Perceptions and practices of technology usage in English language curriculum implementation among instructors and students in Somaliland higher education institutions

Mustafe Khadar
Ph.D. Candidate, College of Education and Behavioral Sciences, Haramaya University

Tadesse Melesse (Ph.D.) 🆔
Associate Professor, College of Education, Bahir Dar University

Yilfashewa Siyoum (Ph.D.)
Associate Professor, College of Education and Behavioral Sciences, Haramaya University

Garkebo Basha (Ph.D.)
Associate Professor, College of Education and Behavioral Sciences, Haramaya University

Abstract

This study aimed to investigate how instructors and students in Somaliland's higher education institutions perceive and utilize technology in implementing the English language curriculum. The study involved 93 English language instructors and 377 students from both public and private universities. The instructors and students were selected using available sampling and proportionate stratified random sampling techniques respectively. Data was collected through a survey questionnaire and analyzed quantitatively using mean, standard deviation, one-sample test, independent samples t-test, and linear regression. The findings indicated that both instructors and students had low perceptions of the benefits of technology in English language teaching, and instructors had limited experience in implementing technology-supported curriculum. However, the study revealed a strong relationship between technology usage and successful curriculum implementation. Therefore, it was recommended that instructors and students receive training on educational technology awareness and practical application to enhance the English language curriculum implementation.

Introduction

As learning continues to advance rapidly, the opportunity to enhance educational practices has also increased (Darling-Hammond et al., 2020). In order to improve the quality of education, a comprehensive approach involving various educational efforts and practices, including technology-supported teaching methods, infrastructure, policy-making, and government support, is necessary (Serdyukov, 2017; Yamamoto & Yamaguchi, 2016). Criticism of traditional teacher-centered teaching methods has led to the widespread adoption of technology-supported learner-centered teaching and self-directed learning. The use of

technology in education is essential for effective teaching (Kapri, 2017) and addressing various educational challenges (Angadi & Ganihar, 2015).

The integration of information communication technology (ICT) in education has a significant impact on knowledge creation and teacher education effectiveness. As digital technologies become more prevalent in education, there is a growing focus on understanding the knowledge required for teachers to integrate technology into their teaching practice. Technology integration, along with diverse teaching methods, can engage students and improve learning outcomes (Akinbadewa & Sofowora, 2020; Kareem, 2018).

Incorporating technology into curriculum is crucial for changing existing learning principles and enhancing teaching and learning. The integration of technology, pedagogy, and content is essential for effective teaching and learning. Technology-supported learning approaches can benefit students with different learning abilities and individual differences (Griffiths & Soruç, 2021).

The use of technology in language learning has improved language practice in the classroom and provided students with various learning opportunities (Tencere, 2018). Technology integration has led to increased student engagement, improved achievement, and enhanced learning outcomes (Tencere, 2018). Additionally, technology usage has helped teachers enhance their creativity and professional development (Fatimah & Santiana 2017; Ghavifekr & Rosdy, 2015; Satyaprakasha & Beher, 2014).

However, simply providing access to technology is not enough to improve education systems (Angadi & Ganihar, 2015; Kapri, 2016). Utilizing technology in education requires skilled and knowledgeable teachers (Angadi & Ganihar, 2015; Kapri, 2016). In order to deliver quality education, teachers in higher education institutions need to have the skills and confidence to effectively use technology (Winzenried et al., 2010).

Research has shown that technology integration in the classroom is dependent on personal and institutional factors. However, there is a lack of research on the use of technology-supported instruction in higher education institutions in Somaliland. Therefore, this study aimed to investigate the perceptions and practices of instructors and students in Somaliland higher education institutions regarding the use of technology in the implementation of the English language curriculum.

Problem Statement

Upon declaring independence on 18 May 1991, Somaliland acknowledged education as a fundamental human right that must be accessible to all its citizens. Since then, the government has consistently made education a top priority, with primary schools, secondary schools, TVET, and universities receiving special attention (MoEHE, 2012; MoEHS, 2017; MoES, 2019).

In terms of higher education, all universities in Somaliland were established between the late 1980s and early 1990s. Initially consisting of core institutions like Amoud, Hargeisa, Gollis, and Burao Universities, the number has since grown to include a total of 34 universities (7 public and 27 private) as of 2020 (MoES, 2020). Despite the growth of higher education institutions, there has been little improvement in the quality of education (MoEHS, 2016; MoES, 2018, 2019; Tadesse & Fuad, 2022). Persistent issues affecting the quality and relevance of education in these institutions have not been addressed, and new challenges such

as the pursuit of sustainable development and technological progress have only added to the complexity (MoEHS, 2016; MoES, 2018, 2019; Tadesse & Fuad, 2022).

