

on the role and the status of English in Macedonia, as a part of the multicultural and multilingual Europe, are argued.

English as a Global Lingua Franca

Since we live in the age of globalization, that has a great impact on all aspects of life and influences language use, English language is given a special role of a global language. Globalization “is a complex phenomenon, with positive and negative social impacts” embracing economics, culture, identity, politics and technology” (Coleman, 2006, p.1). Hence, the spread of English as a global lingua franca is closely related with the process of globalization. According to Crystal (2003), a language acquires the status of a global language, when it is given a role that is recognized in every country. Moreover, Swann and Seargeant (2011) define global language as a “single code to unite the peoples around the world linguistically” (p.196). According to Hasman, (2004, p.19):

“When Mexican pilots land their airplanes in France, they and the ground controllers use English. When German physicists want to alert the international scientific community to new discoveries, they first publish their findings in English. When Japanese executives conduct businesses with Scandinavian entrepreneurs, they negotiate in English. When pop singers write their songs, they often use lyrics or phrases in English. When demonstrators want to alert the world to their problems, they display signs in English”.

When people who share different mother tongues and backgrounds meet, they need to communicate and use a particular language in order to understand each other. Therefore, the need for global communication and mutual understanding, led to increasing the number of English speakers and promoting English as the most widely spoken language.

Perhaps one of the most frequently asked questions is “What makes a global language”. According to Crystal (2003) and Swann and Seargeant (2011) the reason why a language becomes a global language is not related with the number of speakers of that particular language, but with the dominance and the power of the language, both socio-economic and political. The need for finding a language that will act as a lingua franca, i.e. an auxiliary language that will facilitate the communication between people, has little to do with the number of people who speak it. Discussed historically, there have been many *lingua francae*, but we will mention only a few to illustrate the factors that help a lingua to become franca. Greek was widely spoken lingua franca of Antiquity. “It was first considered a decayed and oversimplified language by native speakers of Greek, but Greek culture was so prestigious that the “common language” was soon considered the universal language of knowledge, science, philosophy and literature” (Frath, p.1). Nevertheless, as Crystal (2003), claims Greek did not become a lingua franca because of intellects of Plato or Aristotle, but the answer lies in the military power. Greek was the most widely spoken language between the armies, from Egypt to India, during the reign of Alexander the Great. “For several centuries Greek shared the role of lingua franca with Latin” (European Commission, 2011, p.12). However, the expansion of the Roman Empire, led to replacing Greek with Latin. Throughout the Middle Ages, the growth of Rome occurred rapidly and gave Latin the role of lingua franca. “For centuries in western countries, Latin was the lingua franca, thus, the authoritative language for legal and religious texts, and the main language of education (i.e. instruction). Local languages were only used for local needs” (Mantz, 2007, p.43). Similarly as Greek, Latin became lingua franca not because the Romans were numerous, but because of their power. “Between the 17th and the beginning

of the 20th century, Latin started to lose its dominance and was replaced with French which was used as an international language of diplomacy all over the world” (Sarlot, 2003, p.53).

“The influence of French culture was such that in many areas French became the language of the educated: in Russia the aristocracy adopted French as the language of conversation and correspondence, reserving Russian for communication with the lower classes, and the Polish author Jan Potocki chose French for his Manuscript Found in Saragossa” (European Commission, 2011, p.13).

Accordingly, as Frath claims, “French became the main language of culture, diplomacy and commerce until the middle of the 20th century, when it was replaced by English” (p.2). Finally, towards the end of the 20th century, English was given the status of lingua franca. Before examining the status of English as today’s lingua franca, we will define the meaning of English as lingua franca.

The term English as a lingua franca (ELF) refers to “communication in English between speakers with different first language” (Seidlhofer, 2005, p.339). According to Hill (2003), “ELF is, by definition, a pidgin; It is a third language used as a communicative bridge between those who do not share a common first language” (para.4). Similarly, Phillipson (2008) describes ELF as “a neutral instrument for ‘international’ communication” (p.250). Swann & Seargeant, define ELF “as a means of communication for people across the globe who do not share a mother tongue and yet, given the globalized society in which we now live, have the need to interact” (2011, p.29).

The fact that English has become the most dominant language used in a number of domains such as in science, technology, Internet, economy, business, music and film, education, etc. placed English in the list of *lingua francae*. “Almost 400 million people speak English as a first language, and around the same number as a second language. Around one quarter of the world’s population has some knowledge of the language” (Lever, as cited in Mantz, 2007, p.45). As discussed, a language does not acquire the status of lingua franca according to the number of native speakers of the particular language, as if the number of native speakers of a particular language is taken into consideration, than obviously Chinese should be in the place of English. As Crystal (1997) argues the main reason, why English has acquired the status of lingua franca is due to two factors i.e. the expansion of the British colonies and the growth of the United States as the leading economic power. Graddol (1999, p.57), prophesied “in [the] future [English] will be a language used mainly in multilingual contexts as a second language and for communication between non-native speakers”. Notably, nowadays English has acquired the status of a global lingua franca and the number of English speakers drastically increases. According to Wikipedia, the Free Encyclopedia, “approximately 375 million people speak English as their first language” whereas, the number of people who speak English as a second language, varies from 470 million to over a billion. Crystal (2003) claims that the English language had 1.5 billion speakers in 2000, which makes it the most widely spoken language in the world. Similarly, Hasman (2004) discusses that “by 2010 the number of people who speak English as a second or foreign language will exceed the number of native speakers” (p.19). The reason for such rapid progress lies in the necessity for mutual understanding whether the motive is everyday communication or formal communication.

According to Swann and Seargeant (2011), there are several reasons why English has emerged as the most dominant language. The first reason is related to political power, which is seen in the form of colonialism.

“Starting with the establishment of English-speaking colonies in Americas and Asia, through the colonial expansion in Africa and South Pacific, up to the present day adoption as the official and semi-official language by many independent countries, that is the movement of English around the world” (Krajňáková, 2012, p.1).

The growth of the British Empire made English an official language along with French. Thus the role of English has changed i.e. the documents were printed in both French and English. The second reason is related to the economic growth, “which led to Britain being called the ‘workshop of the world’” (Swann and Seargeant, 2011, p.157). As a result, English has been considered as the language of international business and trade. Next, “English language has been an important medium of the press for nearly 400 years” (p.158) and because of the new printing technology and new methods of mass production and transportation, the nineteenth century was the period of progress. Additionally, more and more newspapers across the world were published in English, meaning that the press has contributed to the emergence of global English. Another factor that helped English to become a global lingua franca was the media and the entertainment industry. English has become the language of the advertising, broadcasting, film, and music, for instance, Hollywood movies, American popular music, Coca Cola’s advertisements; BBC News, etc. are seen as an entertaining way of promoting English. Subsequently, the necessity to travel, regardless the motives (holiday, business meetings, conferences, etc.), helped English to become an international auxiliary language of the sea and air. Finally, the educational system as well contributed in the emergence of global English. Around the world, English has been taught and learned in many different ways i.e. as a native language (NL), as a second language (ESL) and as a foreign language (EFL). As a result, it turned into the most learned and taught language worldwide.

As discussed, globalization is a process that contributed to changes in every aspect, starting from science and technology, business and economy, etc. and finishing with education and language policy. Hence living in a globalized world, where English language has multiple roles and status that is widely recognized, we need to examine the dangers of English as a global lingua franca.

The Dangers of Using English as a Global Lingua Franca

The global dominance of English increases the number of English non-native speakers who become bilingual. However, besides the positive aspects of using English as a global lingua franca, recently the subject of creating an ‘English-only’ population has been emphasized. Though English as a global lingua franca facilitates the communication among people and serves as a neutral language that can prevent possible conflicts that appear in multicultural environments, critics have pointed to possible dangers of using English globally.

As Berns, Bot, & Hasebrink (2007) argue, “enthusiasm for using or learning English does not, however, imply widespread acceptance and positive attitudes toward the pervasive presence of English” (p.39). Similarly, Philipson (2003) discusses the influence of using only English. Moreover, he argues, “the forces of globalization and americanization may be moving language policy in the direction of monolingualism” (p.3). According to Crystal, probably one of the major concerns of using English as a global lingua franca is the linguistic death. Language death is not a new process. “No one knows how many languages have died since humans became able to speak, but it must be thousands” (Crystal, 2003, p.20). Hoffman (2009) discusses that language extinction causes loss of the culture as well. If there are no speakers of

a particular language, then traditional songs, poetry, and other verbal art forms are only a piece of the cultural values that will be lost. Additionally, Philipson (2008) refers to English as '*lingua frankensteinia*' or/and 'the English monster'. As he discusses "The elimination of linguistic diversity has been an explicit goal of states attempting to impose monolingualism within their borders: linguistic policies favour the *lingua frankensteinia* and lead to linguisticide" (p.251). The acceptance of English as a global lingua franca is considered as a threat of extinction of minority languages. However, "endangered languages are not necessarily languages with few speakers. Even though small communities are more vulnerable to external threats, the size of a group not always matters" (Brenzinger & DeGraaf, 2004, p.3).

On the other hand, McPake & Tinsley (2007) claim that besides the fact that the necessity for global lingua franca can cause linguistic disappearance, it can also contribute to "an exponential rise in linguistic diversity in parts of the world which were previously perceived as largely monolingual" (p.10).

Next, the need for English language proficiency eliminates the motivation for learning other languages. Since the knowledge of English helps when applying for jobs, because employers emphasize English comprehension, people are focused on learning English-only and lack of motivation and interest in learning other languages. Although this is a question of attitude or state of mind and not ability for learning languages, as Crystal (2003) argues, fostering English as a global lingua franca makes people lazy about becoming bilingual or multilingual. However, "English may be the world language; but it is not the world's only language and if we are to be good global neighbors we shall have to be less condescending to the languages of the world" (Crystal, 2003, p.19). Learning languages other than English provides students to the cultural and intellectual heritage of cultures other than their own.

However, as Hoffman (2009) discusses "for many, it is economically advantageous to learn the majority language and to teach it to their children... [it] will help these people and their children to find jobs and be successful" (p.15).

"It is difficult to separate linguistic dominance from other manifestations of power and ideology, and unsurprisingly, some critics see volition or even conspiracy underpinning the spread of English, tying the commercial interest of English language teaching" (Coleman, 2006, p.2). Besides the fact that the growth of English as a global lingua franca is seen as a positive development that facilitates the communication and as a bridge that brings together people, its power can be concerning. As Crystal (2003) argues, "it is possible that people who write up their research in languages other than English will have their work ignored by the international community" (p.16). The influence of English as a global lingua franca can actually create linguistic gap between people who are native and non-native English speakers. In particular, the lack of English language proficiency and fluency may lead to ignorance of non - English creative works and important researches. Linguistic diversity gives people an opportunity to organize and share diverse experiences, knowledge, skills, and perspectives in a creative way.

The existence of a global lingua franca is considered as beneficial, since connects and brings people together and creates a world in which mutual understanding and communication are on a high level. However, the dominance that occurs as a result of the influence in many aspects and the manipulative power which English as today's global lingua franca possesses have triggered to possible risks which should not be neglected.

The Future of English

The presence of English in the media, in science and academia, in technology, in education, in business and economy, etc., is popular globally. As a result, demands for high level of English proficiency are claimed, in spite of the fact that both positive and negative attitudes are held.

“In future... there will be a tendency that the outer circle will shift into inner circle and those in the expanding circle will move to the outer circle” (Rohmah, 2005, p.115). Such shifts are significant for the future of English as a global lingua franca. Consequently, the issue whether the global dominance of English language can provoke the appearance of monolingualism arises. Rohmah (2005) claims that the use of English in future will be parallel to the use of local languages and if local languages are not maintained by their speakers, this would confirm the global influence of English in creating an English - only nation. On contrary, McIntyre (2004) argues that there is a great possibility that “English will continue to be Europe’s principal language, [but] this may not be the case in South-east Asia where (Mandarin) Chinese, the language of the largest and most economically powerful nation, may emerge as the dominant intraregional lingua franca” (p.22). Therefore, the appearance of monolingualism should not be seen as a risk for local languages. According to Graddol (2000), in future, speakers will switch between two languages i.e. their native and English as a global language, as part of negotiation. “Ultimately, the world will become diglossic, with one language for local communication, culture and expression of identity, and another – English – for wider and more formal communication, especially in writing” (Coleman, 2006, p.11).

