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BALANCING TECHNOLOGY WITH PEDAGOGY IN ENGLISH LANGUAGE CLASSROOM: TEACHERS' PERSPECTIVE

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ABSTRACT: *With the tremendous advancement in computer-assisted language learning (CALL), English language instructors have started an exciting journey of utilizing modern technological applications to equip students with the necessary tools to boost their language skills. The current study aimed at exploring the university English language instructors' perceptions of the optimal use of technology in an EFL context as many teachers misconceive the philosophy behind the integration of technology and overestimate the value of using technology without considering its relevance, necessity and applicability. Therefore, Technology, Pedagogy and Content Knowledge (TPACK) model was used to investigate the instructors' beliefs and practices relevant to language teaching through technology. Data were collected through a questionnaire and a semi-structured interview. One hundred and sixty-four English instructors, from different Saudi universities, participated in the study. The findings of the study revealed that instructors who merely seek the blind application of technology regardless of content, students' needs, learning styles, and methodology will cease to be pedagogically effective. The findings will pave the way for reshaping the instructors' teaching beliefs, practices and approach of integrating technology in an EFL class. The study highlighted the importance of developing the instructors' technological skills that are needed to launch new applications and providing concrete examples of how to successfully integrate technology in language instruction.*

KEYWORDS: Pedagogy, Technology, TPACK Model, EFL Instructors

INTRODUCTION

In the field of education, it is customary that a teacher acts as a mentor, provides moral support, and offers the emotional touch and values to students. The teacher-student interaction is determined, to great extent, by the teacher who understands students' needs, creates a supporting environment, and adopts an appropriate pedagogy to deliver the content. A class interaction could be either teacher-centered or student-centered and, in all cases, should not distort the process of language learning and attainment of academic and professional goals. However, for the past two decades, due to mechanization and automation of learning, there has been an unending development of CALL applications that have redefined the whole learning process. The introduction of technology in foreign language education is seen as a revolutionary step (Abunowara, 2014).

Nowadays, teachers and students use electronic gadgets and online resources in all language aspects. EFL classroom has joined the era of digital literacy in a pursuit to maximize students' academic achievement and to develop their language skills (Akyuz & Yavuz, 2015). Teaching is not only aimed at transferring knowledge, developing the discrete skills, or improving learning and attitudes, but making a blend of these principles through the use of technology. Mostly, technology has been effective in achieving the desired goals. A working example is

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the availability of varied listening and speaking applications such as iTunes, YouTube or SoundCloud. These applications have boosted the effectiveness of foreign language teaching in a way that eliminated the monotony and boredom felt in the use of the textbook, the traditional true-false and multiple-choice type questions, and drill exercises (Lacina, 2004).

In 2014, The British Council introduced a study entitled *Innovations in learning technologies for English language teaching*, which sought to provide English instructors with an ample chance to explore the new technologies used in language classrooms. Such technologies have now become an integral part of modern language pedagogy. The foregoing study reveals that today's pedagogy is firmly embedded with digital technologies, not just as part of subjects like CALL but as an inseparable part of ELT as well (Stockwell, 2007). Therefore, a majority of language learners have access to the Internet and multimedia devices; an opportunity which the teacher can make use of for improving students' creative thinking and encouraging them to practice language skills both inside and outside the classroom. In addition, the study drew the stakeholders' attention to another dimension that is related to the teachers' excessive and unplanned use of technology. As a result, a teacher may resort to ready-made materials and adopt them without customization or remodeling according to the needs and the requirements of his/her class. This may explain the uncritical adoption of technology that led to unprincipled teaching practices. Therefore, the current study sought to highlight this issue calling for striking a balance between the use of technology and principles of effective pedagogy by considering the content, students' needs, infrastructure needed to launch modern technology, and prevailing teaching practices to guarantee the effective use of technology without being concerned about technology curtailing the pedagogical practices.

Problem of the Study

Teaching is a human-human interaction. The learning environment, whether traditional or modern, need have adequate learning opportunities for the students. As a result of the inclusion of technology with PCK elements, there has been a rapid growth of the learning opportunities as well as an increase in learning applications and gadgets. One would imagine how teachers consumed much more time than needed in preparing lessons if we consider their traditional ways of teaching. Technology may have a big promise to revolutionize education, but are teachers techno-savvy in their classrooms? Do they understand the right use of technology and the manner in which it should be made compatible to pedagogy? Have they judiciously blended technology with their teaching methods? Have teachers been subject to proper training on how to use technology effectively in classrooms? A critical question is to decide whether the quality of language teaching is enhanced with the use of technology or it would get tarnished if old methods are allowed to continue in the classrooms.

There is a growing traditional view that technology is classified more as an intervention rather than a facilitating tool. Consequently, there emerges grave concern that students in modern technologically equipped classrooms may be deprived of pedagogical privileges of traditional classroom such as teacher's close proximity, face-to-face interaction, and teacher's live modeling. It is therefore necessary to evaluate the extent to which technology has penetrated into the current English language classroom and to decide whether pedagogy is negatively affected by the use of technology and has proved to be a barrier rather than a facilitator.

