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TECHNOLOGY AND ENGLISH LANGUAGE EDUCATION: A CASE STUDY OF CALEDONIAN COLLEGE OF ENGINEERING

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Abstract. *This study was conducted to assess the impact of technology on education in the Language and Learning Department of Caledonian College of Education in Oman, and to understand language teachers' perceptions of technology. This was achieved through a combination of qualitative and quantitative methods, namely online survey and interviews. Students, teachers and managers of the department were the participants. Through an in depth analysis of the data thus generated, the study has been able to explain how technology has had a positive influence in language education at the college. In addition, it has identified the impediments in using technology as perceived by the participants in the study. Further, the study analyzes a range of perspectives of teachers, learners and managers of the language and learning program vis-à-vis technology in language education. Finally, the study has made recommendations on how the role of technology in language education can be further enhanced in the department.*

Key words: *skills, technology, language education, Caledonian College of Education, Oman*

1. INTRODUCTION

Oman, the oldest independent state in the Gulf region is envisaging rapid growth in all fields of life. During the renaissance of the last forty years, the country has established a large and dynamic expansion in the field of education. The country's higher education system now includes one national university, 6 colleges of applied sciences, 19 institutes/ teacher training colleges and 27 higher education institutes in the private sector. According to the vision for Oman's Economy: Oman 2020 whose main perspectives were set by the Oman's Government in 1995 (Training, 2010, p.3), the development of its young generation is of pivotal importance for the country. These young people should possess "capacities and skills that confirm with the technical and technological development and are characterized by high efficiency for management of changes" (Ministry of National Economy, 2002). Such focus encourages universities and colleges in Oman to integrate technological skills into their curriculum.

In the case of language learning and teaching, the main aim is to enable the learner to communicate with people in real world situations (Brown, 1987; Omaggio, 1986; Oxford, 1990; Widdowson, 1978). Unfortunately, English as a Foreign Language (EFL) students

find it difficult to acquire and practice language in context (Yang & Chen, 2007). The major reason for this is the unavailability of different ethnic and linguistic groups in their immediate surroundings. But the arrival of technology and the internet has drastically changed traditional English language teaching. Studies point out the influence of information technology on the language learning sector as, “in today’s society both children in educational settings and adults in workplaces are exposed to a wide variety of information technology that allows learning and production of knowledge to take place in a variety of ways” (Reeja, 2010, p.1).

Language and Learning (L&L), one of the sections at the School of Foundation Studies at Caledonian College of Engineering (CCE) delivers all four language skills and study skills in two levels, namely Foundation 1 and 2 (F1 & F2) over two semesters. F1 aims to improve grammar and vocabulary along with the four language skills. Students also use computer labs for improving their language with the help of technology through a component called ‘language in the lab’. Project, the core module in F1 integrates study skills, conversational skills, reading and listening skills and diagnostic clinic activities. F2 covers academic writing, reading, listening, debates, conversation skills, presentation skills, grammar and diagnostic clinic activities. Pre-foundation program (PFP) is a support level introduced for those who fail to score the minimum required in the entrance test to enter F1.

This study describes how the use of technology and the learning management system (LMS – this will be explained later in the paper) implemented at CCE is perceived by students, teachers and managers. Specifically, this study reports on the perceptions of Foundation English students and teachers, vis-à-vis the use of technology in English language education.

2. LITERATURE REVIEW

2.1. Technological era and English language teaching

Modern teachers are both inspired and challenged by developments in technology, as well as the awareness of technology among the young generation, leading to many drastic changes in how language teaching is approached. Technology has emerged in such a way that it has revolutionized all aspects of life. Both technology and the English language have become necessities of modern life and seem to go hand in hand. Organizations which are yet to integrate technological advancement into their educational programs may find it difficult to meet the needs of knowledge based economies and societies. Not only that, such organizations may find it difficult to withstand the current paradigm shift in education (O’Neill, Singh, & O’Donoghue, 2004). The use of technology in education especially in higher and professional education has become a necessity of this age (Wernet, Olliges, & Delicath; 2000 & Almekhlafi, 2006).