The rise of global English and its quick emergence was foreseen in the 19th century. Researchers have been arguing about the growth of the number of English speakers, which according to Crystal (2003) and Graddol (2000) amounts around 300 million of native speakers in 1990’s. However, the number of ESL and EFL speakers, which as Graddol (2000) discusses is an important phenomenon, has increased due to the role of English as the most widely spoken language. Consequently, the future of English depends on the proliferation of the speakers and on the demands of high level of proficiency. For instance, in Europe, English is the first foreign language taught in most schools and it is introduced to the learners from early ages that contribute to expanded knowledge and language fluency. “Similarly, its extensive use in higher education from lecture halls to libraries in response to internationalization, and the need to compete with other European institutions for the revenue that international students bring, will be additional factors in its future” (Berns, Bot, & Hasebrink, 2007, p.41).

According to Graddol (2000), the future of English depends on three types of change. The first change is based on the language itself, “certainly, in pronunciation, vocabulary and grammar, but also in the range of the text types and genres which employ English” (p.16).

The second change is related to the status of English, which is different among non-native speakers. Finally, the third change as he argues, “will be affected by the quantitative changes, such as numbers of speakers, the proportion of the world scientific journals published in English, or the extent to which English language is used for computer-based communication” (p.16).

In brief, the future of English depends on the influence of many factors and changes, which appear due to the process of globalization. The subject of the future of English is complex and difficult to be anticipated. Therefore, as Graddol (2000) suggests analysis of the past and the present status of English as a global language should be taken into consideration, before making predictions about the future of English.

The Role of English in Europe

Europe consists of 50 internationally recognized countries, 28 of which are part of the European Union, that bring with them their own language and culture. Accordingly, 50 different languages are recognized across Europe, 24 of which have acquired the status of official languages of the EU, but English, French, and German are used more often. “The European Union, as part of the European continent, is a multifaceted community. One can fly in less than six hours from the most westerly to the most easterly point or from the northernmost to the southernmost frontier of the member states. During that journey, one will pass various different countries with powerfully distinct cultures, climate, food, people, and languages. The language issue is especially fascinating. Almost 493 million people live in the European Union and speak countless languages” (Mantz, 2007, p.1).

Therefore, in a multicultural and multilingual setting, such as Europe that offers both cultural and linguistic diversity, English is given multiple roles. Generally, as Coleman (2011) argues English is used for international communication. Because of the rapid globalization changes and the need for mutual understanding, people across the globe have accepted English as the most spoken language used for international communication. Next, Coleman (2011) and Swann & Seargeant (2011), refer to Kachru’s categorization of the use of English into three circles: inner, outer, and expanding circle. The inner circle is actually the circle of the native speakers of English. Then, the outer circle consists of countries where English is used as a second language meaning it is an additional language that is used in administration, education, literature, etc. Finally, the expanding circle includes nations that speak English as a foreign language mainly as a means of communication including “pilots, physicists, executives, tourists, and pop singers who speak other languages but use English to communicate with colleagues in other countries” (Coleman, 2011, p.6). Applying this model to the European countries i.e. to the countries of the European Union will allow us to discover that in the inner circle belong only Great Britain and Ireland. In the outer circle, as Sarlota (2003) argues “countries of Kachru’s model speakers used non-native varieties like Indian English or Singaporean English. But this status does not exist in the EU countries; there is no Spanish or Swedish English” (p.62). Because of that, Germany, Luxembourg, Netherlands, and Sweden are considered as countries that belong to the outer circle. Finally, Belgium, Denmark, France, Greece, Italy, Portugal, Spain, Finland, and Austria are the EU countries that belong to the expanding circle (see Figure 2.1.). Hence, across Europe, English mainly functions as a NL, ESL, and EFL. As a result, the citizens of Europe have become plurilingual, meaning that they use two or more languages in their daily life. Therefore, as McPake & Tinsley discuss “depending on the languages in question, and the area in which they live, plurilinguals may have the opportunity to educate their children wholly in an additional language; to educate them bilingually” (2007, p.7).

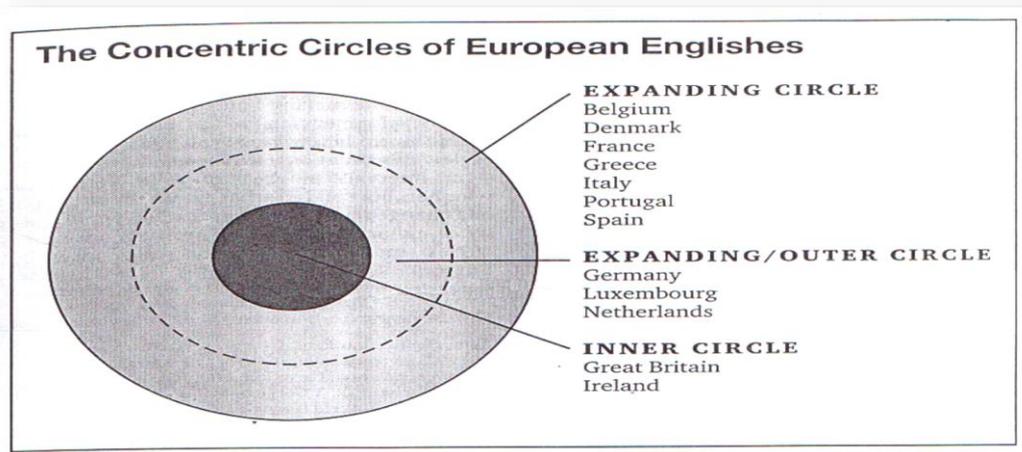


Figure 2.1 The Concentric Circles of European Englishes Adopted from Berns, 1995

“The exposure to the English language in more and more areas of life increases, and for many European citizens the language feels less foreign (Mantz, 2007, p.49)”. One of the possible and reasonable reasons is because of the usage of English in education as a main subject. Learners encounter with English language learning from early ages and get used to using it both inside and outside the classroom (mostly when necessary). According to Blanke (as cited in Mantz, 2007, p.50), “ninety percent of all students in the EU learn English”. Furthermore, Mantz argues that in Scandinavian countries and the Netherlands the citizens use English very often so they do not consider English as a foreign language, but rather as a second language. Similarly, as Breidbach (2003) states in Hungary “English is by far the most commonly taught foreign language at all levels” (p.15) and “has been the most requested foreign language in extracurricular courses, evening classes and the private sector” (p.28). Likewise, in Switzerland firstly, all students during the compulsory school, besides their mother tongue should learn at least one second regional language, as well as English, and secondly, “English is introduced at an earlier age than French, even though French is the second national language in Switzerland” (Booij, 2001, p.92). Even on the Balkan Peninsula, English has gained a special status as the language of modernization. Therefore, studying Russian in Croatia is no longer obligatory, but as Breidbach (2003) discusses, English is the most popular foreign language. Also in Bulgaria, the government has recognized the central role of English as an international language and because of that, students have the opportunity to choose English as the first foreign language. In Albania, as Bushgjokaj (2013) states, “English has gradually moved towards a more stable position as a foreign language taught and learned in Albanian schools” (p.2). On the other hand, besides the fact that “there are more and more demands for English from students and their parents” (Breidbach, 2003, p.95) in Romania, French has the main role, as the language studied by the majority of the students. According to the 2006, Eurobarometer survey, in Italy, Portugal, Romania, and Spain “between one half and two thirds of the population do not know any foreign languages” (European Commission, 2008, p.6). As McIntyre argues “[It] does not mean that Poland is today a country similar to Holland, Denmark, or Sweden, where a vast majority of the population speaks English well enough to communicate in everyday life” (2004, p.14).

In brief, even though English has become the first modern language taught in Europe, the number of the Europeans who prefer to use foreign languages other than English increases.

Moreover, besides academic and educational (i.e. using English inside the classroom), we will consider the influence of English outside the classroom.

The first motives are related with employment where English is highly promoted across Europe. For instance, “banks in Switzerland use English at the senior level; English has been adopted in Swedish boardrooms... English is the official language of the European Central Bank located in Frankfurt, Germany” (Berns, Bot, & Hasebrink, 2007, p.19). Therefore, English is the most used language at professional meetings and conferences. On the other hand, when searching and applying for job the applicants encounter with advertisements that require English language proficiency. Furthermore, when going to a job interview, the applicants are very often given tests in English, in order to prove their proficiency.

Likewise, as Breidbach discusses:

“English is widely regarded as a gateway to wealth for national economies, organizations, and individuals. The increasingly important role that English is now playing in economic processes, in providing access to the kind of global knowledge available in English and the jobs which involve contact with customers and colleagues for whom English is the only shared language, has brought with it the danger that English has become one of the main mechanisms for structuring inequality in developing economies. Lack of English in some countries now threatens to exclude a minority rather than the majority of a population” (2003, p.38).

Subsequently, in Europe, the role of English in science and academia is enormous, regarding the fact that the doctoral thesis are written in English and many scientific journals are published in English. For instance, Gunnarson, (as cited in Truchot, 2002), in 1993-94 has conducted a study at Uppsala University in Sweden and the study “shows that nearly 100% of theses in the exact sciences, engineering and medicine, 75% in the arts and 66% in the social sciences are written in English” (p.11). Similarly, in Switzerland, “English is increasingly chosen even though it is a country where the more widely spoken languages are used” (Truchot, 2002, p.11). On the other hand, in Germany the doctoral thesis are written both in English and in German. Finally, as discussed “more than 80 % of the journals that make the “hard core” of scientific communication are owned by a handful of multinational publishing companies and are issued almost entirely in English” (Berns, Bot, & Hasebrink, 2007, p.22). Most of the journals in Europe have turned to English as the *lingua academica*.

Furthermore, as Sarlota (2003, p.60) argues “in most of the member countries learners are exposed to the English language by the media: there are films, TV programs, news broadcasts, sports and music programs, commercials and newspapers in English”. In Sweden, for instance, “on television there are Swedish subtitles but young children cannot read them, so their listening comprehension is quite good. They get used to pronunciation and intonation” (Nikolov, Curtain, & European Center for Modern Languages, 2000, p.154). Similarly, in Netherlands, as Booij (2001, p.3) discusses “foreign language programs are not dubbed but subtitled. About 40-60 % of the programs on Dutch spoken channels are in English. In addition, a number of English language channels are available on the cable (BBC 1 and 2, MTV, Discovery Channel, National Geographic, etc.)”. Moreover, the music can help everyone not only learn a new language, but also improve communication skills. For instance, popular music has a great impact primary on youngsters. They immediately want to learn the new lyrics and they unconsciously practice speaking, reading and listening. Besides the fact that the radio programs offer different type of music from different countries, youngsters still

prefer to listen English songs, whereas the older generation prefers listening to music in their mother tongue. “This corresponds to audience studies which consistently show a strong preference among younger audiences for English language music, although older groups still prefer German pop among popular music in general” (Berns, Bot, & Hasebrink, 2007, p.34).

Next, the Internet is the fastest tool that connects people globally. The Internet offers searching and visiting stores, art galleries, museums, online libraries, universities, etc. It is also possible to subscribe to various channels, to discuss and connect with people all over the world by using Facebook, Twitter, Skype, etc. Consequently, for years, it has been claimed that English is the language that influences and dominates the technology. For instance, those who want to use the internet must first learn English, because most of the data is in English. But the truth is that this information is no longer reliable, because as Graddol (2006) claims more non-English speakers use the Internet nowadays and they do not face problems because “many more languages and scripts are supported by computer software” (p.45). An analysis published in May 2011 by The Gallup Organization concluded that in almost all EU Member States, English was the most frequently used language when searching the Web. Additionally, apart English the Internet users in Europe use Spanish, German, French, and Italian more often. However, in Spain as Alvarez (2005) argues, besides Spanish or Castilian (which is the official language), regional languages and dialects claim the rights to be considered as official languages. Accordingly, ELF is ‘respected and protected’ because as Alvarez states “the Spanish Constitution recognizes the richness of language diversity as a cultural heritage” (p.1). Moreover, it has been shown that the multilingual websites in Spain use English more often rather than Spanish. Nowadays, more and more sites in Europe are bilingual or even multilingual and offer an English section. Then again, Graddol (2006) discusses that “in 1998, Geoff Nunberg and Schulze found that around 85% of web pages were in English. A study by ExciteHome found that had dropped to 72% in 1999; and a survey by the Catalan ISP VilaWeb in 2000 estimated a further drop to 68%” (p.44). Hence, lesser-used languages are becoming more dominant on the Internet rather than English.