The current study addresses these questions and recommends a fully compatible pedagogy that is attuned to new technological advancements. In addition, the study attempts to present some

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guidelines to ensure that both teachers and students are techno-savvy in order to meet the expected challenges of technologically-based learning environment.

THEORETICAL BACKGROUND

Technology and pedagogy: A paradigm shift

In the last two decades, several technological tools and applications have been developed to support students' language learning. According to Arnó Macià (2012), ELT in general and ESP courses in particular have witnessed the integration of a wide range of media technology. Take, for example, audio-visual interactive software, the use of online resources, chat rooms, webinars, podcasts, computing tools with multimedia visualizations, worksheets applications and the use of social media as special teaching platforms. Consequently, students were provided with new opportunities of learning and new approaches to accomplish learning outcomes. Arguably, this intensive use of technology represents a real radical shift in language teaching practices.

With so much adoption of technology and automation in language classrooms, Learning Management Systems (LMSs) like Blackboard have also been introduced to monitor and systematize the teaching and learning processes. LMS software is launched by schools and universities to assist both teachers and students in addressing the content and achieving an effective communication through discussion forums, videoconferencing, e-mails and announcements. The software activation has changed the traditional mode of student-teacher interaction (Altun, 2015). Further, LMSs help to create, design and monitor the learning process that takes place in the classroom. They also help in storage and retrieval of lectures and instructional material along with their audios and videos, and assist even in assessment and evaluation (Bax, 2011).

Besides LMSs, there are also offline Course Management Systems (CMS) that can run in classrooms without internet facility. An example can be cited of CALL Workbench which works with or without internet access in a classroom. It is flexible, user friendly, and is capable of connecting two or more computers (teacher and student) only with electronic communication tools. This program runs through WebQuest operating system based on CALL platforms. It is a unique example of the blend of traditional and digital web-based environment. Computer-Mediated Communication (CMC) is another technological medium comprising chats, conferencing, discussion forums, emails and text messaging that are used to enable students to communicate with their peers all over the world.

A techno savvy English teacher can incorporate such online tools and networking devices in order to improve students' skills. To achieve this goal, these tools and devices ought to be so diversified pedagogically and methodologically that they seem to represent learning outcomes (institutional requirement) and at the same time empower students to personalize their learning process (individual requirement). The inclusion of these tools and devices in language teaching and learning has brought a revolutionary shift in the pedagogical trends and educational environment that can be seen now moving towards a perpetual change and development.

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Technological Pedagogical and Content Knowledge (TPACK) Model

Historically, Shulman (1986; 1987) created a fusion of three elements: Pedagogy, Content and Knowledge (PCK), which was an expansion of twin concepts of Pedagogical knowledge (PK) and Content Knowledge (CK): the first component of PK requires the generic knowledge about pedagogy wherein the teacher understands how students learn, and what teaching approaches and methods of assessment should be adopted; whereas the second component of CK recommends the teacher to possess only the knowledge of the subject without much consideration of teaching or assessment methods. However, Shulman (1986;1987) asserted that teaching (pedagogy) depends not only on the knowledge or the content of the subject but also upon blending of that content with the relevant pedagogy as well as understanding the way to present this content according to the students' capabilities prior to deploying it into an instructional method or pedagogical approach. Shulman locates PCK at the intersection of Pedagogical Knowledge (PK) and Content Knowledge (CK) wherein both PK and CK can be considered isolated entities working on their own. But he failed to explain how a particular course can be designed and developed for teaching and made accessible to students (See Figure 1). As a result, PCK model came into existence. Accordingly, teachers are expected to apply the knowledge of the subject matter from multiple domains and to integrate that knowledge with standard pedagogical approaches (Cochran et al., 1993; Gess-Newsome, 1999; Muir et al., 2017).

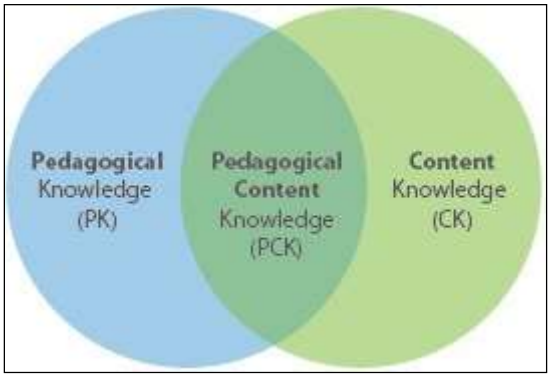

Figure 1: Based on Shulman's PCK Model

PCK model represents a blend of content and pedagogy with those aspects of subject matter that are accumulated together in the form of an instructional plan or a course description. According to Jenkins and Veal (2002), PCK model enables teachers to decide a particular instructional style to teach students the subject matter. In this regard, various accreditation agencies like National Science Teachers Association and National Council for the Accreditation of Teacher Education and Scholars have emphasized the significance of PCK for a teacher's professional development (Jenkins & Veal, 2002; Seymour & Lehrer, 2006; Major & Palmer, 2006; Hume & Berry, 2011). PCK also amounts to an epistemological concept that blends together the respective knowledge domains of Content and Pedagogy into a single instructional approach (Mishra & Koehler, 2006).