2.2. Technology in higher education in Oman and CCE

The use of technology in education in Oman is not a very recent phenomenon. As early as 2004, the relevance of technology in the country and the large scale use of different technologies in higher education were recorded in educational research (Al Musawi & Abdelraheem, 2004). Nationwide, e-learning and the use of web-based communication have given open access to Omanis in providing learning resources (Al

Musawi & Abdelraheem, 2004), which enables them to get connected with other students and teachers and to gather information from any part of the world.

Ever since Caledonian College of Engineering was established in 1996, the college has tried successfully to embrace cutting edge technology in the form of efficient IT services, Learning Management Systems, mobile learning and the provision of personal computers and lap tops for staff and students. The use of SMART board technology in the language classroom, especially in improving writing skills has been proven to be an “innovative and powerful support tool” at CCE (Reeja, 2010, p.38).

A learning management system (LMS) is a set of software tools which can manage administration at student and staff level, including documentation, tracking and reporting of training programs, classroom and online events, e-learning programs and training content. It also facilitates automated testing which can record answers and grade tests. Other features like chat boards and discussion boards/rooms enable the system to distribute courses and encourage a collaborative online learning style. Research shows that versions of LMS such as Moodle and e-portal are being introduced and implemented in the Omani educational system (Nair & Patil, 2012). LMS provides an efficient academic system to build human resources and also to share some academic knowledge (Oman Observer, 2013). For at least a decade, CCE has used technology to facilitate peer to peer collaboration, as well as an integrated feature with a third party system to check for plagiarism. Recently, CCE added an e-learning week every semester which aims to encourage and maximize technology for learning and teaching. Other successful aspects of technology in education at CCE are a personalized portal website for students and staff (for module registration, viewing exam results, monitoring class attendance, etc.), and a database driven short message service integrated with the college’s ERPS (enterprise resource planning system) for communication purposes.

2.3. Underpinning E-learning theories

According to Skinner, Thorndike, Tolman, Guthrie and Hull (1954), the process of learning happens through ‘behaviorism’ which is based on three assumptions: firstly, that learning can be evident by the change in behavior, secondly, that behavior is shaped by the environment and, thirdly, the principle of reinforcement. Skinner put forward the concept of Computer Assisted Instruction by which students answer a question and get the feedback as right or wrong.

Connectivism has emerged as one of the relevant theories for the digital age (Siemens, 2004; Downes, 2005). The theory is defined as “the integration of principles explored by chaos, network and complexity and self-organization theories” (Siemens, 2004). It highlights the skills and tasks needed in the digital age (Siemens, 2004; Downes, 2005). Jean Piaget, the Cognitive theorist, focuses on memory and prior knowledge of a learner which illustrates ‘brain-based learning’. He stresses the importance of prior knowledge in acquiring new information. Learning process is achieved when information is acquired, processed and stored in the memory (Udeen & Beaumont, 2006). Similarly, McPherson and Nunes (2004) elaborate on the theory of Constructivism in which learners use prior and current knowledge in the construction of new ideas: “Previous constructed structures of knowledge are retrieved and utilized as discrete packets for the development of new knowledge structures” (p.45). According to Farooq (2011), the theory promotes self-

directed learning, project-based learning, experiential learning and reflective practice where the teacher encourages students to discover themselves by engaging in different tasks.

3. STUDY

3.1. Aim and scope of the study

As is clear in the research that has been cited in the previous section, the advent or introduction of new concepts or practices in education, especially technological ideas, should always be accompanied or followed by systematic assessment to ensure that the desired results are achieved, prevent avoidable difficulties and decide future action. This research is a case study of the Language and Learning department at Caledonian College. The study is conducted to establish an overall understanding of the role that technology plays in language education at CCE, to identify specific areas of difficulties and to record how EFL teachers really 'feel' about technology as part of their daily work. The research questions are as follows:

- What is the impact that technology has had on language education at CCE?
- How do EFL teachers and learners view and approach technology in language education?