Furthermore, probably the most important role of English in Europe is related with the EU and English as the main working language of the EU. “The European Union seeks to develop positive co-existence and mutually beneficial exchange between people of different cultural identities, languages, and ethnicities. As part of this, it has developed a key priority of identifying and promoting the multiple benefits of multilingualism” (Kareva, Henshaw, Dika & Abazi, 2008, p.86).

In accordance with this, many studies have shown that the main reason why EU has chosen English as an official language besides German or Russian, for instance, is simply avoiding ‘a possible conflict’ between EU citizens. As Lever (cited in Mantz) argues: “More people are born German-speaking than English- and French-speaking. Why shouldn’t German be an official language? But then if German, why not Spanish, which its adherents would argue is, unlike German, a world language? If Spanish, then why not Italian or Polish and so on” (2007, p.60).

Hence, the role of English in a multicultural and multilingual environment, such as Europe, is to avoid potential mutual misconceptions. In order to overcome ‘the conflict’, European nations should accept the cultural and linguistic diversity that exist. Moreover, it is likable to teach the new generations to accept and adapt to the different cultures. As Grezga discusses “the usual knowledge of English among Europeans or even English as an entire bridge language should

constantly be integrated as a decoding aid for all target languages” (2005, p.3). Significantly, instead of focusing only on learning the native language, they can pay attention and emphasize multilingualism, i.e. learning more than two languages. For instance, focus can be put on learning the language of the people belonging to minor groups.

Nevertheless, according to Rogerson - Revell (2007, p.106), “the spread of English is commonly seen as a ‘language problem’ threatening to engulf and replace indigenous European languages, as reflected in European policy statements”. Furthermore, the lack of English language proficiency awakens a fear of using English only among the citizens of the EU. Similarly, Crystal (2003) argues that the full presence of English in Europe “will hasten the disappearance of the minority languages, or - the ultimate threat - make all other languages unnecessary” (p.15). However, “linguistic diversity is an important feature of Europe’s cultural heritage and also of its future – Cultural and linguistic wealth is one of Europe’s strengths” (Grosser, as cited in Mantz, 2007, p.1). Respecting the linguistic, cultural and religious diversity is the motto of the EU, therefore as Spichtinger (2002, p.99), argues, “One can speak German as one’s national language and English as one’s European language as well as other languages”.

Finally, even the Europeans among them use English in order to understand each other. Those who travel from one country to another, generally use English as a means for communication. The instructions on international flights and sailings are mainly in English, more precisely English “has come to be used as a means of controlling international transport, especially on water and in the air” (Swann & Seargeant, 2011, p.162). Therefore, English influences the tourism in Europe and it is used as an auxiliary language. In addition, English helps athletes to understand each other, so it is significant for the sports in Europe. Also, famous people (such as singers, artists, showmen, etc.) from Europe or those who come in Europe, use English in order to understand each other. In fact, the number of roles of English and its influence in every aspect has changed with the spread of English as a global language.

As mentioned, across Europe, English are given various roles both inside and outside the classroom and as a result, both positive and negative influence is expected. The existence of diverse cultures and ethnicities, and thereby many languages, and the necessity for fostering a communication without borders have promoted English as the most widely spoken foreign language in Europe.

The Role of English in Macedonia: Macedonia as Multicultural and Multilingual Country

The Republic of Macedonia is a multilingual, multicultural, and multiethnic country, situated in Southeast Europe, more precisely in the central Balkan Peninsula. According to the last census in 2002, the population in Macedonia consists of 64.18% Macedonians, 25.17% Albanians, 3.85% Turks, 1.78% Serbs, 2.66% Romani, 0.8% Bosnians, and 1.52% others. In Macedonia, people mainly speak Macedonian, which is the native and the official language of the country. However, according to the Macedonian policy on the use of minority languages versus the need for creating supra-ethnic national identity, the Framework Agreement set on 13 August 2001, in Ohrid:

“...set the basic guidelines of the new policy on the use and protection of minority languages at the regional level, through the formalization of the languages of the communities in the municipalities in which they are more than 20%. This policy truly reflects the cultural pluralism of the society” (Analysis on the use of languages, p.2).

The main purpose of such policy is promoting the so-called policy of “unity in differences”. Despite the use of native languages, which are officially and unofficially recognized by the law and the legal system, the role and the status of English in Macedonia should be reviewed.

If we take into consideration Kachru’s Three-circle Model of World Englishes, then we can immediately place Macedonia in the expanding circle which means that in Macedonia English is used as a foreign language. However, this fact does not reduce its use. In Macedonia, the exposure to the English language has increased due to the process of globalization. However, it has not yet acquired the role and the status of lingua franca. Therefore, we will review the role of English in Macedonia and its influence both inside and outside the classroom.

Firstly, the education system of Macedonia can be divided into preschool education, primary, secondary, and higher education. According to the Macedonian Law on the usage of the languages, every student is required to learn Macedonian as a compulsory subject. As mentioned, in communities, where a language is spoken by more than 20% of the population and it is not Macedonian, the Law allows using instruction in one native’s language, which in this case is Albanian language (Law on the usage of languages, Official Gazette of RM No. 101 of 13.08.2008). Additionally, foreign languages such as English, German, Italian, and French are offered, but English has the function of first, obligatory foreign language. Therefore, English has an important role in the school curriculum. Students begin learning English as the main foreign language from early ages. As Graddol claims, “the age at which children start learning English has been lowering across the world. English has moved from the traditional ‘foreign languages’ slot in lower secondary school to primary school– even pre-school” (2006, p.88). Moreover, EFL functions as an obligatory subject at faculty level as well. Macedonian state and private universities offer learning English, not only as the obligatory foreign language, but also as teacher training programs of English language and literature.

On the other hand, people in Macedonia learn English outside the classroom by visiting private courses that offer teaching and learning all levels of English, starting from elementary to advanced levels and finishing with ESP (English for specific purposes) courses. It is surprising that many adults show interest in learning English, because as many claim, “Nowadays, everybody speaks English”.

Speaking of using English outside the classroom we must mention that English as a global language is used as a means for communication in order for mutual understanding with people from other countries. For instance, at international conferences and business meetings English is the central language. Furthermore, when applying for a job, the employers in Macedonia prefer that the applicants are proficient English language speakers. When reviewing the advertisements applicants encounter with list of requirements, such as “knowledge of English is required”. Therefore, English is *de facto* a working language in the country. As Truchot argues there are “two main reasons why English was used for working purposes at the time: first, exports and the search for markets and, second, the establishment of large multinational foreign companies” (2002, p.13).

Next, Macedonians are exposed to English through the media, mainly when watching television i.e. films, foreign TV shows and music programs. Besides the fact that the usage of English decreases as a result of the synchronization of many programs, the population can still get in touch with English due to the programs that are broadcasted worldwide, such as National Geographic, MTV, Animal Planet, etc. Such programs very often offer Macedonian subtitle as

well. On the other hand, the music has a great impact on the young population in Macedonia. Youngsters listen to the popular music, learn, and practice the lyrics. Thereby they learn new words and practice listening, reading and speaking through singing.

Subsequently, perhaps the most important usage of English in Macedonia is avoiding possible language conflicts, which appear due to the multilingual and the multicultural context in the country. According to the Macedonian policy on the use of minority languages versus the need for creating supra-ethnic national identity, people use English as a bridge for overcoming possible cultural, ethnic, religious and linguistic conflicts:

“Greater penetration of English into Macedonian multi - ethnic society can lead to reducing the levels of ethnocentrism and exemption from collective sentimental feelings, that arise from ethnic tradition that can result in progression to build the supra - ethnic and national identity as "neutral language" can help avoid inter - ethnic conflicts based on the language issue” (Analysis on the use of languages, p. 3).

In Macedonia, such issues may appear between people in the municipalities where more than 20% do not speak Macedonian as their native language. Therefore, introducing ‘a third language’, in this particular case English, can contribute to improving mutual relations. Similarly, as Kareva et al., discuss:

“With the country’s recognition that English remains the most widely spoken foreign language in Europe (51% of EU citizens spoken as either a mother tongue or as a second/foreign language) and its candidate status for EU membership, the use of English is viewed as increasingly vital for the country’s development. It is also viewed as a ‘neutral’, bridge language which can bring separate communities more together” (2008, p.87). Therefore, introducing English in communities where diverse cultural and linguistic backgrounds are shared can facilitate the communication among people and can help in avoiding tensed situation.

Finally, in Macedonia English is used in a number of domains such as academic and scientific journals, Internet, tourism, and sport. As for the usage of English in academic and scientific journals in Macedonia, the idea of publishing in English is not completely supported. Likewise, the majority of the master and the doctoral thesis in Macedonia are written in Macedonian. Furthermore, the Internet as a great source of information offers access to data from different sources. Nowadays, in Macedonia more and more people use the Internet. An analysis of the Internet and search engine usage by country published in June 2010 concluded that 51% of the population in Macedonia uses Internet. In regard to Internet users, a quantitative research on the Internet and computer usage in Macedonia conducted by the United States Agency for International Development (USAID) in April 2006 showed that “62% of computer users use a computer for games, 53% of computer users use it for film and music, 46% use it for Internet, 46% for work and 35% for school” (2006, p.30). Next, when it comes to tourism and sport in Macedonia, English is given a role of an auxiliary language i.e. facilitates the communication.

As pointed, in Macedonia, English has not yet acquired the status of lingua franca, but its usage is important both inside and outside the classroom. Particularly, the most important role of English in Macedonia is as an obligatory subject or the most commonly learned and taught foreign language i.e. educational and academic role.

CONCLUSION

Following the trends of globalization, the world becomes smaller and smaller. A Dutch tourist visiting Italy, a German politician going to Serbia for a meeting, a Spanish businessperson going to Norway for a business conference, etc. and they all communicate successfully in English. It is impressive how rapidly English has acquired the status of a global lingua franca. English, as a global language enjoys dominance in technology, science and academia, business and economics, education, culture, entertainment. Researchers have been positive regarding the emergence of English as a global lingua franca and its function as an auxiliary or neutral language that can facilitate the communication and can help avoiding possible conflicts. In contrast, other researchers emphasize the possible dangers of its influence. It has been argued that English is seen as a threat for extinction of the minority languages. Additionally, the widespread of English makes people lazy and uninterested in studying other languages, since English fluency is stressed everywhere. Thus, many people fear that bilingualism or multilingualism can easily turn to monolingualism. However, researchers have discussed that the future of English depends on many factors and monolingualism should not be considered as a threat.

English is dominant in Europe mainly as the language of the EU. Moreover, it is the language of education where functions as the obligatory subject, as main language (since many English courses are offered). It is the language of science and academia because more and more studies and scientific research are published in English. Next, English dominates the Internet and the technology as well. In brief, English is the most spoken language not only at international conferences and business meetings, but also when people travel from one place to another (they use English as a means for communication).

In Macedonia, English has not yet acquired the status of lingua franca, regardless of its usage in the education system as the first foreign subject and despite the fact that many English courses are offered for youngsters and adults. Actually, in Macedonia English is used as a neutral bridge language, but only in places where different ethnic groups are located in order to facilitate the communication among them and as an auxiliary language that helps avoiding possible conflicts that may appear as a result of the linguistic diversity. However, the main role of English in Macedonia is as an obligatory foreign language i.e. it is important for the academic success.

RESEARCH METHODOLOGY

In this chapter, the methods of the study are explained. For this study, a descriptive research method was chosen in order to analyze the role and the influence of English in Macedonia.

Purpose of the Study

Nowadays, English is the most widely spoken language and as such, it has a special role and status. The purpose of present the study is to analyze the influence of English in Macedonia, both inside and outside the classroom.

The study also aims to investigate and compare the influence of English in two different settings. The first setting, Tetovo, is a multicultural and multilingual one, where English helps

people avoid ethnic, cultural, religious, and linguistic divergence. The second setting, Prilep, is mainly mono-cultural, where the function of English is mainly academic.

Research Questions

Three fundamental questions not directly asked to the participants serve as the core research questions:

1. How often do teachers and students use English inside and outside the classroom?
2. Does the usage of English influence overcoming possible unpleasant situations?
3. What is the difference (in the purpose) between using English in a multicultural and mono-cultural setting?

We believe that the results drawn from this research will serve both teachers and learners to recognize the impact of English usage on the role of English in Macedonia both inside and outside the classroom.