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Recently, the use of Information and Communication Technology (ICT) in teaching has opened new avenues to access and process the relevant content to suit students' varied capabilities and learning styles. Adding the new element of technology to Shulman's PCK model led to the creation of Technological Pedagogical and Content Knowledge (TPACK) model.

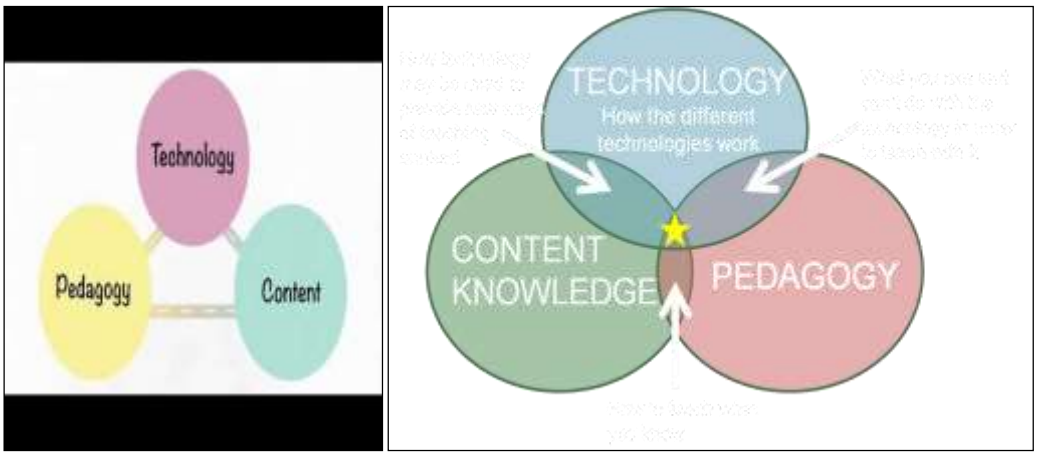

Figure 2: Interrelationship of Technology, Pedagogy and Content

Figure 2 shows the interconnectedness of technology with pedagogy and content. In this regard, teachers express two different views. A techno-savvy teacher asserts that technology has added value to the traditional pedagogical approaches whereas traditional teachers disagree and allege that technology has in fact driven out pedagogy from the framework leaving only TCK combination (Technology and the Content Knowledge). The traditional teachers' rejection reveals their dissatisfaction of integrating technology without serious consideration of pedagogic approaches. The TCK model could then be seen as another version of Shulmans' PCK model with technology replacement instead of pedagogy.

Another possible perspective, often associated with TPK model, is the traditional teachers' compulsion to use technology and to speculate that technology could support and enhance learning and knowledge irrespective of the content. The advocates of this perspective claimed that the content component was already a part of technology, embedded in software, gadgets, or applications. Consequently, the TPK framework was accepted even with the absence of content element. Figure 3 illustrates a combination of Pedagogical Knowledge, Content Knowledge and Technological Knowledge, leading to the creation of an innovative model that is coined as Technological Pedagogy Content Knowledge (TPACK).

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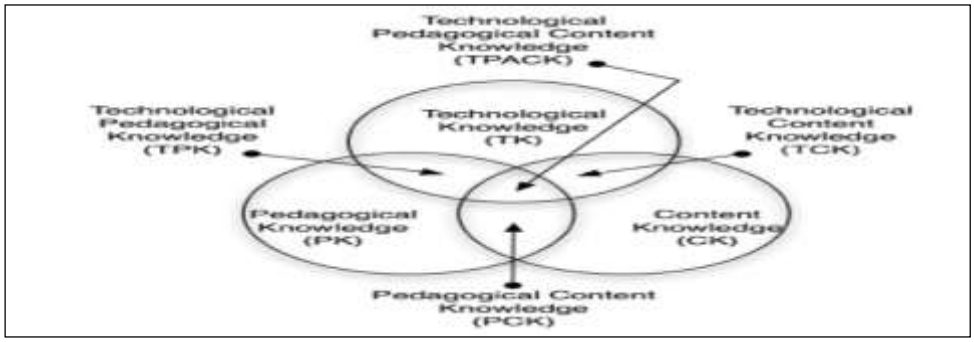

Figure 3: The Intersection of Pedagogical Knowledge, Content Knowledge and Technological Knowledge

However, the TPACK model was not viewed as competent to balance technology with pedagogy until two researchers, Matthew J. Koehler and Punya Mishra, of Michigan State University postulated the TPACK theory and integrated the model in real learning initiatives. They considered the inclusion of technology as a facilitator to teaching and learning. The journey from the initial PCK model (Shulman, 1987) to TPACK framework (Koehler & Mishra, 2008) not only expresses teachers' understanding of educational technology but also the interaction between content and knowledge of the subject matter to achieve effective learning outcomes. In their pioneering works, Mishra and Koehler (2006) and Koehler, Mishra and Cain (2013) described TPACK as a transformative model in which teachers' knowledge: content, pedagogy, and technology interact with one another to produce effective results (Figure 4).