It is expected that the findings of the study have generalizable validity applicable to other, similar language training departments in the Sultanate of Oman.

3.2. Methodology

3.2.1. Participants

The participants comprised 112 male and female students of the Foundation Program (Levels 1 and 2), 16 English teachers and 3 managers from the department. All the participants had experience in using technology in their classes, as it is mandated by the college and is, therefore, a part of regular learning and teaching. The study examined the gap between ideals and reality in using technology, and probed feasible methods of performing more technology-integrated learning and teaching in the future.

3.2.2. Data collection

Data for this study was compiled over a period of three months from March to June 2015 by the authors. To answer the research questions, the study used a combination of quantitative and qualitative research methods, namely a questionnaire and interviews. As the research was a study of technology in language education, it was considered appropriate to use an online method for the survey instead of a paper-based method. Accordingly, Google Forms was used to create questionnaires for teachers and students. Questionnaires were made accessible through CCE learn which is one of the Learning Management Systems run by Caledonian College of Engineering. The questionnaire focusing on teachers' and students' perception of technology integration in teaching and learning consisted of many subthemes, such as perceptions of their technology competencies and usage, problems hindering technology integration, types of technology used and the extent of its use in course delivery.

In order to eliminate issues like ambiguity or lack of clarity in the questions and topics being repeated, two teachers of the department were asked to trial the survey before

it was sent out and their feedback was incorporated. Interviews were also conducted with teachers and managers of the department to collect detailed data on technology integration methods, problems hindering such integration, and incentives that may increase technology integration in the class.

Through a case study focusing on technology in English teaching and learning, the researchers would like to provide a basis for the qualitative and quantitative analysis of the use and influence of technology at Caledonian College of Engineering. The insights gained via this study can help EFL teachers to design better learning environments in terms of classroom management, assessment and curriculum design. Some feasible methods and related recommendations for further development in technology for language teaching have also been suggested.

Data gathered from questionnaire items were analyzed using Google forms. Descriptive statistics and analysis of variance (ANOVA) were used. In addition, the researchers analyzed these items using “Item Analysis” method in order to get a deep understanding of the results from the questionnaire. On the other hand, data collected from interviews of managers and teachers were analyzed using the phenomenographic approach to data analysis, which classified expressions used by participants according to similarities and differences (Levin & Wadmany, 2006).

4. FINDINGS AND DISCUSSION

The data from the survey was analyzed in accordance with the research questions. Teachers’ and students’ perspectives were analyzed as follows.

4.1. Technology in teaching and learning

Nearly 63% of the participating teachers were of the opinion that they like to use technology ‘moderately’ rather than ‘extensively’ or ‘in a limited way’. A majority of teachers (85%) believe that technology can make a big difference in the classroom. While considering the teaching and learning of language, three quarters of the teachers were of the opinion that technology motivates students and makes communication exciting and that it has a positive impact on students’ learning. Fifty-six percent of teachers agreed that students collaborated better when they used technology. However, 75% of the teachers also felt that when technology is used, lessons need more planning and preparation.