Hypotheses

Hereafter, the Null and Alternative Hypotheses statements follow:

H0: There is no significant difference between students' and teachers' attitudes towards the usage of English inside and outside the classroom in two different settings.

H1: The role and the influence of English in a multilingual environment are different from the role and the influence of English in a monolingual environment.

H2: The impact of English inside the classroom vs. outside the classroom is higher in a multilingual than in a monolingual setting.

RESEARCH DESIGN AND METHODOLOGY

This present study is a comparative research project carried out at the South East European University (SEEU), Tetovo and at the Faculty of Economics, Prilep, during a one-semester period, Spring 2013. There were totally eighty students involved in the study. The students were taking Basic English courses levels B1, B2. The population of this study included both male and female students.

Moreover, there were eight teachers involved in the study as well, both male and female.

The research used two instruments: a students' questionnaire and a teachers' interview.

The main purpose of this research was to investigate and to better understand the role of English in Macedonia, both inside and outside the classroom.

Participants

Consenting with the requirements, the participants of this study were learners enrolled at SEEU, Tetovo and at the Faculty of Economics, Prilep. There were totally eighty learners involved in the study, of which forty learners from the SEEU, Tetovo, Macedonia, and forty learners from the Faculty of Economics, Prilep, Macedonia, have completed a questionnaire. The participants are between 19 - 25 years old. Moreover, they share different ethnic backgrounds (Macedonians, Albanians, and Turkish) and are males and females. The study was conducted with low intermediate to upper intermediate level learners.

In addition, eight teachers from SEEU and the Faculty of Economics expressed their attitudes towards the role and the usage of English language both inside and outside the classroom.

Finally, both learners and teachers have been voluntary included in the study.

Materials

The first instrument is a fifteen - item learners' questionnaire. The instructions were read to the participants very carefully and when necessary translated into learners' native languages: Macedonian, Albanian, and Turkish.

The purpose of this questionnaire is to collect information about the role of English both inside and outside the classroom.

The second instrument is a teachers' interview and the aim was to find more information about the teacher's attitudes toward the role of English both inside and outside the classroom.

Procedures

In order to test the hypothesis of this study eighty - eight participants (eighty learners and eight teachers) were voluntary chosen. They were divided into two groups: a monolingual and a multilingual group. The procedure started with the learners' questionnaire given to them in person. Right after the questionnaires were distributed to the participants, everything was explained in detail and translated when necessary. This part of the research was done during the regular class times in the classrooms and it lasted 15 minutes.

The procedure finished with the teachers' interview that was conducted in teachers' offices and lasted 15 - 20 minutes.

The procedure is based on a computer - assisted programs. The gathered data was analyzed through two - tailed t - Test, Independent Sample Test.

Instruments

In order to gather the data, two instruments were employed in the study. The first instrument used in this study was the learners' questionnaire which contains fifteen questions. Five options ranging from strongly agree to strongly disagree were given to each item. The statements covered two main aspects: first, the role of English inside vs. outside the classroom and second, the role of English in a monolingual vs. multilingual environment. All participants were informed in advance for the purpose of the project and were asked to volunteer and cooperate. The questionnaire lasted for 15 minutes and was given to eighty students during their regular class hours. Although, the questionnaire contains clear instructions, everything was explained into details and translated when it was necessarily i.e. mainly to B1 level students.

The second instrument in this study was the semi - structured teachers' interview. The interview covered the same two aspects as mentioned above (in learners' questionnaire). The teachers as well were informed in advance for the purpose of the project and were asked to collaborate. The interview involved eight teachers, lasted for 15 - 20 minutes, and was conducted in teachers' offices.

DATA ANALYSIS

In this chapter, the results of the study are presented and discussed. In the first section, data from learners' questionnaire containing fifteen questions about the usage of English in Macedonia was analyzed (see Appendix 1). In the second section, teachers' responses about the role of English inside and outside the classroom were reviewed.

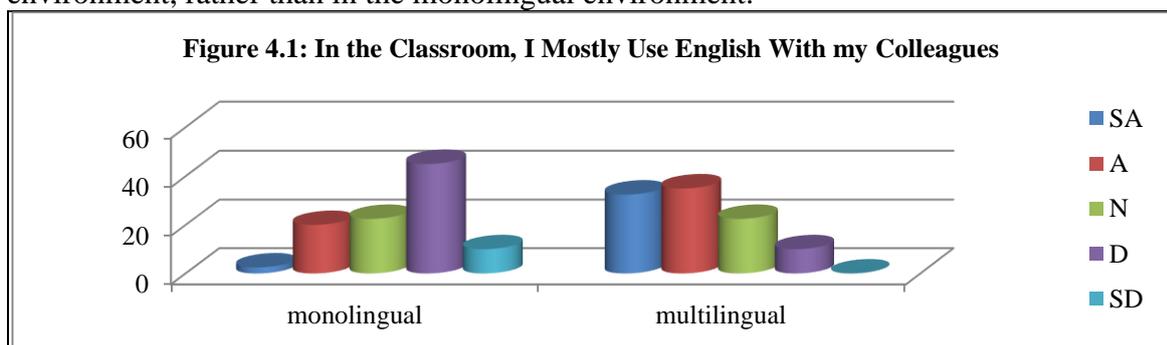
Results from the Questionnaire

The first instrument used in this study was a questionnaire containing 15 questions that aimed to provide an insight into learners' perceptions towards the influence of English on its usage inside and outside the classroom and to compare the obtained results in two different settings. When coding the data the researcher coded the statements as follows SA - strongly agree, A - agree, N - neutral, D - disagree, SD - strongly disagree.

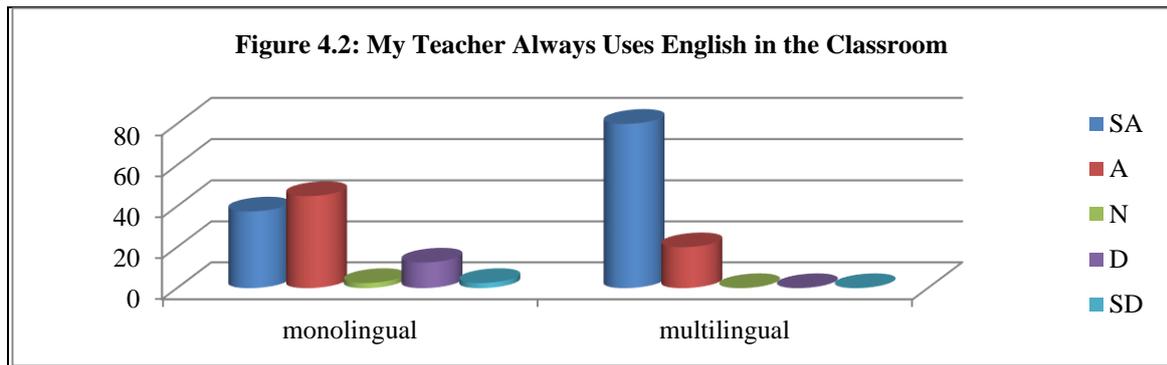
The Role of English inside the Classroom

As established in the literature review the most important role of English inside the classroom is its function as the main obligatory subject, whether as a native language, as a second language or as a foreign language. Regarding the fact that English is taught from early ages, it has an important role in the Macedonian education system as the first obligatory foreign language. In accordance, analysis of data on participants' perceptions about the role of English inside the classroom is presented in Figure 4.1, Figure 4.2, and Figure 4.3. For clarity's sake, hereafter Tetovo will be referred to as a multilingual environment and Prilep as a monolingual environment.

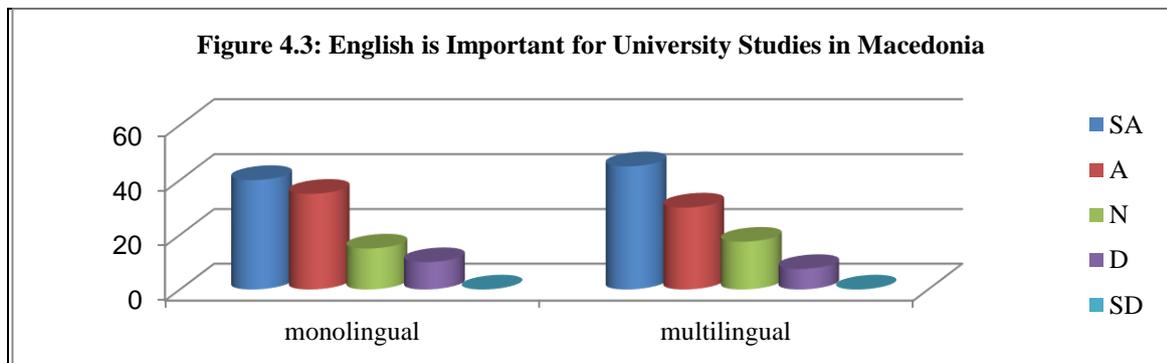
The results are rather surprising and indicate that the influence of English inside the classroom varies in terms of whether the item refers to a multicultural and multilingual environment. Most noticeably, the usage of English inside the classroom, among the students themselves and between the teacher and the students, is more encouraged and practiced in the multilingual environment, rather than in the monolingual environment.



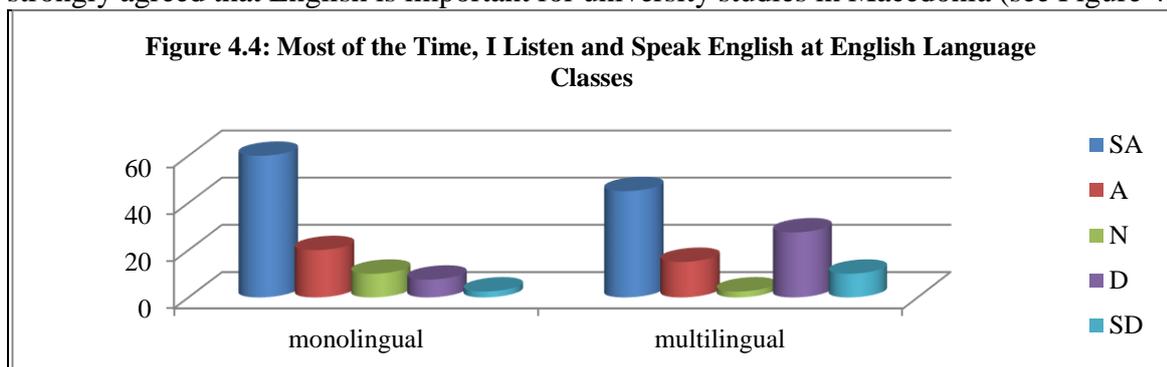
Accordingly, few participants (10%) have agreed that they do not use English with their colleagues, whereas in the monolingual environment, the results are opposite i.e. 45% of the participants have declared that they do not use English with their colleagues (see Figure 4.1).



Overwhelmingly, the majority of the participants from the multilingual setting (80%) have reported that they strongly agree that the teacher always uses English in the classroom. On the other hand, there is a notable difference in the results in the monolingual setting, where the responses rate about half percentage point's lower (37.5%) than in the multilingual setting (see Figure 4.2.).



Concerning the importance of English for university studies in Macedonia, there was no significant difference in the participants' attitudes. Generally, the majority of them have strongly agreed that English is important for university studies in Macedonia (see Figure 4.3.).



The results presented in Figure 4.4 show that in a monolingual setting a large number of the participants (60%) listen and speak English only at English language classes. In contrast, the participants who live in a multilingual setting held opposite attitudes towards this issue. Concretely, 45% have strongly agreed that they mainly use English in the language classroom. However, 27.5% have disagreed, which confirms that a large number of participants listen and speak English apart from the classroom.

Overall, the results indicate that in a multilingual and a multicultural setting, the usage of English in the classroom, among students themselves and between the teacher and the students, is higher than in a monolingual setting. However, it is clear that all participants have agreed that the knowledge of English is of a great importance for the university studies in Macedonia.

The Role of English outside the Classroom

In line with earlier studies, such as those reported by Crystal (2003), Graddol (2006), and Swann & Seargeant (2011), besides academic and educational i.e. inside the classroom, English are given multiple roles outside the classroom. For instance as a means for communication, as a neutral and/or an auxiliary language that helps avoiding unpleasant situations that appear among people who belong to different ethnic groups. Moreover, English is given a special role in the media, English is the language that dominates technology, English is the most used language at business conferences; English language proficiency is one of the main requirements when applying for a job, etc. In accordance, analysis of data on participants' perceptions about the role of English outside the classroom is presented in Figure 4.5, Figure 4.6, Figure 4.7, Figure 4.8, Figure 4.9, Figure 4.10, Figure 4.11, Figure 4.12, Figure 4.13, Figure 4.14, and Figure 4.15.