It has become apparent that educational quality indicators such as teachers, students, school infrastructure, and other universal criteria of higher education institutions are not being adequately met in Somaliland (MoES, 2018, 2019; Tadesse & Fuad, 2022). The current challenges include a lack of qualified academic staff, insufficient infrastructure (ICT, laboratories, libraries), financial shortages, and inadequate learning and teaching materials in both public and private universities (MoES, 2019; Tadesse & Fuad, 2022). Additionally, the low quality of teachers in higher education institutions is a significant issue (MoES, 2019; Tadesse & Fuad, 2022), where there is a severe shortage of well-trained, qualified, and motivated teachers (MoES, 2018).

Even though efforts have been made to improve the infrastructure of universities and the government of Somaliland has prioritized technology-supported education in higher education, the predominant teaching methods in both public and private institutions remain teacher-centered and lecture-based, with minimal use of technology (MoES, 2018). Surveys of the education sector (e.g., MoEHS, 2017; MoES, 2018) have shown that technology-supported education is not widely used in higher education institutions in Somaliland.

Moreover, Somaliland Higher Education Institutions faced a significant challenge with English language usage and achievement (MoES, 2018; Tadesse & Fuad, 2022). The Ministry of Education in Somaliland recognized in 2012 that the lack of English language programs for secondary education graduates was impacting the quality of higher education. A goal was set to improve the reading skills of both teachers and students to 70% by 2016 (MoEHE, 2012). However, a nation-wide assessment in 2016 revealed that these targets were not met due to the government's inability to implement effective programs (MoEHS, 2017).

English language proficiency is a significant challenge for students in Somaliland, despite the fact that all university courses are taught in English. The use of both English and Somali languages in the classroom by teachers hinders students' ability to improve their English skills. This results in students struggling with writing English essays during exams (Ainebyona, 2019). As a result, the quality of education in higher education institutions is compromised as teachers may lack English proficiency or students may have difficulty grasping concepts in English. This lack of English proficiency also contributes to youth unemployment in international organizations (Ainebyona, 2019; OCVP, 2017). Additionally, there is a deficiency in technology-supported education in universities, which can be attributed to various factors such as a lack of resources, inadequate infrastructure, and teachers' reluctance to use technology in education (MoEHS, 2017).

However, there is a lack of extensive research on the impact of teachers' and students' perceptions and practices towards technology usage in English language learning in Somaliland universities. Likewise, there has been a limited investigation into the perceptions and practices of technology-supported English language education among university teachers and students. This research gap has prompted the researchers to conduct a study on how technology is utilized in the implementation of the English language curriculum at higher education institutions in Somaliland.

The present study, therefore, aimed to address the following questions: (1) What are the perceptions of university instructors and students of Somaliland towards the contributions

of technology in English language curriculum implementation? (2)   Is there a difference in the perceptions between instructors and students towards the use of technology in English language curriculum implementation? (3) Is there a perception difference between instructors and students from private and public universities? (4) What are the perceived practices of instructors and students of the English language curriculum implementation using technology in the Universities of Somaliland? (5) Is technology usage a predictor of English language curriculum implementation in higher education institutions of Somaliland?

Methods

Research Approach

The present study utilized a quantitative approach with a descriptive survey design, which enabled the collection of data from a broad sample through questionnaires (Saunders et al., 2019). This approach is effective for capturing the opinions, practices, and behaviors of participants in detail (Creswell & Creswell, 2018; Ruane, 2016).

Data Sources and Sampling Techniques

The population of the study comprised English language instructors and students of higher education institutions in Somaliland. In the nation, there are 34 higher education institutions. Among these, seven public and 27 private universities are spread across the six regions of the nation. In these institutions, there were 306 English language instructors and 31, 283 students as a total population (MoES, 2020).

Of all the universities, three public and three private universities, which have the largest number of instructors and student population were purposely selected for the study. In these six universities, there were a total of 93 English language instructors and 19,621 students. For the data collection purpose, all the 93 English language instructors of the six universities were taken as data sources using available sampling techniques. Furthermore, a total of 377 students were selected using the multi-stage sampling technique. In order to select the student from the six universities, the samples were distributed among various colleges and departments in proportion to the students' year of study (first-year, second-year, third-year, and fourth-year).

Table 1

Population and Samples of Higher Education Instructors and Students

Universities	English Language Instructors		Students	
	Population (N)	Sample (n)	Population (N)	Sample (n)
University of Hargeisa	26	26	5,742	110
Amoud University	15	15	4,925	94
Burao University	13	13	2007	39
Golis University	16	16	3,164	61
New Generation University	11	11	2,177	42
Admas University	12	12	1,609	31
Total	93	93	19,621	377

Source. Somaliland Central Statistics Department (MoES, 2020).