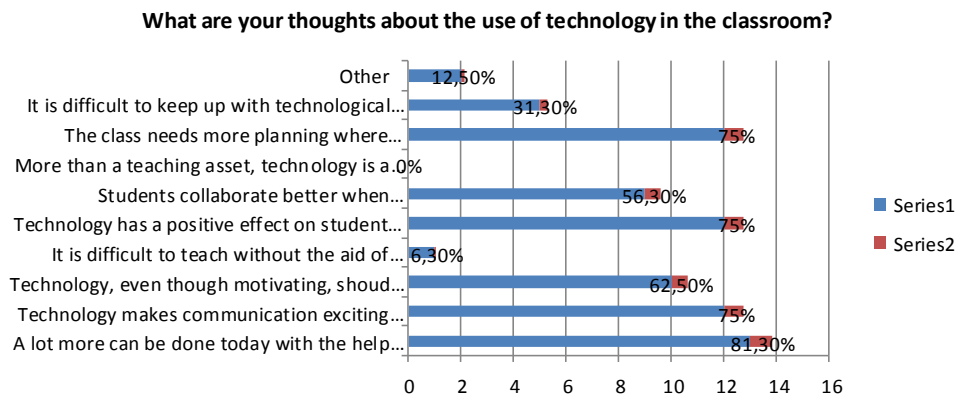


Fig. 1 Teachers’ general thoughts about using technology
 Series 1: Number of respondents
 Series 2: Percentage

Very few teachers (only 6%) felt that it was difficult to teach with technology, but 31% of teachers indicated that they found it difficult to keep up with technological developments. It is also significant that none of the participating teachers saw technology as a distraction in teaching and learning. As can be seen in Figure 1 below, the analysis showed that teachers acknowledge the importance of exposure to and integration of technology in language learning but are able to do it only 'moderately' mainly due to lack of time to prepare lessons and to exploit the technology well.

4.1.1. Difficulties in using technology

Lack of proper training and technical support were the main difficulties indicated by teachers. Thirty-eight percent of the teachers mentioned that they 'always run into technical difficulties' compared to only 18% of respondents who said that no difficulties with technology had been encountered so far. The problems may be due to unfamiliarity with the established system as 13% of the participating teachers are new to the college system and another 50% had been at CCE for less than three years.

4.1.2. Technology benefitting students

Eighty-eight percent of the participants stated that technology ensures that students' interest levels are high. The same percentage of participants stated that motivation to learn increases as a direct result of technology. This could be because it brings a sense of reality (Walmalwa & Walmalwa, 2014). Half of the teachers felt that technology is beneficial to slow learners which coincides with other research findings that technology directs students to become self-directed learners (Schofield & Davidson, 2003). This is due to the fact that technology gives them enough space and more control over their learning styles by allowing them to decide their own pace. In other words, the findings in this part of the survey seem to affirm that a self-directed learning is possible when technology is used.

4.1.3. The most beneficial technology

Of the list of items of technology that was provided in the survey, most of the teachers (94%) who participated chose educational websites as the most beneficial form of technology. Web based interactive games/activities (87%), as well as online video content (81%) also emerged as popular technology often used in classrooms. Only 50% of the participants found discussion forums and social media to be beneficial. It was clear that e-books were used the least in classrooms (44%) among all the items on the list.

4.1.4. Improving the use of technology

As discussed in the previous section, 88% of the teachers were of the opinion that they need more time for preparation when it comes to using technology. About 75% of the participants suggested the provision of dedicated staff to help in the use of technology. More than half of the participants (56%) felt that they needed far more time to learn technology. As part of increasing the use of technology in the classroom, it was suggested that efficient use of in-class technology be linked to staff appraisal. Around 63% of the participants thought that allotting administrative work to non-teaching staff would also improve their use of in-class technology. In all, it was clear that teachers

would be willing to provide more technologically enhanced lessons provided the necessary time is given for preparation.

4.1.5. Technology and specific language areas

An analysis of teachers' responses points out that according to about 69% of the respondents, technology helps in teaching both complex and abstract concepts in language. Faster feedback, practice and consolidation are the other advantages of technology that most of the teachers (74%) agree on. With regards to language areas, the survey analysis showed that teachers 'always or often use' technology in listening (100%), vocabulary (69%) and grammar (75%) lessons. Different forms of technology are also used for improving writing (44%), reading (56%) and speaking (38%) skills.