Considering the importance of English in the workplace, the results are nearly as anticipated. Since all participants are at least bilingual, in both cases the majority of them have strongly agreed that English language proficiency is important when searching for a job in their country, which can be confirmed with the fact that this statement is indicated as one of the most important requirements in today's advertisements (see Figure 4.5).

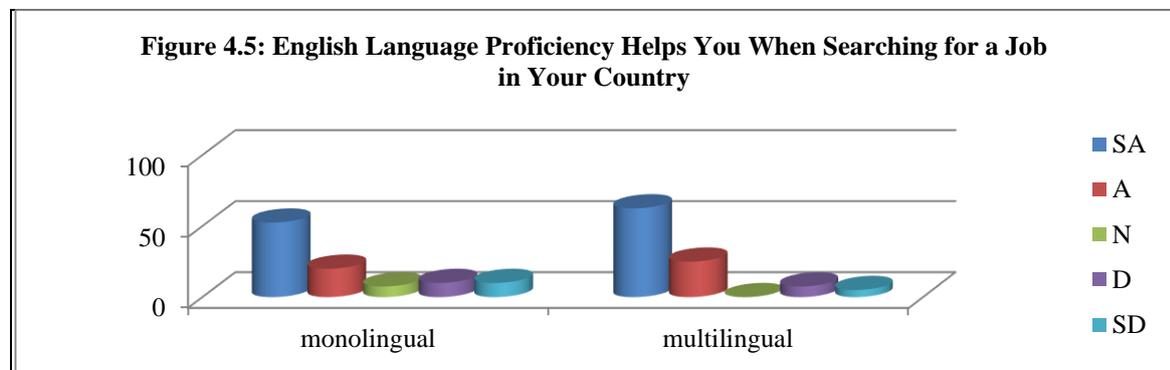
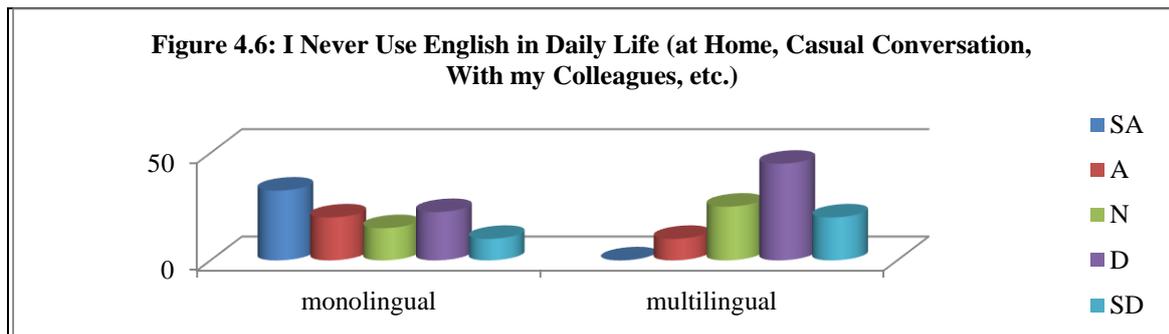
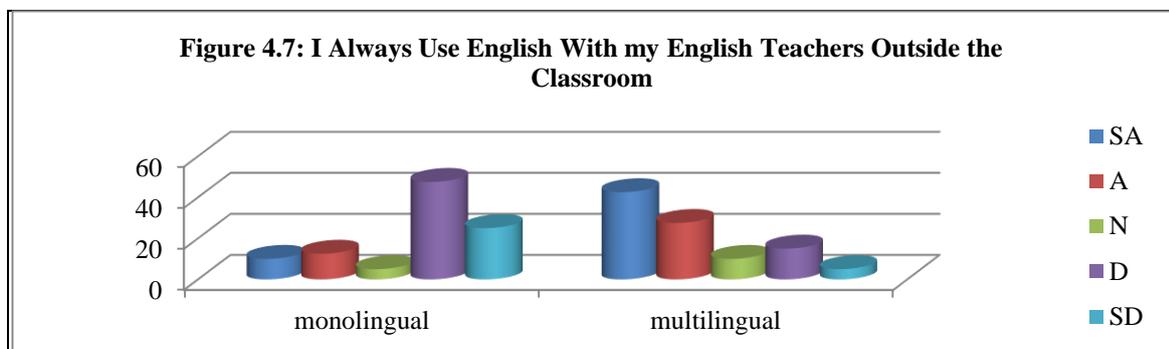


Figure 4.6 and Figure 4.7 summarize participants' attitudes of role of English in everyday life. Furthermore, these items are intended to contrast the influence of English in two different settings (multilingual and mainly monolingual) as a means for communication. The results are unsurprising, since in multi - ethnic communities, multilingualism is fostered vs. in monolingual communities. Therefore, there was significant difference in regards of the usage of English in everyday life (see Figure 4.6). Specifically, the majority of the participants from the monolingual setting (32.5 %) have strongly agreed that they never use English in daily conversation.

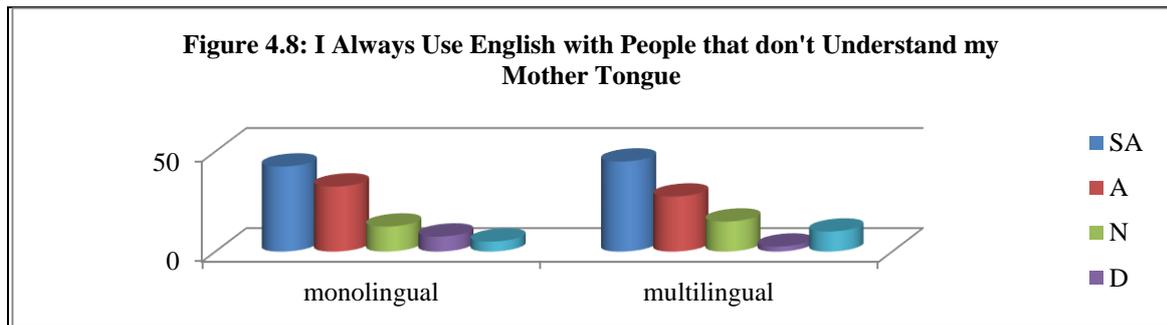


On contrary, the majority of the participants from the multilingual setting (45%) have disagreed with this statement, which indicates that they use English at home, with their colleagues and friends i.e. in casual conversations. Next, as anticipated, the largest change in views occurred with regard to participants' perceptions on the influence of the use of English between English teachers and students and its role outside the classroom.



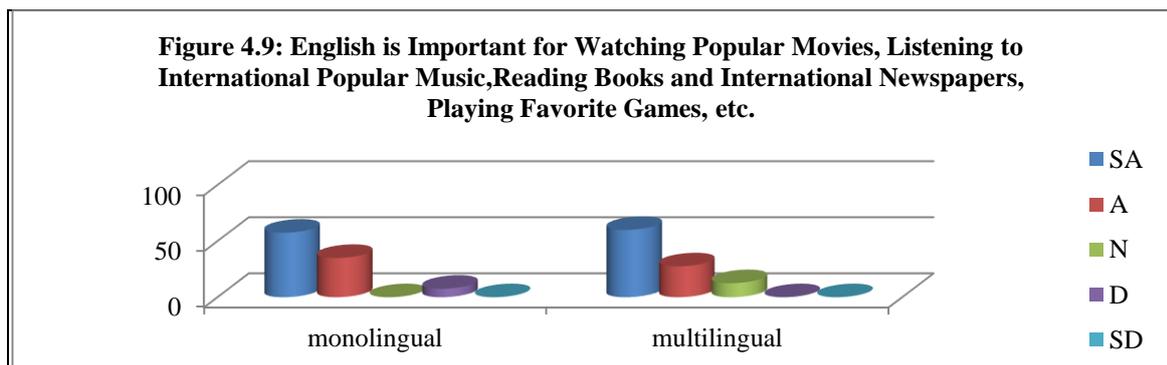
Responses are rather different and indicate that in a multilingual setting, students use English as a means for communication when they are addressing to their teachers unlike those in a monolingual setting, where the usage of mother tongue is emphasized. Therefore, almost a half (42.5%) has strongly agreed that they communicate in English with their teachers outside the classroom. On contrary, quite evenly (47.5%) have reported that they do not use English with their teachers outside the classroom (see Figure 4.7). Surprisingly, when comparing the results it can be seen that they are evenly spread but in an inversely proportional direction i.e. the percentage of those who have strongly agreed and agreed in the first group is almost equal in the other but with those who have strongly disagreed and disagreed.

Subsequently, Figure 4.8 and Figure 4.9 summarize participants' attitudes towards the importance of English as a means for international communication. In addition, Figure 4.9 as well reviews the role of English as the most used language in the media.



Firstly, from Figure 4.8 it can be seen that the results are quite evenly spread in both groups i.e. both groups have strongly agreed that they use English with Macedonian non - native speakers (42.5% - monolingual; 45% - multilingual), in both groups the percentage of those who have strongly disagreed is low (5% - monolingual; 10% - multilingual), etc.

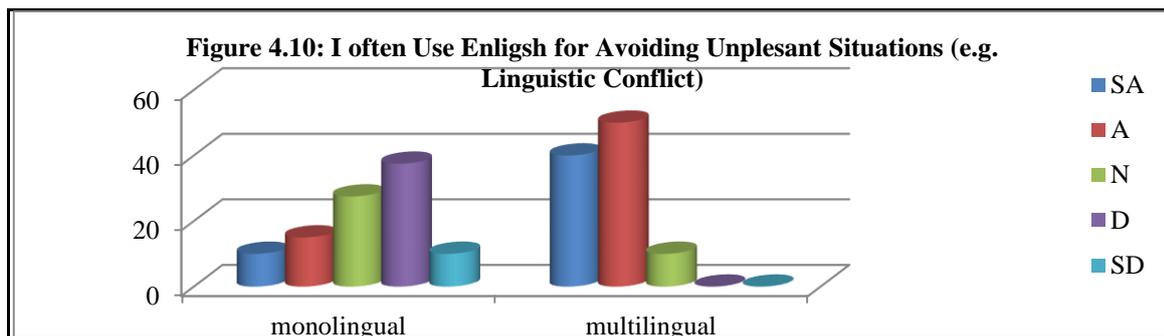
Secondly, Figure 4.9 reviews participants' attitudes towards the importance of English as a means for international communication and the significance of English as the most popular language of the media. Actually, in both groups the participants have strongly agreed that English is significant for watching popular movies, listening to international popular music, reading books and international newspapers, and playing their favorite games. Only, 7.5% of the participants (from the monolingual environment) have disagreed with this statement.



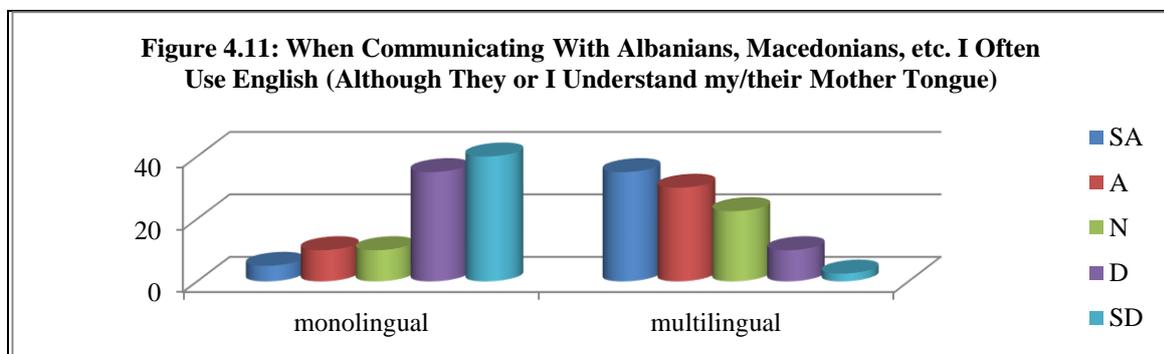
Overall, the results suggest that the majority of the participants (from both groups) have strongly agreed that English is the language of the media and English is important for international communication.