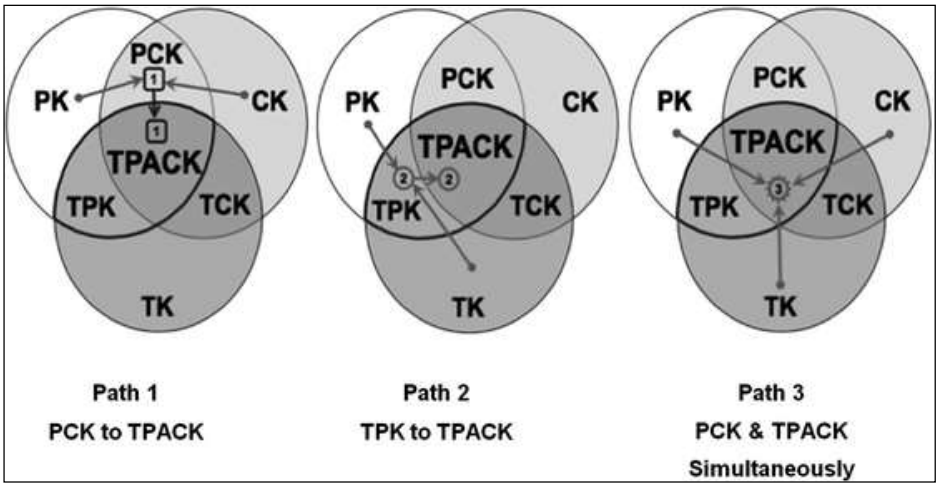

Figure 4: The Journey from PCK/ TPK to TPACK

Adding technology to PCK model was severely criticized. However, the TPACK model succeeded to explain how the interactions among teachers' understanding of Content, Pedagogy and Technology will result in effective teaching (Schmidt et al, 2009; Stoilescu,

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2015). Theoretically, TPACK model has significantly influenced research related to teacher's education and teacher's professional development (Wu, 2013). Consequently, teaching English or any subject requires a successful combination of the three elements: *Content Knowledge*, what is to be learned, *Pedagogy*, how it is to be taught, and *Technology*, what appropriate tools or applications that should be used to acquire the desired knowledge of the learning domain. However, the act of balancing technology with pedagogy faces a few challenges such as teachers' and students' lack of technology awareness, and the lack of infrastructural support and resources that might hinder this balancing process. A need is felt to balance both environments and merge them into a blended way of learning.

LITERATURE REVIEW

Technology wakeup call

In 2014, Martin Peacock, Head of English Product Development at the British Council, gave a shocking speech about 'Classroom of the Future' in which technology is intensively utilized. He emphasized that the future language classes need teachers who are confident with technology. Consequently, teachers who fail in developing their awareness and use of educational technology are advised to start looking for a new job. These words were considered a wakeup call for less techno-savvy teachers who rarely use the technical devices in their language classrooms.

Similarly, several studies called for integrating technology in language instruction to revitalize the teaching practice. Kajder (2003) recommended the use of hypermedia since it provided students with a more authentic learning environment. He suggested that listening could be combined with seeing by focusing on learning with technology rather than learning from technology. He further claimed that with the help of hypermedia, the multimedia tools would become more effective in carrying out language learning tasks. In another study, Ahmad (2012) investigated EFL students' response towards the use of technology and its effect on their accentual patterns of individual English words. The study revealed that language teachers were not techno-savvy. Therefore, the study emphasized the importance of teachers' awareness and effective realization of technology in language classes.

Likewise, Mwakapina et al. (2016) studied the effect of using WhatsApp application in teaching English as a Second Language. The study found out that using this application made the class more interactive. However, some teachers were not participating in such interactions because of their lack of appropriate ICT skills. The study reported that teachers found it difficult to adapt the WhatsApp application synchronously with their lesson plans. Other studies that advocated the use of WhatsApp in L2 learning include Ishengoma & Mtaho (2014), Amry (2014), Bouhnik & Deshen (2014) and Barhoumi (2015).