4.1.6. Technology: learning and teaching potential

There are specific online features available at CCE which greatly strengthen the learning and teaching potential. Some of these are online reading, discussion boards and computer-based access to sample exam papers and quizzes. Online listening tasks, sharing materials online, PCs, laptops, mobile phones and tablets are the technologies rated 'high' in terms of their ability to enhance students' learning and teachers' teaching potential. The most commonly used technologies in CCE mentioned by the participants are interactive whiteboards, PCs, laptops, mobile phones and projectors. It is noteworthy that the frequency of use of many of these devices in the classroom over the academic year has increased considerably compared to a year before. Thirty-seven percent of the participants have increased their use of Interactive Whiteboards compared to a year ago. The corresponding figures for PCs/Laptops, mobiles and projectors are 70%, 44% and 81% respectively. Television and interactive tablets are the forms of technology on the list which are 'rarely used' by teachers. In addition, as shown in Figure 2, a large percentage of teachers (81.3%) have expressed the view that sharing materials online has 'improved' or 'vastly improved' their teaching potential.

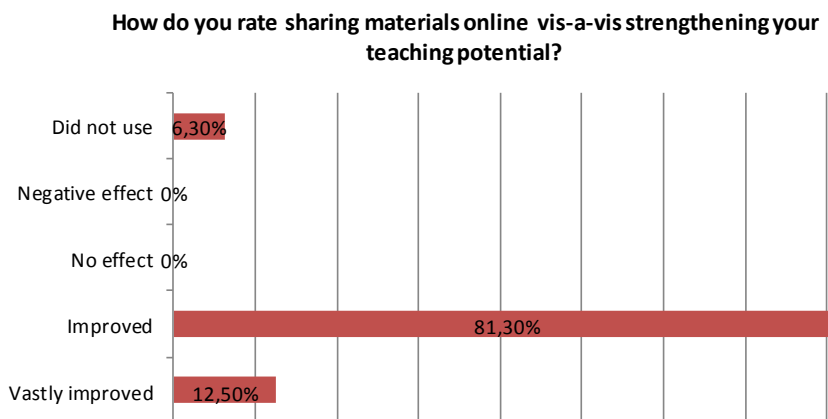


Fig. 2 Teachers' views on sharing materials online

4.1.7. Students' Perspectives on Technology and Language learning

Most of the students agree that they are digital natives who own one or more digital tools, such as laptops, iPods, mobile phones, USB drives, etc. More than 90% of the students considered laptops, mobile phones, printers, USB drives, text messengers, mobile cameras and web/internet access to be 'extremely useful'. Students found iPod/MP3 players 'not important' and tablets as 'a little important'. The responses indicate that all the participants use computers more than once a day or a minimum of 2-3 times a week. More than 50% of the students marked blackboard and emails as the main channels of communication from and to the teacher rather than voice mail or instant messaging.

With regard to the students' own use of technology for learning, most students (close to 60%) use instant messaging, phone, and e-mails to discuss coursework with their friends. As seen in Figure 3 below, more than 80% of the students feel that sharing materials online is 'important' or 'extremely important'. On an average, between 58% and 91% of the students consider technological facilities like syllabus and exam preparation material on the college website, lecture notes via power point, projection of internet sites, audio/video, individual or group work in computer lab/on student laptop, SMART boards as 'extremely helpful' for language learning. Links to resources, Bulletin board, sharing materials online, course calendar, e mails, online reading and on campus printing were also marked as 'extremely important' or 'important' by 67 to 87% of the participants. Though chat was favored by 50% of the participants, the other 50% considered it 'not important'.

Generally, the students expressed a high level of confidence in their ability to handle technology. A high percentage of the participants ranging from 75% to 93% selected the options 'expert' or 'fairly skilled' in terms of the use of e-mail, Instant messenger, web surfing, word processing, power point and online library resources. It is noteworthy that the highest percentage of participants who chose 'Unskilled' for any of these programs was very low, between 3 and 8%. On the whole, the analysis of student responses proved two things. One is that students are experts in using a wide range of technologies and the other is that students are able to look critically at the different forms of technology used in language education at CCE. Both students and teachers acknowledge the technological progress and integration at CCE and the role it plays in English language learning and teaching.