Probably, the most important and positive influence of the use of English is its role of an auxiliary and/or neutral language. Figure 4.10, Figure 4.11 and Figure 4.12 summarize participants' attitudes towards the usage of English as a tool for avoiding 'language conflicts' that may appear due to the diverse cultural and linguistic backgrounds of citizens who live in the same community.

The results are nearly as forecasted. Overwhelmingly, citizens that live in communities where people share different linguistic backgrounds have reported that they use English in order to avoid unpleasant situations (40% have strongly agreed and 50% have agreed).

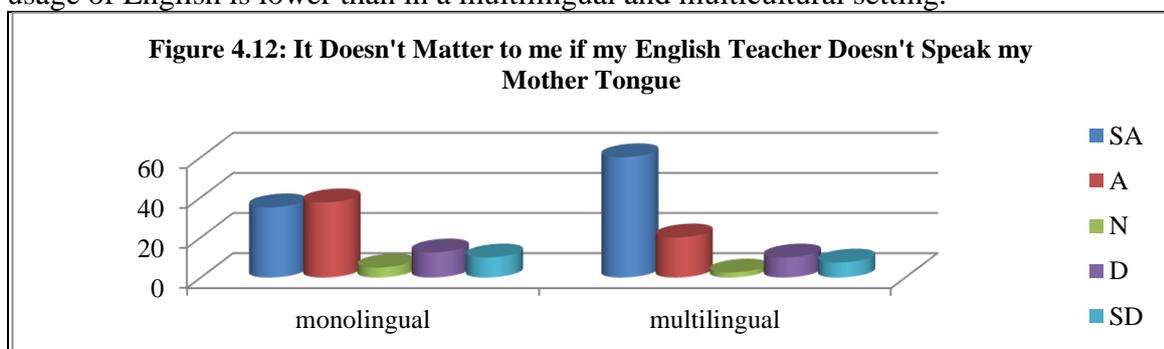


On the other hand, the majority of the participants (37.5%) who live in mainly monolingual setting have declared that they disagree to use English as ‘a third language’ or a language that facilitates the communication among people that belong to different ethnic groups. Similarly, 27.5 % have stated that they are neutral regarding this question (see Figure 4.10).



Next, there is a significant difference between participants’ attitudes towards the usage of English when communicating with people who understand their mother tongue. Nevertheless, they prefer to use English. Consequently, Figure 4.11 shows that the majority of the participants from the monolingual setting expressed negative attitudes (40% have strongly disagreed and 35% have disagreed). On contrary, the majority of the participants from the multilingual setting (35% have strongly agreed and 30% have agreed) have responded that although they understand somebody’s mother tongue they would rather use English as a means for communication.

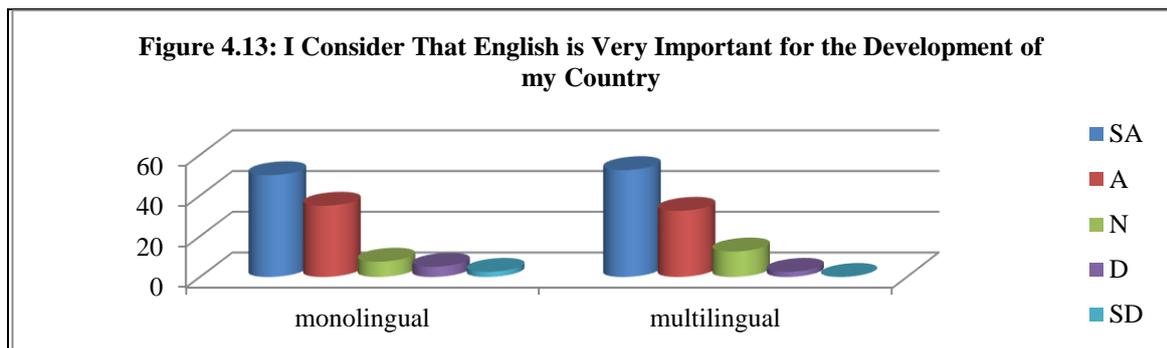
Apparently, the results presented in Figure 4.10 and Figure 4.11 indicate that the citizens who live in a monolingual environment seldom switch between the codes. Therefore, the level of usage of English is lower than in a multilingual and multicultural setting.



Subsequently, data analyzed in Figure 4.12 shows that large number of the participants do not mind if their English teacher does not speak their mother tongue (80% have strongly agreed). Importantly, the second group have also had positive attitudes regarding this issue (35% have

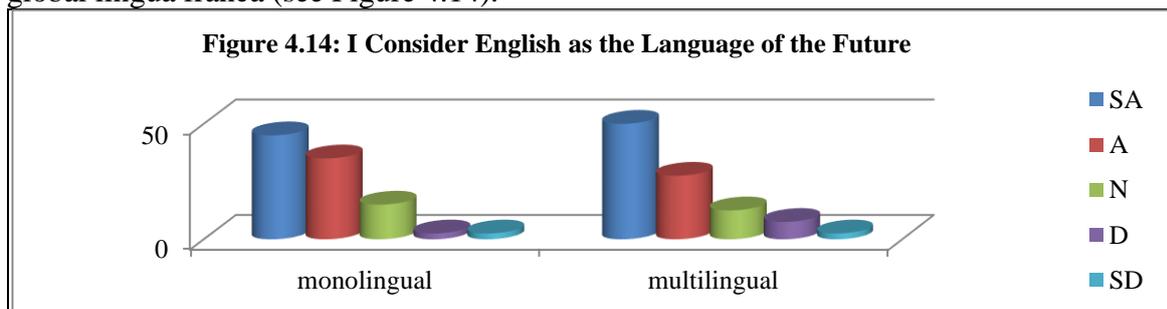
strongly agree and 37.5 have agreed). The difference in results appears as a result of participants surrounding and experience i.e. on a daily basis the participants from the multilingual environment collaborate with teachers from different ethnic and cultural groups vs. the participants from the monolingual environment who generally cooperate with teachers who share the same linguistic background as theirs.

Finally, Figure 4.13, Figure 4.14 and Figure 4.15 summarize one of the most discussed topics recently, more concretely, the influence of English as a global language. Generally, there was a slight difference between participants' perceptions regarding this issue.

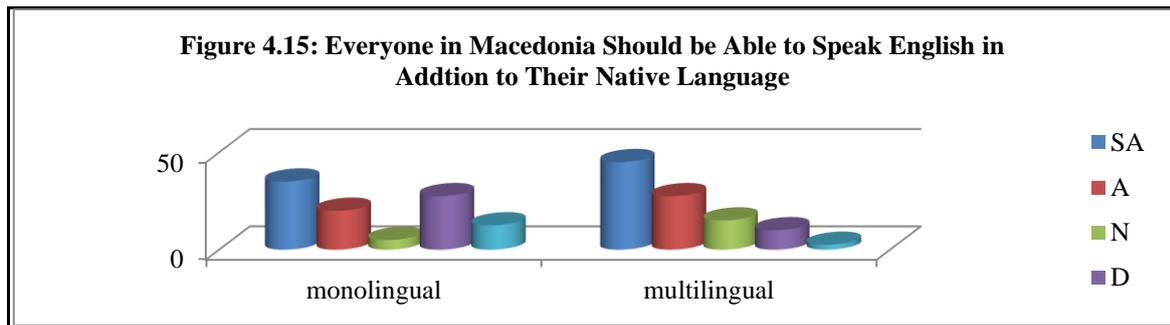


First, the results from Figure 4.13 suggest that both groups consider that English is very important for the development of their country, with the majority of the participants strongly agreeing (50% vs. 52.5%).

Similarly, regarding the issue of English as the language of the future both groups share strikingly similar attitudes. Accordingly, high number of 'strongly agree' and 'agree' responses were reported, more precisely, 45% vs. 50% of the participants have strongly agreed and 35% vs. 27.5% of the participants have agreed that English has the potential of becoming the next global lingua franca (see Figure 4.14).



As mentioned, all participants are at least bilingual, therefore most of the participants have strongly agreed (35% vs. 45%) that everyone in Macedonia should be able to speak English in addition to their native language (see Figure 4.15).



Hence, the results indicate that the majority of the participants share positive attitudes towards fostering plurilingualism and consider that this is an important issue. Surprisingly, 27.5% of the participants from the monolingual environment have disagreed with this statement.

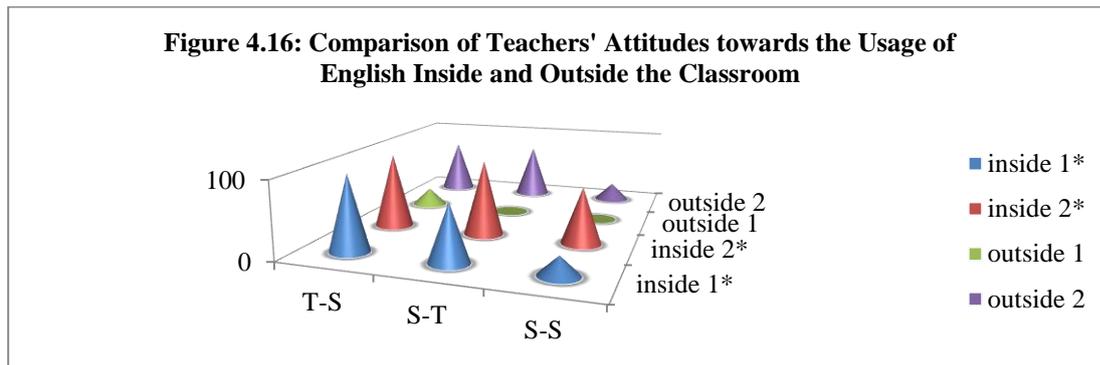
Results from the Interview

The second instrument used in this study was a semi - structured interview that aimed to provide an insight into the teachers' attitudes towards the role of English inside vs. outside the classroom and the influence of the analyzed roles in a multilingual vs. monolingual setting. Eight teachers from two different settings were voluntarily chosen and interviewed to explore and compare the role of English in Macedonia. Their answers were not recorded. The teachers are referred to by randomly given numbers T1, T2, T3...T8. For the sake of simplicity, all the data gathered from the interviews was analyzed and divided into subcategories.

Teachers' Attitudes towards the Usage of English Inside and Outside the Classroom in Two Different Settings

Teachers' responses from the interview show that there is significant difference in the influence of English both inside and outside the classroom and its usage in a monolingual vs. multilingual environment. Most noticeably, the teachers have reported that difference appears in the usage of English outside the classroom. On contrary, there was a slight difference in the usage of English inside the classroom both in a monolingual and in a multilingual environment.

Analyzing the data gathered from the interviews indicates that inside the classroom the communication between the teacher and the students, the students and the teacher, and among students themselves is carried out in English (see Figure 4.16). Concretely, both in a multilingual and a monolingual environment, all teachers have reported that they use only English with the students (100%). Next, the majority of the teachers have agreed that their students always use English when they are addressing to them (75% monolingual vs. 100% multilingual). However, greater difference appeared in the responses towards the usage of English among students themselves. Therefore, the responses from the monolingual environment differ from the responses from the multilingual environment, i.e. 25% vs. 75% of the teachers have reported that students among themselves use English. In accordance with the above presented results, one teacher has argued, "Inside the classroom, I mainly use English with my students. Of course, I use their mother tongue as well, mainly when the students have a difficulty to understand certain terms" (T5). On contrary four teachers have discussed that they never use students' mother tongue inside the classroom, but they use English - only, even in situations when the students encounter complex terms. Actually, the teachers have discussed that they explain in English and use English - English dictionaries.



Note: T=teacher; S=student; 1* = monolingual environment; 2* = multilingual environment

Importantly, five teachers have reported that most of the time their students use English in peer groups, regardless of whether it is a personal choice or because of teachers' supervision and encouragement to use it. However, (T1) has discussed that "I believe that inside the classroom, students among themselves use their mother tongue, besides the fact that the teacher encourages them to use English... They use English, only when the teacher is approaching". Similarly, one teacher has reported that inside the classroom students use English when addressing to their teachers, because they feel obliged. However, the majority of the teachers believe that it is because of a personal choice.