As shown in Table 1, a total of 377 students were chosen through proportionate stratified random sampling. For the purpose of data collection, 93 instructors and 377 students took part in the study.

Table 2

Demographic Characteristics of the Respondents

Variable		Instructors (N = 93)			Students (N = 377)	
		f	%		f	%
Gender	Male	77	82.8	Male	197	52.3
	Female	16	17.2	Female	180	47.7
University Type	Public	54	58.1	Public	243	64.5
	Private	39	41.9	Private	134	35.5
	Diploma	0	0	Year 1	103	27.3
Qualification (Level)	Bachelor	10	10.8	Year 2	186	49.3
	Masters	83	89.2	Year 3	64	17.0
	Ph.D.	0	0	Year 4	11	2.9
				Others	13	3.4

Table 2 demonstrates the demographic characteristics of instructors and students in terms of sex, location, qualifications, and levels of study. Of the 93 instructors, 82.8% are male and 17.2% are female, while among the 377 students, 52.3% are male and 47.7% are female. In terms of location, 58.1% of instructors and 64.5% of students are from public universities, while 49.9% of instructors and 35.5% of students are from private universities. Additionally, 89.2% of instructors hold master's degrees and 10.8% hold bachelor's degrees. The distribution of students across different levels of study is as follows: 27.3% Year I, 49.3% Year II, 17% Year III, 2.9% Year IV, and 3.4% others.

Data Gathering Instrument

The main data collection instrument used in this study was a survey questionnaire consisting of 45 items. The items were prepared on a 5-point Likert scale, with responses ranging from 5= Very low to 1= Very High.

The questionnaire was divided into three sections. The first section gathered information on demographic variables such as gender, teaching experience, type of institution, school area, academic qualification, and year of learning or batch for students. The remaining two sections focused on technology usage in the English language curriculum implementation from the perspectives of both instructors and students. The questionnaires used in this study were developed by the researchers after reviewing relevant literature.

A total of 485 questionnaires were distributed to respondents, with 470 collected from 93 instructors and 377 students. Fifteen questionnaires were not returned.

Validity and Reliability

Different techniques were used to verify the validity and reliability of the questionnaire. Two experts in the field of Psychology were consulted to assess the content and face validities

of the instrument, and their feedback was incorporated into the questionnaire after a pretest was conducted for content and construct validity. To ensure reliability, the test-retest method was applied, where the researchers conducted a test on selected respondents and made improvements based on the results.

A pilot test was then conducted with a sample of 15 instructors and 44 students. The reliability was calculated using Cronbach alpha for perception items (instructors' $\alpha = 0.973$; students' $\alpha = 0.963$), practice items (instructors' $\alpha = 0.965$; students' $\alpha = 0.966$), and technology usage in English language curriculum implementation (instructors' $\alpha = 0.88$; students' $\alpha = 0.94$).

Data Analysis Techniques

In this study, various quantitative data analysis techniques including mean, standard deviation, one-sample t-test, independent samples t-test, and linear regression were utilized. The one-sample t-test was used to assess the attitudes of instructors and students towards the impact of technology on English language delivery and the status of the English language curriculum implementation. The independent samples t-test was employed to compare the perceptions and practices of technology usage between instructors and students, as well as to analyze the differences in perceptions between public and private universities. Additionally, regression analysis was conducted to determine whether the use of technology can predict the implementation of the English language curriculum.

Results

English language instructors' and students' perceptions of the use of technology in implementing English language instruction

This section presents the results on the perceptions of English language instructors and students towards the contributions of technology usage in implementing English language teaching.

Table 3

Instructors' and Students' Perceptions toward the Contributions of Technology in English Language Curriculum Implementation

Statements	N	EM	OM	SD	df	t-value	p-value
The use of technology in English language curriculum implementation:							
Makes the teaching and learning process more effective.	470	3.00	2.24	1.30	469	-12.642	0.000
Increases students' motivation to learn English language.	470	3.00	2.13	1.19	469	-15.771	0.000
Makes learning activities more interesting and enjoyable.	470	3.00	2.22	1.20	469	-14.099	0.000
Engages students on various learning activities.	470	3.00	2.52	1.26	469	-8.317	0.000