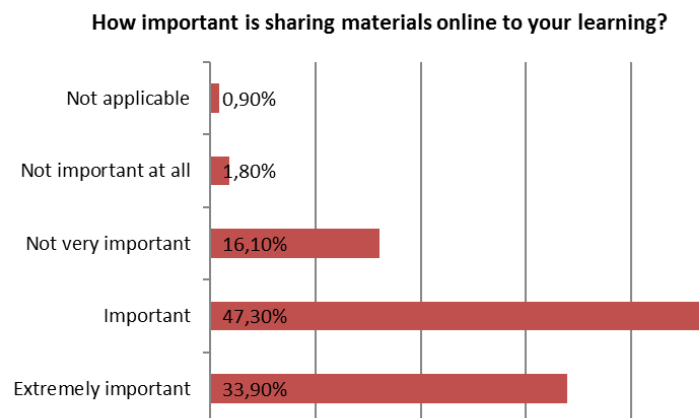


Fig. 3 Students' perspectives on sharing materials online

4.2. How do teachers feel about technology in English teaching? Perspectives from the interviews

4.2.1. Training in using technology

Of the 6 teachers interviewed, all had served in the L&L department for a minimum of two years. All the interviewees indicated that almost all the training they had had in using technology was either from colleagues or in the form of PD workshops and other events rather than through formal education. There was a strong sense of pride in the fact that most of the technology they were using was self-taught. All the teachers interviewed also mentioned the role of peer learning in this aspect of their professional development.

4.2.2. Self-assessment

In response to a question ‘Do you think you make good use of technology in your teaching at CCE?’ none of the interviewees chose ‘not at all’ and two interviewees chose ‘very much so’, indicating a general sense of confidence among teachers in using technology. This, in conjunction with the results presented in the section above, is a key indicator of teachers’ ability to learn and adapt to new learning and teaching environments.

4.2.3. Advantages and disadvantages of technology in English language teaching

All the views expressed in the interviews corroborated with those expressed in the online survey. Increased motivation and sustaining student interest ranked high among the advantages of using technology. In addition, the following additional advantages emerged in the interviews.

- Technology creates a ‘zone of comfort’ that the learners are already in due to their being digital natives. If the teacher can enter and work in this zone, it makes learning and teaching easier.
- Technology breaks down limitations of space and time, for example through distance learning and a range of communication systems used by teachers and learners.
- Technology caters to all types of students, for example visual learners, auditory learners and kinesthetic learners.
- Technology in the classroom provides a ‘different sensory experience’ from the usual ‘looking at and hearing the teacher’.

Among the disadvantages of using technology for language teaching discussed in the interviews, technical problems and lack of knowhow among teachers clearly topped the list. In addition, the following disadvantages of technology were described by the interviewees.

- Lack of regulation when learners use technology on their own.
- The cost of setting up the required technology.
- Lack of control on the part of the teacher (for example, the difficulty of ascertaining that a mobile phone is actually being used for the right reasons in class).
- Technology by itself may not be a sustainable force in language teaching; a mix of new and traditional methods would lead to a more balanced approach in the long run.

4.2.4. Student response to technology at CCE

All the interviewees were of the opinion that the general response of students to technology has been good albeit not always consistently so. It emerged that older students (for example mature students who study part time) do not take to technology as easily as regular students who are much younger. Interactive games and discussions using online tools were mentioned as an example of a successful form of technology in the classroom. None of the interviewees disagreed with the statement that learner response to technology in the L&L department had on the whole been positive. 'Engaging', 'diverting', 'helps them think' and 'generates some creative expression' were some of the expressions used by the interviewees.

4.2.5. Technology and the future of English language teaching

All the interviewees agreed that in the future technology would have a much larger rather than a smaller role to play in language education. Distance and online language courses and virtual classrooms were some of the futuristic ideas mentioned. However, there were frequent references to the idea of technology replacing the teacher and this was invariably considered a negative possibility. Interestingly, almost all the interviewees warned against the overuse of technology and the possible advent of technology as the dominant phenomenon in language education, a view that is partially reflected in the managers' views summarized later in the paper. It was a common comment made by all the teachers interviewed that while technology is a key factor in English language education of the future, the human element should not be compromised or undermined in the name of promoting technology.