Implications of technology on pedagogy

Several studies have investigated the issue of technology integration and its effect on pedagogy. These studies have formulated a number of hypotheses: (1) teachers have varied attitudes towards the use of technology according to their age and experience (Shyamlee, 2012), (2) technology has "a transformative impact" on teachers and learners (Al-Mahrooqi & Troudi, 2014), (3) technology has brought innovations to pedagogy (Tafani, 2009), and (4)

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acceptability of technology is needed to implement the teaching approaches that are based on ICT (Parvin & Salam, 2015).

Moreover, several researchers have expressed the positive effect of technology on teaching practices. Shafie and Mansor (2009) vehemently opposed traditional learning environments which do not satisfy the needs of digital students who prefer to utilize learning technologies. Janssens-Bevernage et al. (2005) shared their experiences about changes in the learning environment as a result of using technology by Kenyan students who benefited from an ICT project funded by UNESCO. The results revealed that students became more independent learners. In addition, students were satisfied with the new pedagogical practices being adopted at the institutional levels focusing more on individual teaching styles. However, it is wrong to assume that the quality of language teaching will be automatically enhanced as a result of integrating technology. Teachers who would like to shift from traditional learning methods to new and modern methods should raise their technological awareness and use, and become techno-savvy.

Teachers training for becoming techno-savvy

Due to the growing tendency to integrate technology in the field of language instruction, the need to train teachers to cope up with the recent trends in technology integration has become a prerequisite for success. Several studies have emphasized this issue. Aslan and Zhu (2018) investigated the importance of training pre-service teachers on using technology effectively hoping that this will be reflected in their teaching practices. About 600 pre-service teachers from a Turkish university participated in the study. The findings of the study indicated that providing pre-service teachers with adequate pedagogical knowledge and tailoring effective training programs on the use of technology would foster its integration in their teaching practices. The study also highlighted the need to provide the pre-service teachers with enough information and practice on how to use technology for achieving pedagogical objectives. In addition, the study sought to investigate a number of factors that affect the integration of technology such as students' and teachers' beliefs and attitudes towards technology, students' anxiety about its usage in and out of classroom, and, last, but not the least, external barriers to technology integration.

Westbrook et al (2013), in an empirical survey of the influence of technology on language teachers' performance in developing countries, investigated how training helped teachers to utilize technology successfully. The study compared language teachers' experiences, perceptions and attitudes towards the integration of technology in language instruction. Findings revealed that the more experienced (techno- savvy) teachers used technology more frequently while the novice ones made a very restricted use of technology in the classroom. The study recommended a greater integration of technology in teachers' training programs in order to empower teachers to cope up with the changing patterns of the learning process. Similarly, Aslan and Zhu (2018) claimed that mere adoption of technology would not satisfy students' needs nor help to achieve the learning outcomes unless it is well designed to suit the content and the teaching practices. To enable teachers to make a skillful integration of technology in classroom teaching, the current study recommended the TPACK framework in teacher-training programs. Three phases were suggested in this framework: pre-service phase, in-service phase and on-going training. It is believed that teachers should realize the challenges as well as benefits of using technology in all the three phases of such teacher-training programs.

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Best practices and learning initiatives

In the following lines, two case studies are introduced as working examples of how regular teachers can efficiently implement TPACK model to guarantee a smooth and effective integration of technology in their classes. The first case study is an instance of tele-collaboration of an English teacher called Ayat Al-Tawel at a secondary school in Egypt (British Council, 2014). Being a member of TESOL and also a moderator of its Electronic Village Online (EVO) sessions, she was able to interact professionally with several ELT colleagues globally online. She emphasized the communicative element in language learning and asserted that students should 'use' language outside classroom, in real-life situations. Moreover, she realized that her students were fond of using technology. As a result, she decided to use the internet telephony software Skype for a two-way communication with ELT colleagues at distant places. Her objective was to provide a hands-on learning experience for her students who were pursuing topics such as global warming, rain water forests, cross cultural and geographical zones in their curriculum. She was thus attempting to extend the traditional classroom to reach the authentic audience and experience real time live discussions (Bossa et al., 2012). However, she had to face the challenge of proving tele-collaboration as an authentic teaching resource since it was often questioned that any learning medium or device not created by a teacher to teach a language was unauthentic.

Despite all hardships and with her determined approach, she succeeded in inviting guests from different locations for the interview. She documented all the interviews and uploaded them on Facebook. Thus, students were able to access the material several times to comprehend what they might have missed during the first round. This use of technology not only improved listening skills of her students but also provided them with an opportunity to practice grammar and vocabulary in a natural way. Ayat has thus set an example of adopting technology as a tool that complies with her objective and the content to make her teaching easier and more authentic.

The second case study is that of Ana Maria Menzes (British Council, 2014), an English teacher at a language institute in Brazil, who took bold steps to integrate technology in her classroom practices to provide her students with an opportunity to recreate the classroom learning environment. In her speaking class, she video-taped all her pronunciation models about how to read a text and also recorded students' attempts at readings along with her corrections. Then students were requested to watch the video and correct their speech according to the teacher's corrections. Eventually, students were instructed to record their pronunciation again and to compare the difference in their performance.