Statements	N	EM	OM	SD	df	t-value	p-value
Helps to learn new skills in the subject.	470	3.00	1.91	1.14	469	-20.757	0.000
Assists students do classroom activities easily.	470	3.00	2.24	1.25	469	-13.147	0.000
Helps students to understand lesson objectives well.	470	3.00	2.39	1.26	469	-10.508	0.000
Makes the lesson to be easily conveyed and understood.	470	3.00	2.21	1.23	469	-13.994	0.000
Provides convenience in assessing the students' progress.	470	3.00	2.33	1.16	469	-12.478	0.000
Supports learning memorable for long.	470	3.00	2.43	1.39	469	-8.874	0.000
Grand Mean			2.26	0.78	469	54.690	0.000

Note. EM= Expected Mean, OM=Observed Mean, SD= Standard Deviation, df= Degree of Freedom

The results from Table 3 show that the calculated grand mean for overall perceptions of instructors and students towards using technology in English language curriculum implementation was significantly lower than the expected mean (M= 2.26, SD= 0.78, compared to an expected mean of 3.0; t= 54.690; df = 469; p= 0.000). The findings indicate that the use of technology in enhancing the teaching-learning process, motivating students, and creating engaging learning activities all received low scores. Similarly, technology was found to be less effective in helping students learn new skills, perform classroom tasks, and understand lesson objectives. Additionally, technology was not seen as greatly important in conveying lessons effectively, assessing student progress, and promoting long-lasting and memorable experiences.

Comparing Instructors' and Students' Perceptions on the Contributions of Technology

Table 4

Independent Samples t-test on the Perceptions of Instructors and Students in the Contributions of Technology Usage

Variable	Participants	N	Mean	SD	df	t-value	p-value
Instructors and students' perceptions on the contributions of technology usage	Instructors	93	22.73	8.1256	468	1.114	.266
	Students	377	23.89	9.2238			

An independent samples t-test was conducted to compare the perceptions of Somaliland higher education university instructors and students regarding the impact of technology usage on implementing the English language curriculum. The results from Table 4 showed that there was no statistically significant mean score difference between the instructors' perceptions (M= 22.73; SD= 8.1256) and the students' perceptions (M= 23.89; SD= 9.2238) on the contributions of technology in implementing the English language curriculum (t = 1.114, df = 468, p= .266).

Table 5

Comparing Perceptions of Instructors and Students of Public and Private Universities using Independent Samples t-test

Variable	Universities	N	Mean	SD	df	t-value	p-value
Perceptions on the use of technology	Public	297	23.17	9.1102	468	-1.573	.116
	Private	173	24.52	8.8256			

A comparison was conducted between public and private higher education institutions to analyze the perceptions of instructors and students on the contributions of technology in implementing the English language curriculum. The results presented in Table 5 revealed that there was no significant difference in mean scores between public (M= 23.17; SD = 9.1102) and private (M= 24.52; SD = 8.8256) institutions regarding the use of technology in English language execution (t = -1.573, df= 468, p= .116).

Instructors' and Students' Practices of Technology Supported English Instruction

Table 6

Instructors' and Students' Practices of Technology in English Language Curriculum Implementation

Statements	N	EM	OM	SD	df	t	p
In the classroom, the instructor:							
Introduces course contents using technology.	470	3.00	2.30	1.34	469	-11.311	0.000
Applies various technologies in English teaching.	470	3.00	2.16	1.22	469	-14.967	0.000
Covers each lesson using blended learning.	470	3.00	2.15	1.22	469	-15.218	0.000
Applies various technology supported methodologies.	470	3.00	2.08	1.22	469	-16.419	0.000
Tests students using online applications.	470	3.00	2.16	1.24	469	-14.654	0.000
Engages students actively in their learning using technology.	470	3.00	2.35	1.26	469	-11.132	0.000
Accommodates students' learning difficulties with technology.	470	3.00	2.46	1.25	469	-9.423	0.000
Integrates technology supported education in the classroom.	470	3.00	2.43	1.31	469	-9.375	0.000
Motivates students' learning in the classroom using technology.	470	3.00	2.25	1.28	469	-12.692	0.000
Ensures course completion using digital technologies.	470	3.00	2.28	1.31	469	-11.924	0.000
Grand Mean			2.26	0.91	469	46.646	0.000

Note. EM=expected mean, OM=observed mean, SD= standard deviation, df= degree of freedom.

According to Table 6, the results of the one sample t-test indicate that both instructors and students have limited utilization of technology in implementing the English language curriculum. The overall mean score was 2.26 (SD=1.26), which is below the expected mean of 3.0 (t=46.646; df=469; p=0.000). Specifically, instructors did not significantly incorporate technology in introducing course contents (M=2.30), utilizing various technologies for English teaching (M=2.16), integrating blended learning in lessons (M=2.15), and testing students with online applications (M=2.16). In addition, instructors' ability to actively engage students in learning through technology (M=2.35), assist students with learning difficulties using technology (M=2.46), and integrate technology in classroom education (M=2.43) was found to be very low. Furthermore, instructors' capacity to motivate students with technology-supported teaching (M=2.25) and ensuring course completion with digital technologies (M=2.28) were not significant.