4.2.6. Improving teachers' technological competence

With regard to ways to improve teachers' ability to use technology, all the interviewees stated that while their self-assessment of successful use of technology in the classroom was high, there was a real need for more and intensive training in technology for language education. This reflects the view regarding technical knowhow expressed in the online survey. Interestingly, the teachers did not mention any specific courses for this purpose, though they were aware that such courses existed. This is an indication that the language teachers interviewed were thinking more in terms of internal courses at the college.

4.3. Views of the Management

4.3.1. Technology in English language teaching at CCE

All the interviewees were of the opinion that teachers in the Language and Learning department were doing a 'commendable' job of using technology in their teaching. One interviewee, who is involved in conducting the teacher appraisals, rated the teachers' success rate in this area as '8 on a scale of 1 to 10'. Once again there was a reiteration of the view that technology should not become 'a drum to beat' but on the whole, there was an obvious sense of satisfaction among the members of management interviewed regarding teachers' use of technology.

4.3.2. Impediments in the use of technology

There was a general feeling among the interviewees that the exploitation of technology could be even better and more focused and the main impediment in this was

lack of time. This is significant as it creates a space of common truth among teacher responses to the survey, views expressed in the teacher interviews and management views. From a purely management point of view, two impediments that were outlined by the interviewees were cost and resourcing issues. While CCE has been a leading provider of technologically-enhanced education, setting up the technological support needed for modern education is expensive. Technophobia or reluctance to try out new technology is a phenomenon that was observed by the managers. It was felt that this could be a direct result of a didactic approach being followed in the teachers' own countries and a consequent difficulty in moving away towards a more learner-centered or techno-savvy approach.

4.3.3. Technology and the future of English language teaching

In addition to the prediction that technology will have a large and increasing role to play in the language education of the future, all three managers asserted that the profile of an English teacher will change and include more technological credentials. It was also predicted in the interviews that teacher training courses like the Cambridge CELTA will have a larger technological component. An important way in which technology was predicted to change English language teaching is in the area of diagnostic activities. To quote one of the interviewees: "Various software tools in language learning will enable diagnosis of weak areas and that can later network into a sequence of resources that will be beneficial to the individual learner."

The most significant statement that came from the managers was that in future, technology will have an equal or greater status compared to academic qualifications in the recruitment process. This is already true in many colleges including CCE - where there is already a distinct preference for teachers who are tech savvy - and will become universal in the future world of English language teaching and learning.

On the other hand, a strong and unanimous opinion that was heard in the managers' interviews was that technology should not be allowed to be the single dominating force in language teaching and learning. There was a clear note of warning against overlooking the fact that a field like language education by nature requires a range of approaches rather than a single one. It was recalled in the interviews that as early as thirty years ago, there were teachers using radio and TV in the classroom. The advent of new and newer forms of technology need not, indeed, should not, have a corresponding change in how the quality of an English language class is measured. It was observed that the current trend of considering a country's educational system as archaic or advanced, mainly or only on the basis of the technology it uses can have the dangerous consequence on English language teaching and learning of creating a system where the personal element, the inevitable randomness and the natural chaos so necessary to any learning are all sacrificed in the promotion of technology.

4.3.4. Future directions at CCE

All three managers who were interviewed were asked how they would use a (hypothetical) grant of money for improving or enhancing the use of technology in the L&L department. One answer that was common to all the interviewees was that systematic and professional training in the use of technology should be given high priority. The other suggestions that came up are the setting up of radio channels in English and a proper language lab rather than language lessons conducted in a computer lab. An interesting and very futuristic suggestion

was to have a budget for creating technology-based networks and links with other organizations in the Sultanate of Oman.

5. RECOMMENDATIONS

The research clearly shows that technology plays a strong and positive role in the Language & Learning program at CCE. Based on the data gathered in the study the authors would like to make the following recommendations.