There are several advantages of using video recording for classroom proceedings especially when the teacher is giving a corrective feedback to students' mistakes. It takes less time to record than pointing out the mistakes through traditional methods. Moreover, as Stannard (2008) observed, this method enabled students to have a one-to-one feedback session and teachers had the chance to provide more amount of feedback. The students also had additional listening practice as they watched the video a number of times to assimilate the corrective feedback. To attune the classroom teaching close to technology, she created links on Twitter and Facebook to access these videos along with other classroom resources including discussions. She also encouraged learners to create groups, and exchange ideas and learning experience via chats. She even created an educational private network with all her students registered as users with their personal usernames and passwords. This further enabled Ana

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Maria to share classroom resources with students and to identify them better while they interact with one another through chats and exchange of messages.

METHOD

Sample of the study

The study aimed at exploring the university English language instructors' perceptions of the optimal use of technology in their classrooms**.** One hundred sixty-four English language instructors, from varied Saudi universities, responded to the questionnaire.

Tools of the Study

To achieve the objective of the study, a questionnaire was designed, validated and posted online (Appendix A). Questions were closed-ended which require a very short response. The questionnaire link was mailed to twelve English departments at Saudi universities. The questionnaire was publicized through all possible means in order to reach a large number of English language instructors. Consequently, the findings could be interpreted as representing the views of university English instructors at national level regarding the adoption of technology in teaching EFL.

In addition to the questionnaire, 23 professors and seventeen teaching assistants were also interviewed (Appendix B) in a combination of phone interviews and face-to-face semi-structured interviews during site visits. All these interviewees had also responded to the questionnaire so it was easy to triangulate the findings of the questionnaire with the outcomes of the interviews. The study sought to find out whether TPACK model is used by instructors or not. A special attention was given not to relate this study or create confusion with flipped teaching or blended learning methods where technology plays a supporting role in strengthening the classroom teaching. The present study discussed issues related to teachers who are using technology but do not define themselves as using blended learning. It investigated the perceptions of teachers who regard technology as an inseparable part of their instructional methodology.

FINDINGS AND DISCUSSION

From the very beginning, the study focused on the use of technological applications and online resources in language classroom. The study had delimited itself from any such factor that would hint at blended learning. This approach was adopted because teachers who were using technology did not define themselves as using blended learning but rather described themselves as ones who had incorporated technology in their pedagogy. Such teachers made a creative use of their time by prioritizing the use of technology at individual level. Meanwhile, the college provided students with digital content, internet access, and student data dashboards in order to facilitate technology-driven language learning. This initiative is consistent with that of other researchers and approaches that have attempted to extend Shulman’s idea of pedagogical content knowledge (PCK) to include educational technology.

The findings of the questionnaire revealed that the majority of respondents (83%) used technological devices like overhead projectors, Active Board and Smart Technology in classroom teaching (Figure 5). A large number of respondents (79%) depended upon

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computers/ internet for making notes, presentations and evaluating students' assignments (Figure 6). Blackboard was also rated as most popular LMS and (73%) of respondents claimed that they utilized it in their teaching (Figure 7). However, only (43%) agreed that they allowed students to use Internet on their mobiles or other devices during the classroom time. The findings indicated that a large number of instructors asserted the use of technology in their teaching and assessment practices. (55 %) of respondents agreed that they used technology for assessment and (75%) found technology useful for conducting assignments (Figure 7). Moreover, the findings revealed that there is a growing tendency to use modern technology.