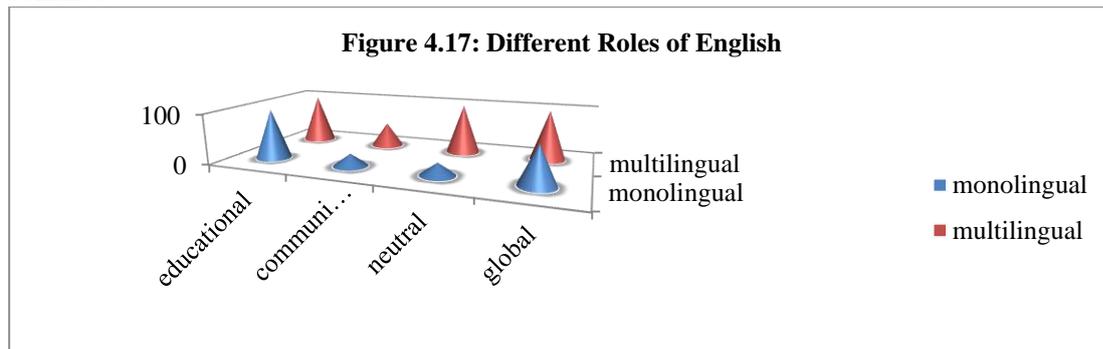
Concerning the usage of English outside the classroom, the teachers' responses vary in terms of whether the statements refer to a monolingual or a multilingual setting. Hence the half of the teachers (25% monolingual vs. 75% multilingual) use English with their students when they are addressing to them, the second half uses students' or teachers' NL (see Figure 4.16). Therefore, (T8) argues, "I agree that using English with the students outside the classroom influences positively on listening and speaking, but I prefer using my NL". Next, negative attitudes have been reported towards the usage of English outside the classroom among the students themselves, i.e. 100% of the teachers interviewed in a monolingual environment vs. 75% of the teachers interviewed in a multilingual environment. Overwhelmingly, the results indicate that the students among themselves do not use English outside the classroom. As (T2) discusses "I have never heard my students to use English outside the classroom, neither among themselves nor with me. In my opinion, the reason for not using English is because in Macedonia people use English as a foreign language".

Subsequently, the majority of the teachers (five teachers) have agreed that their students do not use English outside the classroom when addressing to them. As (T8) have argued, "I encourage my students to communicate in English both inside and outside the classroom, but the majority of the students prefer to use their mother tongue. They use English, only with teachers who are English native speakers, because they do not have another choice".

Finally, comparing the results gathered from the interview show that there is significant difference in teachers' attitudes towards the usage of English inside and outside the classroom. Generally, in a multilingual setting, English is used more, in contrast to a monolingual setting.

The Role of English in a Multilingual vs. Monolingual Environment: Comparison of Teachers' Attitudes

Analyzing the data gathered from the interview shows that the role of English in a monolingual vs. multilingual environment is different. Generally, in both settings, English has a positive influence on the academic success, whereas significant difference appears in attitudes towards the usage of English as a means for communication and as a bridge for avoiding linguistic conflict.



First, there is no difference in teachers' attitudes towards the role of English in the education (see Figure 4.17). Accordingly, all teachers (100%) have reported that in a monolingual and a multilingual environment English is generally used for academic success. As a result, (T2) have discussed "In Macedonia, English is an obligatory subject that is introduced to students from early ages. I consider that English language learning is of a great importance and has a positive impact on students' development". Similarly, (T8) have argued, "English, as an international language, is very important for the education in Macedonia. By learning English, the students are able to communicate with people everywhere in the world". Correspondingly, (T1) have reported "I encourage my students to use English both inside and outside the classroom, because I believe that being at least bilingual is very important nowadays".

Subsequently, there was a slight difference between teachers' responses towards the usage of English as a means for communication. More precisely, 25% of the teachers have reported that English is used as a means for communication in a monolingual setting, whereas 50% of the teachers have agreed that English is used as a means for communication in a multilingual setting. Noticeably, in Macedonia people do not use English as a means for communication, because as (T3) has said "If English is a second language in Macedonia, instead of a foreign language; in that case its function would be different". Accordingly, (T7) discusses "In Macedonia, people among themselves don't use English in everyday communication, but they use English when they communicate with foreigners". Similarly, (T4) argues, "In Macedonia, there is no necessity for using English as a means for communication. Generally, in everyday life, teachers use English with other teachers who do not understand their native language. Teachers as well use English at conferences, but then we are not speaking of a casual conversation".

Next, regarding the role of English as a bridge for avoiding the appearance of possible conflicts among people that share different ethnic and cultural groups and different linguistic backgrounds, the results indicated that there was significant difference among teachers' responses. Consequently, 25% of the teachers have agreed that English can help in avoiding unpleasant situations in a monolingual environment, since in a monolingual environment there

is not a great need of using English, but generally people use their mother tongue. On contrary, all teachers (100%) have reported that in a multicultural setting people that belong to different linguistic backgrounds use English as an auxiliary and/or neutral language in order to avoid possible conflict situations (see Figure 4.17). Therefore, (T6) have discussed “I always use English with people that belong to different ethnic groups, unless the person I am talking to want to use her / his / mine mother tongue”. Similarly, (T7) have reported, “I prefer using English with my colleagues. In cases when I do not use English, I usually switch between the codes”. Next, as (T2) argues “I believe that the usage of English as a neutral language can facilitate the communication among people that belong to different ethnic groups, can reduce the level of ethnocentrism, and can improve the cross - cultural relationships”. Importantly, (T8) have reported, “I prefer using English. However, when I don’t use English I use the language that is spoken by the majority / minority of the population”. On contrary, (T1) discusses “There is no need for using English as a neutral language, in a monolingual environment, because the majority of the people communicates in their mother tongue”.

Next, from Figure 4.17 it can be noticed that there was a slight difference among teachers’ attitudes towards English as a global language. Actually, the majority of the teachers have reported that they consider English as the global lingua franca, but in Macedonia English has not yet acquired that status. Therefore, as (T3) said

“If we take into consideration that when people travel to one place to another they use English, when people go on conferences - English is the language they use, when they apply for job (either abroad or in Macedonia) they use English, etc. than we got the right answer - English is the most widely spoken language”.

Similarly, (T7) discussed “English is a global language. Nowadays, everyone uses English, for instance, on vacation, when communicating with foreign friends, etc.”

Finally, comparing the results on teachers’ attitudes towards the influence of English in a monolingual vs. multilingual environment showed that there was significant difference. Generally, English is used for academic success in both monolingual and multilingual setting. Next, the majority of the people do not use English as a means for communication; instead, they use their native languages or the language that is used by the majority of the population. Lastly, in a multicultural setting, people use English as a bridge language, whereas in a monolingual setting they prefer to use their mother tongue.

Analysis from the Questionnaire

Results from the literature review suggest that English, as the most spoken language, has numerous roles. However, if we look broadly, we will notice that the central role of English is inside the classroom. Learners encounter with English language learning from early ages because they need to develop their English language proficiency. Nevertheless, English is popular among the elder generation too and as a result, more and more English language private courses are offered. As established in the literature review, besides academic and educational, English has an important influential role outside the classroom. English functions as the most dominant language of science and technology, media, academia, as a means for international and everyday communication among citizens who belong to different linguistic groups, as a bridge for avoiding conflict situations, as an auxiliary, neutral and/or so called ‘the third language’, etc. Actually, earlier studies have shown that in a monolingual setting the principal role of English is academic and educational. According to Carlson (2010, p.11) “the monolingual pupils learn English for communication, for travels, and because they have to and

it is important". On the other hand, some studies revealed that in a multilingual environment, people choose to learn English, above all, to be able to communicate with people with whom they share different languages, since that is what they do on a daily basis.

Table 4.1 and Table 4.2 show obtained questionnaire results about the role of English in a multilingual vs. monolingual setting in Macedonia.

Table 4.1 Descriptive Statistics of the Attitudes towards the Usage of English inside the Classroom

English Inside the Classroom			
	Total	Means	t-Stat.
SA (%)	56	35	-0.809
	77	48.125	
A (%)	48	30	0.654
	40	25	
N (%)	20	12.5	0.269
	17	10.625	
D (%)	30	18.75	0.710
	18	11.25	
SD (%)	6	3.75	0.378
	4	2.5	

Note: $p < 0.05$;

SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

Firstly, the results from Table 4.1 suggest that both in a monolingual and multilingual environment people use English mainly inside the classroom. Nevertheless, the usage of English is higher in a multilingual than in a monolingual setting. Inside the classroom, in a multilingual setting, the participants communicate in English with their teacher, as well as with their colleagues. On contrary, in a monolingual setting, the participants do not use English with their colleagues, certainly, because they all share the same mother tongue, but with their teacher, they use English, since they are obliged.

As presented in Table 4.1 the two groups had different attitudes towards the role of English inside the classroom. The attitudes from the multilingual group were significantly more positive ($M = 48.125$) than the attitudes from the monolingual group ($M = 35$) where $t = -0.809$, $p < 0.05$. The reasons lie in the students' lack of learning motivation. Mainly, students use their mother tongue because it is easier to communicate and better to understand.

They avoid using English language, since they fear of the insufficient knowledge of vocabulary. On contrary, in a multilingual environment, in the majority of the situations, the students use English because they do not understand the language of their interlocutors.

Consequently, in a monolingual environment, most of the time people listen and speak English inside the classroom, while in a multilingual environment they encounter with English in a situations other than the classroom. Clearly, a teacher who teaches learners that belong to different linguistic backgrounds uses English more often, rather than a teacher who teaches a monolingual group.

Table 4.2 Descriptive Statistics of the Attitudes towards the Usage of English outside the Classroom

English Outside the Classroom			
	Total	Means	t-Stat.
SA (%)	98	30.625	-1.233
	138	43.125	
A (%)	73	22.812	-0.797
	87	27.187	
N (%)	33	10.312	-0.439
	39	12.187	
D (%)	72	22.5	1.485
	36	11.25	
SD (%)	44	13.75	1.480
	20	6.25	

Note: $p < 0.05$;

SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

Finally, from Table 4.2 it can be concluded that the influence of English in a monolingual environment ($M = 18.75$) is lesser than in a multilingual environment ($M = 11.25$), where $t = 0.710$, $p < 0.05$. In regards to using English outside the classroom, the results indicate that in Macedonia, knowledge of English has a great influence on the employer's decision when applying for a job, watching popular movies or listening to popular international music has a positive influence on gaining more knowledge and English improvement that simultaneously is important for international communication, etc. Accordingly, in a multilingual setting, participants use English in a casual communication, with their teachers outside the classroom, with people who belong to diverse ethnic and cultural groups besides the fact that they understand their mother tongue and for avoiding unpleasant situations that appear because of different linguistic backgrounds. In contrast, in a monolingual setting the number of participants who use English as a means for communication and as a bridge for avoiding possible conflict is significantly smaller. The reason for such variation in results appears since on a daily basis, the participants who live in a multilingual setting switch between the codes, whereas in a monolingual setting the participants usually use their mother tongue and have no need to switch codes. Furthermore, when comparing the responses reported from both groups, clearly, the majority of the participants share positive attitudes towards the global influence of English as the most spoken foreign language and its importance for the development of the

country, for international communication, when searching for a job and its dominance in the media. Actually, such results appeared since the youngsters watch movies, listen to popular music, read online books and international newspapers. Additionally, they use the social utilities such as Facebook, Twitter, Skype, etc. to connect with people worldwide, which means enhancing of the communication.

Overall, previous results have shown that citizens that live in a multilingual communities use English inside the classroom more often than those who live in a monolingual communities. The results towards the usage of English outside the classroom are parallel to the previous results, which means that English are given more roles in a multicultural setting ($M = 11.25$) rather than in a monolingual setting ($M = 22.5$), where $t = 1.485$, $p < 0.05$.

Finally, in Table 4.3 the attitudes towards English as a global language are presented. The results show that there is a slight difference between the participants' perceptions.

Table 4.3 **Descriptive Statistics of the Attitudes towards Global English**

Global English			
	Total	Means	t-Stat.
SA (%)	52	17.333	-1.183
	59	19.666	
A (%)	36	12	0.158
	35	11.666	
N (%)	11	3.666	-1.336
	16	5.333	
D (%)	14	4.666	0.606
	8	2.666	
SD (%)	7	2.333	1.213
	2	0.666	

Note: $p < 0.05$;

SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

Thus, the majority of the participants ($M = 12$, 11.666 , where $t = 0.158$, $p < 0.05$) share positive attitudes towards the influence of English as the language of the future and they consider that English is important and has a positive influence for the development of the country. Additionally, the participants consider that if people in Macedonia want to communicate and collaborate with people across the globe, than everyone in Macedonia should be able to speak English apart from their mother tongue.