- **Exploit existing talent:** Identify members of staff in Language & Learning who already use technology successfully and create opportunities for dissemination of skills and knowledge. This is already a regular practice at CCE but based on the perspectives gained in this project, the dissemination should be more formally structured, thematically relevant and focused on the classroom realities of L&L rather than activities that are fueled merely by the need to meet minimum PD criteria put down by the institution. Importantly, there should be a mechanism that ensures follow-ups to the sessions so that the practical use and value of the new knowledge can be tracked and retrospective discussions can be enabled to add to the original session or idea. A few such sessions would be more beneficial than workshops on separate topics at regular intervals where the idea does not receive the post-session attention that is necessary to turn it to practical use.

- **Reward them:** Incentives and motivation are inextricably linked and this is applicable to language education too. Recently CCE awarded exceptional teachers as part of an important occasion and this gesture was greatly appreciated. Language & Learning can benefit from linking efficient use of technology to staff appraisals in such a manner that the extra efforts in the area of technology taken by a staff member have some tangible benefits. This can be monetary or in the form of appreciative tokens. One way to do this is to institute prizes like Techno-Star(s) of the Month/Semester/Year where outstanding effort to integrate technology and language education can be recognized and rewarded.

- **Collaborate:** The creation of focus groups centered on different aspects of technology can speed up the process of making the department technologically stronger. The members of each group can work on their theme (say, teacher education in technology or online resources for academic writing), irrespective of what levels or modules they teach. This will also help in increasing peer-learning and creating 'techno-buddies', thus solving the problem of technophobia that came up several times in the research. Subsequently, the focus groups can present their findings through the dissemination sessions suggested earlier in this section.

- **Invest in teachers:** As has been described in the introductory sections, CCE has been at the forefront of technology in education. The college also has a well-established staff development program. To add further to this, it is suggested that L&L increase its efforts to encourage teachers to make use of staff development facilities with a focus on technological training. As a specific example, the University of Manchester (UK) offers an MA in Educational Technology and TESOL which would be more appropriate to the needs of the modern language teacher than a traditional MA. As part of strengthening human resources, it would be highly beneficial to act on the suggestions of many participants in this research and increase the opportunities for training at the Language & Learning department with internal and external resource persons.

- Time management: A common thought that recurred throughout the research was the lack of time to explore and learn new technology. It is recommended that the department look at ways of enabling teachers to balance teaching and administrative tasks with increasing their competence in technology-based teaching.

6. CONCLUSION

This study examined the perception of teachers, students and managers regarding the use of technology for English language learning and teaching at Caledonian College of Engineering. It is evident that one of the aims of using technology in language education is to motivate and encourage students. It also promotes student centered language teaching. Both teachers and students at CCE would like to integrate different kinds of technology in teaching and learning but in a proportionate way. The survey reveals that Caledonian students and teachers successfully use a wide variety of technology on a daily basis. Most of their lessons are set accordingly, and yet a few restraints in handling web tools cause occasional problems. Sometimes new teachers find constraints in adapting to the CCE learning management system and technology. But both students and teachers are convinced about the need for more updated technology and integration in language teaching and learning. Teachers opine that if more time and assistance are provided for administrative tasks and for preparing technology based lessons, better and more successful utilization of technology in language learning and teaching will follow. Along with technological advancement teachers also require to be updated with new developments which may ease difficulties in integrating technology in the classroom. The college and department management is always keen on providing staff development programs externally and internally. Technical updates and tutorials as part of the staff development calendar are already in place for organizing different activities for staff and students and importantly, to help new teachers to familiarize themselves with the system in use. There is a distinct opinion that emerged, namely that technology is a means to an end and not an end in itself. Accordingly, rather than technology on its own, there should be room for technology to be blended with different approaches to language teaching.

On the whole, the authors of this paper have been able to conclude that the L&L Department at CCE has been successful in integrating technology in language education. They have been able to carry out a consultative exercise based on which suggestions have been made to further enhance the role of technology in language education.

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