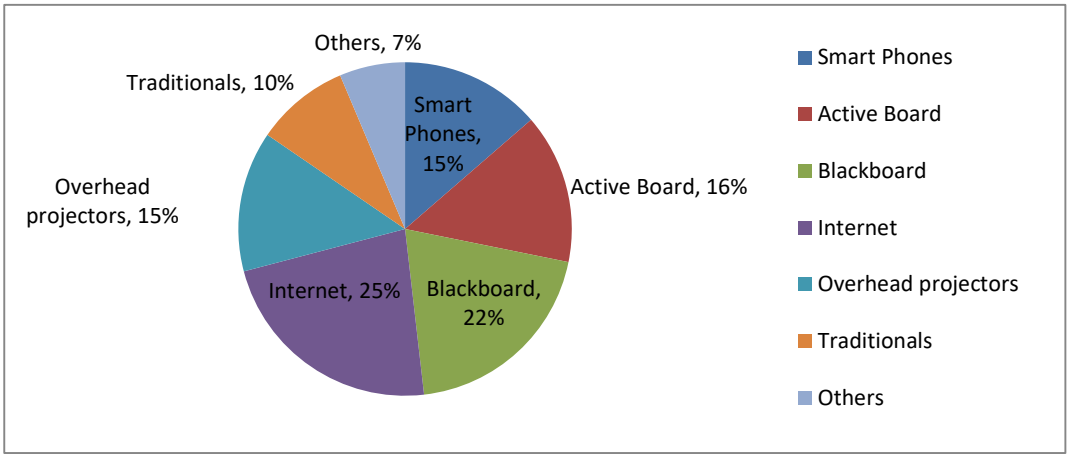

Figure 5: Percentage of Technology Use in Classrooms

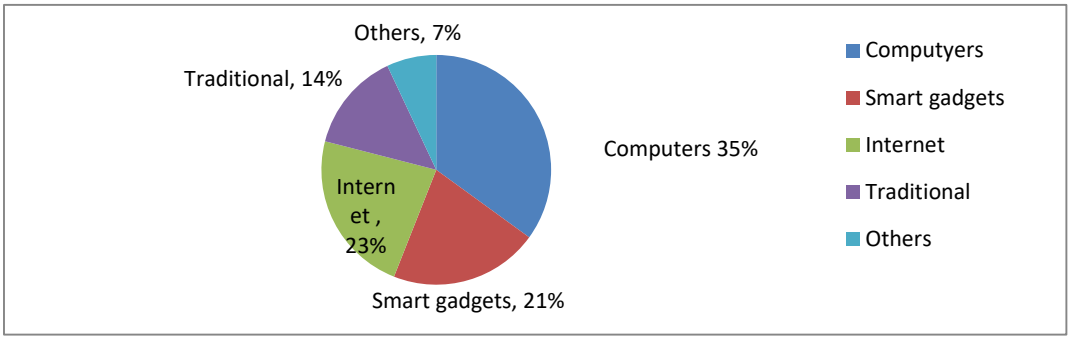

Figure 6: Methods Used for Preparing Notes and Assessment

Having found out the use of technology in teaching and assessment practices, the next step was to explore whether teaching practices have been affected by the use of technology or not. There was a mixed reaction over this issue as (65%) agreed that technology has changed the teaching styles and practices whereas (35%) disagreed claiming that technology had no effect at all on teaching. It is worth mentioning that (84%) of the respondents agreed that technology had increased students' participation and improved their academic performance too. On another front, however, there was a big debate in both the questionnaire and the interviews over the issue of teacher's presence in the classroom despite the use of technology. While only a fraction of the questionnaire respondents (13%) claimed that technology had made the presence of

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teacher redundant in the class, the interview participants strongly advocated the presence of teacher in the classroom. The majority of the respondents reported that the instructors should make a balanced use of technology along with their teaching strategies. Similarly, the participants emphasized, as displayed in the interviews, the need of a balanced and judicious use of technology in classroom practices.

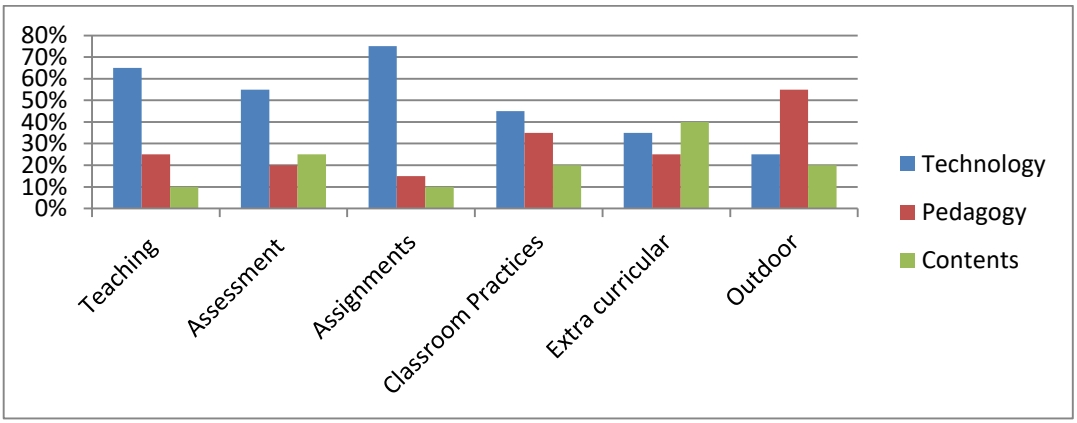

Figure 7: Use of Technology, Pedagogy and Contents

The respondents who were (76%) male and (24%) female and a majority (69%) having more than 5 years of experience, opined that they used technology for free online teaching resources and learning new teaching strategies. A few of the respondents also utilized Internet to access the interactive learning websites and to increase their knowledge of language software. When asked how teachers should use technology, (73%) replied that they used it as a learning management system (e.g. Blackboard) while the remaining thought it was a good replacement of traditional paper-based activities.