In brief, in Macedonia, there is significant difference between the roles of English in a multilingual vs. monolingual environment. From the above mentioned, it can be concluded that the function of English in Macedonia has greater importance in a multilingual setting.

Analysis from the Interview

The literature review highlighted some roles of English in a multilingual and in a monolingual environment. Hence the emergence of English as a neutral communication medium, results with English taking on the global language role.

Table 4.4 and Table 4.5 present the obtained interview results towards the role of English inside vs. outside the classroom and its influence on the usage in a monolingual vs. multilingual environment.

First, from Table 4.4 it can be seen that there is significant difference between the teachers' attitudes towards the usage of English inside and outside the classroom in two different settings.

Table 4.4 Descriptive Statistics on the Comparison of Teachers' Attitudes towards the Usage of English Inside and Outside the Classroom

	English inside the classroom		English outside the classroom	
	Monolingual	multilingual	Monolingual	Multilingual
T-S	100%	100%	25%	75%
S-T	75%	100%	0%	75%
S-S	25%	75%	0%	25%
Mean	66.666		8.333	
	91.666		58.333	
t -Stat.	-1.060		-2.683	

Note: $p < 0.05$; S=students; T=teacher.

Notably, the results suggest that inside the classroom the usage of English is higher than outside the classroom. The explanation for such result lies in the fact that in environments, such as Macedonia, where English is given the status of a foreign language the necessity for using English outside the classroom is lower than in environments where English is accepted as a second language or even lower than in environments where English is a native language. Nevertheless, teachers' attitudes towards the usage of English inside the classroom also differ in the usage of English in a monolingual, compared with the usage of English in a multilingual environment. Accordingly, the majority of the teachers have reported that in a multilingual setting ($M = 91.666$) English is used more than in a monolingual setting ($M = 66.666$), where $t = -1.060$, $p < 0.05$. Teachers reported that in a multilingual environment the students use English with their teachers and their colleagues more often than they do in a monolingual environment. The reason for such difference is perceived in the necessity for using English. Actually, in a multilingual setting, students from different linguistic backgrounds meet and in order to communicate and cooperate they have a need to use a neutral language, different from their mother tongues. Similarly, there are cases where the teacher does not understand the mother tongue of a group of students, so the right choice is choosing a third language for communication.

Table 4.4 as well presents the results of teachers' attitudes towards the usage of English outside the classroom. Importantly, there was a significant difference between teachers' attitudes. As presented, the majority of the teachers believe that the role of English outside the classroom is higher in a multilingual ($M = 58.333$) rather than in a monolingual setting (8.333), where $t = -2.683$, $p < 0.05$. A relatively large number of teachers have emphasized the importance of using English outside the classroom. However, quite different situation appears when applied in practice. In spite the fact that some teachers enhance the usage of English outside the classroom, in most of the cases their interlocutors respond in their mother tongues, as a result of fear of lack of vocabulary, not enough motivation for practicing and of course 'be secure in your own territory'.

Next, Table 4.5 presents teachers' attitudes towards the influence of English in two different settings. First, all teachers have agreed that in both settings English has a positive impact on the academic success, since it is used as an obligatory subject in the school curriculum.

Table 4.5 Descriptive Statistics on Teachers' Attitudes towards the Role of English in Two Different Settings

English...	monolingual	multilingual
for academic success	100%	100%
as a means for communication	25%	50%
as a bridge for avoiding linguistic conflict	25%	100%
Mean	50 83.333	
t - Stat.	-1.109	

Note: $p < 0.05$

Second, a relatively small number of people in Macedonia use English as a means for communication. Such situations usually occur among people who share different mother tongues. Finally, the majority of the teachers believe that in Macedonia English is used as a bridge for avoiding unpleasant situations, mainly in multilingual communities.

Overall, the results indicate that in a multilingual ($M = 83.333$) the roles of English have greater importance than in a monolingual environment ($M = 50$), where $t = -1.109$, $p < 0.05$.

Finally, teachers' responses indicate that in Macedonia, citizens that live in multicultural and multilingual communities use English more often, rather than those who live in mainly monolingual communities.

CONCLUSION

The study of the influence of English both inside and outside the classroom and its roles in the society has become one of the major interests, since more and more English non - native speakers have started to use English as a means for communication. Since teaching and learning English is important, the number of English speakers, who are fluent and proficient, increases constantly. Therefore, the study investigated the similarities and the differences in the role of English in a monolingual vs. multilingual setting.

Findings of the study reveal that participants' attitudes towards the usage of English vary in terms of the setting of which is discussed and whether it is used inside or outside the classroom. Major findings indicated that in a monolingual environment people generally use English as an obligatory subject in the school curriculum i.e. first obligatory foreign language. Regarding the usage of English outside the classroom (in a monolingual environment) the responses suggest that people use English when necessary, usually with native speakers, tourists, on business meetings and conferences, and when they travel to another country. On contrary, in a multilingual setting people use English both inside and outside the classroom. Hence in a multilingual setting people use English not only in the classroom (with their teachers and colleagues), but also outside the classroom as a means for communication and as a bridge for avoiding possible conflict situations that appear among people who belong to different ethnic and cultural groups. The reason for choosing English as an auxiliary, neutral, and/or third language lies in the influence of English as a global lingua franca. Taking into consideration that in Macedonia, English has acquired the status of most commonly taught and learned foreign language, the demand for English language proficiency has drastically increased. Therefore, switching between the codes, as a result of multilingualism, is a common everyday phenomenon, but initially in the multilingual environments, because living in a community where various languages meet, implies a constant usage of the same. In contrast, in a monolingual environment, besides the fact that the majority of the population is at least bilingual, although foreign language learning have been emphasized since early ages, people almost never switch between the codes and they hardly ever use English (or some other foreign language) on a daily basis. The main reason for such situation appears because there is no necessity for using English or other foreign languages, apart from citizens' mother tongue, as a means for communication. People who live in a monolingual setting almost always use their mother tongue, because generally, approximately all of them share the same ethnic and cultural groups and linguistic background. The only situation when they use English is inside the classroom (mainly with teachers and rarely with their colleagues). Next, people that live in a monolingual environment use English when they communicate with people that do not understand their native language, normally with tourists and when they travel abroad. At home, the only situation when they are in touch with English is when listening to popular music, watching movies, reading international newspapers and/or books, etc. unless they speak and listen to their native language. Another important issue is the appearance of code - switching that is typical for multilingual settings. In the multilingual societies code - switching is an everyday occurrence, since as Barnard & McLellan argue, "When two bilinguals talk to each other, more than one language might occur in their communication" (2013, p.14). Switching between the codes amongst learners, teachers, and teachers and learners regularly occurs both inside and outside the classroom. According to Rose (2009) a number of specific functions of code - switching in conversation amongst speakers occur such as "clarification, humor, translations, expansions, confirmation, reprimanding, social expression of identity and word -

finding” (p.73). As announced, this phenomenon is rare or almost impossible for monolingual settings. On contrary, the role of the mother tongue in a monolingual setting importantly inside the classroom, is a topic that has been widely discussed and many studies have been concentrated on suggesting ideas and methods for avoiding it, since outside the classroom it is more than understandable that the mother tongue is the principle tool for communication among people. A three-year research (2007 - 2009) that aimed to discover the importance of the mother tongue in foreign language learning conducted by Toci (2009) revealed, “Communicative approach is not applied and practiced in elementary and secondary schools. English is still being taught with traditional teacher - centered methods”, which indicates that the usage of English in monolingual settings is at a low level. In contrast, being a part of a multilingual setting means living in a setting that is consisted of speakers that share diverse linguistic backgrounds and usually have no common language. Therefore, they need a neutral common language and in most of the cases, they choose English.

Before concluding the final remarks, we will go back to the core research questions and make a short review. Regarding the first research question, the analyzed data have shown that the usage of English inside and outside the classroom has positive influences on the academic success and it is of a great importance for the future studies not only in Macedonia, but also abroad. However, it was confirmed that English is more used inside the classroom by both teachers and students, although its usage outside the classroom has a huge impact not only on gaining knowledge, but also on finding better job, understanding international newspapers and books without a necessity for translation, when going abroad in order to facilitate the communication with foreigners, etc.

Concerning the second research question, the results have shown that English influences overcoming possible unpleasant situations that appear in communities where multiculturalism is emphasized. Generally, English is used as a bridge language that helps avoiding ‘linguistic conflict’. In a monolingual environment, people use English as a means for communication, but only with people that do not understand interlocutors’ native language.

Considering the third research question, the responses have indicated that the usage of English in a monolingual compared to a multilingual environment differs in the purpose of the usage. Specifically, in a monolingual setting the main usage of English is inside the classroom as an academic subject. Whereas, in a multilingual setting the usage of English outside the classroom has a positive influence on the communication between people that share different linguistic background. It facilitates the communication and enables mutual understanding, since in many cases it is used as a neutral language.

Finally, the results have shown that both our null hypothesis and the alternative hypotheses have been confirmed. Notably, there is no significant difference in teachers’ and students’ attitudes towards the usage of English inside and outside the classroom in two different settings. Both teachers and students believe that in Macedonia the usage of English inside the classroom is emphasized. In addition, they have agreed that it can be considerably noticed that in a multilingual environments people use English more than they do in a monolingual environments. This shows us that the role of English in a multilingual environment is different from the role of English in a monolingual environment and the usage of English inside the classroom vs. outside the classroom is higher in a multilingual than in a monolingual setting.

Limitations of the Study

It is important to note the limitations involved in this study. First, an important limitation in this study is the small sample size. The study includes eighty-eight subjects (forty learners and four teachers from SEEU, Tetovo and forty learners and four teachers from the Faculty of Economics, Prilep). In future studies, a larger population of learners and teachers can be chosen in order to generalize the outcomes to a much larger population.

Second, as mentioned, the subjects were drawn from two universities, i.e. SEEU, Tetovo and the Faculty of Economics, Prilep, and therefore the results may not be generalized well to other educational settings or other population with different backgrounds. The results from the conducted research may not be representative for all regions in Macedonia. Future studies involving a larger sample across the nation would help validate the findings of this study.

Lastly, another limitation concerns its methodological design - a questionnaire was used to collect data from the learners and an interview was conducted to collect data from the teachers. Other types of instruments such as teachers' questionnaire should be included to obtain more in-depth information and/or observation of teachers' classes is as well recommended since it gives more insight into what is actually happening in classes.

RECOMMENDATIONS OF THE STUDY

First, if we overly insist on using English language, local languages endangerment can be caused. Therefore, it is recommended, to observe the usage of English language, in the sense of using English as a neutral and/or an auxiliary language in the multilingual environments, but it should not be at the expense of the local languages. In comparison, this is not the case in the monolingual environments, where the native language usage is emphasized. Therefore, it is recommended that in the multilingual environments, English language classes to be organized in such a way that diverse ethnic and linguistic groups would be bound together in the same classroom. In that case, English would be used as a neutral language and as a bridge language that will bring native speakers of Macedonian and Albanian closer, since there is no other way that they can interfere in the school. Actually, the Ministry of Education should consider offering mixed English Language classes, which according to Kareva et al., will "be open to all on the basis of equity and merit regardless of ethnicity, to promote inter-ethnic understanding and to provide a multilingual and multicultural approach to teaching and research" (2008, p.85). Whereas in the monolingual environments, inside the classroom, the target language usage should be emphasized by avoiding mother tongue in order for learners to develop a language proficiency and fluency. This can be achieved by using variety of strategies, such as, stressing target language interaction, encouraging self-expression in order to enrich vocabulary and increase fluency and accuracy, encouraging target language communication among learners themselves, etc.

We believe that each educational institution should have an explicit policy of learning outside the classroom by engaging learners in doing English language activities, this should particularly be the case for the monolingual environments, in order to increase learners' knowledge and development and call attention to autonomous learning. Some of the outdoor activities may include reading English novels, international newspapers and magazines, "listening to the radio, watching TV in English, going to see films and theatrical productions in the English language, attending talks and lectures, and listening to tapes in English"

(Pickard, 1996, p.155). Nevertheless, policy makers should take into consideration and concentrate on the experiences that learners will gain by using English outside the classroom and/or they should also be careful on the possible harm that they can cause and not represent a threat to the local languages usage (in the multilingual environments).

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DEDICATION

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