In the interviews, a major argument was raised about the technological skills of the instructor and the students. The participants, who were English language instructors, demonstrated the teachers' perspective on the use of technology. Almost all participants agreed that techno-savvy instructors and students would make learning easier and comfortable. It would not only have a positive impact on teaching practices but also would increase students' participation in classroom activities. They confirmed that technology when integrated with pedagogy and content knowledge of the course under study, a real improvement in the students' language skills is observed. When asked whether any teacher ever made an excessive use of technology in the classroom, the general opinion was that there should be a balanced use of technology. It is important that students get customized to the use of technology gradually. It was also recommended to stop an abrupt enforcement of the use of technology both by the teachers and students. Participants assured the inadequacy of training programs that aim at raising teachers' awareness and use of technology both in pre-service stage and in professional development programs as well. A few of the participants also agreed to a lack of technical competence in a few teachers who did not use technology with much confidence. Eventually, a need was also felt to revise the course content and to make it compatible with the technological advancement and the availability of the latest applications.

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SUGGESTIONS AND RECOMMENDATIONS

The findings of the study have proved that technology should be embedded into teaching strategies and institutions should encourage teachers and students to develop, create and sustain a techno-savvy environment. It is also necessary that teachers acquire competence in incorporating technology into their classrooms. Similarly, students should be trained on how to interact effectively with educational technology as a requirement of successful learning. In such a modern instructional environment, teachers should be willing to make changes in their pedagogy to achieve a positive impact on their students' knowledge, and to meet the learning objectives. Moreover, teachers should be encouraged to use modern technologies in their classrooms. For example, teachers might use "electronic concept mapping" that may help them in presenting the content systematically.

As far as students are concerned, there is a demand to expand their techno-savvy skills, for both hardware and software components, via tailor-made training programs. Finally, curriculum designers are encouraged to review the content of the language courses and the learning outcomes to ensure the compatibility of such courses with modern technology. This may represent a step towards balancing technology with pedagogy.

CONCLUSION

The study has conceptualized the relationship between pedagogy and technology, between a technically equipped classroom with an equally competent techno-savvy teacher and students who are willing to adapt themselves according to professional and academic learning requirements. Teachers should understand that technology is supposed to add value to class, not to distract the student from the real purpose of the class. There is a need to create a balance by utilizing technological tools and applications that comply with the objective, content and teaching methods. In other words, modern technologies should be consistent with adopted pedagogies to achieve a positive effect on students' achievement. Hence, teachers should identify new pedagogies in accordance with the technology adopted so that they can devise a methodology which the students prefer to use in language classrooms. There is also a need to support teachers' pre-service and in-service training programs to guarantee the optimal use of technology. In conclusion, the domain of English Language instruction has the potential to create a synchronous collaboration between pedagogy and technology to provide students with a better language learning environment.

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APPENDIX A

Dear colleagues,

This questionnaire aims at exploring your perception of the optimal use of technology in university English Language classes. In other words, the objective is to evaluate the extent to which technology has been included in combination with pedagogy (teaching and learning methods), with content (course material) and with acquiring knowledge and skills (learning outcomes). You are kindly requested to respond to the items as shown in each section. Many thanks for your support and cooperation.

Item	Response				
Part I: Choose an answer that best matches with what you really practice.	Never	Rarely	Sometimes	Often	Always
1. I use overhead projectors in my classrooms.					
2. I use active Board and the Smart Technology in my teaching.					
3. I depend upon computer / internet in my teaching (e.g. making notes, presentations etc.).					
4. I use Blackboard LMS in teaching.					
5. I allow students to use internet on their mobile phones / devices.					
6. I use computer/ internet in assessing my students' assignments and exams.					
7. I use technology to get an access to online resources.					
8. I use technology to enhance my teaching strategies.					
9. I use technology to replace the traditional paper-based activities.					
Part II: Choose an answer in terms of your real experience:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. Teaching practices have been changed by the use of technology.					

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11. I have good knowledge of the content that I'm teaching.					
12. I received an adequate training on CALL in pre-service teacher preparation program.					
13. I attend in-service training programs that aim at raising my awareness and use of technology.					
14. I use the technological applications that suit the content of the courses that I teach.					
15. The adopted technology should comply with the prevailing teaching method.					
16. The use of technology has increased students' participation in classroom activities.					
17. The use of technology has improved students' academic performance.					
18. Technology has made the presence of teacher redundant in the class.					
19. Instructors should make a balanced use of technology along with their teaching strategies					

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APPENDIX B: (Interview Questions)

1. What technological skills do you think teachers and students of English language courses should possess? What is your perspective? What is the student's perspective?
2. What is the meaning of techno-savvy? Expertise in technology or just the technology awareness?
3. How does the use of technology make learning easier and comfortable?
4. How does the use of technology impact teaching practices?
5. How does the use of technology affect students' participation?
6. Do you think that integrating technology affect positively on students' academic achievements?
7. Do you make an excessive or lesser use of technology in the classroom?
8. What is the meaning of 'balanced use of technology' in the classroom?
9. How do the students get customized to the use of technology?
10. How would you like to develop your technical competence?
11. Do you think that course content should also be revised to make it compatible with the technological advancement and the availability of latest tools and applications?

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