Technology Usage as a Predictor of English Language Curriculum Implementation

Table 7

Regression Analysis of Technology Usage for Curriculum Implementation

Model	R	R Square	Adjusted R Square	Std. Error (Estimate)	Change Statistics				
					R Square Change	F Change	df1	df2	Sig.
1	.502[a]	0.252	0.250	7.89	0.252	142.6	1	468	.00[b]

The regression analysis in Table 7 shows that technology usage is a significant predictor of English language curriculum implementation. The results revealed a positive relationship between technology usage and curriculum implementation, with an R-value of 0.502 and an adjusted R-square of 0.250. This means that 25% of the variance in curriculum implementation can be attributed to technology usage. The relationship was found to be significant at a p-value of 0.000, indicating that technology usage is a reliable predictor for successful English language curriculum implementation for instructors and students.

Discussion

The purpose of this study was to investigate the perceptions and practices of instructors and students in higher education institutions in Somaliland regarding technology usage and the implementation of the English language curriculum. Despite the numerous benefits of technology for teaching and learning, as highlighted by previous research studies (e.g., Akinbadewa & Sofowora, 2020; Andresen & Brink, 2013; Birhanu, 2017; Ghavifekr & Rosdy, 2015; Griffiths & Soruç, 2021; Kapri, 2016; Kim et al., 2019), the results of this study indicated that instructors and students in Somaliland have no positive perceptions of the role of technology in English language education. This negative perception hinders their willingness to incorporate technology into the teaching and learning process.

Consistent with this finding, Scholars like Jamieson-Proctor et al. (2013) and Türel and Johnson (2012) noted that technical difficulties encountered during technology implementation lead to frustration for both instructors and students, discouraging them from utilizing ICT tools.

They also pointed out that instructors' readiness and skills in using technology, along with their beliefs, were important factors that influence their perceptions and utilization of technology in education.

Alternatively, if teachers hold positive views on how technology was used to implement the curriculum (Rusman, 2015) and are enthusiastic about incorporating technology into their planned curriculum, they can tap into their creativity to enhance their students' learning abilities (Ratnaningsih, 2017). In today's age of new pedagogy, the integration of technology with teaching practices is crucial (Andresen & Brink, 2013). It is essential for educators to have a deeper understanding of technology and its applications in the classroom (Ghavifekr & Rosdy, 2015) as blending technology with various teaching methods can enhance the teaching-learning process and overall education quality (Andresen & Brink, 2013; Birhanu, 2017; Incedayi, 2018; Kapri, 2016). This blended learning approach can also cater to individual student differences, motivate learners to reach their goals (Akinbadewa & Sofowora, 2020; Kareem, 2018), and boost academic achievement (Satyaprakasha & Beher, 2014).

In this study, the perceptions of both instructors and students regarding the use of technology in English language teaching were examined. The findings indicated that there was no significant difference between instructors and students in their views on how technology contributes to the implementation of the English language curriculum. Similarly, no notable differences were found between instructors and students from public and private universities in their opinions on the benefits of technology in English language instruction.

The results also showed that both instructors and students had low perceptions of the effectiveness of technology in enhancing the teaching and learning process of English. This is consistent with previous studies, such as those by Almekhlafy (2020), Gürleyik and Akdemir (2018), and Kashghari and Asseel (2014), which also found that teachers had low perceptions of technology's impact on English language learning. These studies suggested that technology usage did not support in the acquisition of new skills, increase motivation, or make teaching and learning more engaging and enjoyable. Furthermore, studies by Agung et al. (2020), Apriani et al. (2022), and Köse and Mede (2016) supported these results by indicating that technology was not beneficial for teaching and learning purposes.

The study also examined how instructors and students use technology to implement the English language curriculum. Unfortunately, the findings revealed that there was a lack of technology utilization in the classroom. Instructors faced challenges integrating technology into their teaching, implementing blended learning, using technology for assessments, addressing students' learning difficulties with technology, and submitting course reports digitally. This contrasts with previous studies (e.g., Andresen & Brink, 2013; Ghavifekr & Rosdy, 2015; Kim et al., 2019) which have shown that integrating technology in schools can enhance teaching effectiveness.

Although the current use of technology in English language teaching by instructors and students is limited, numerous scholars have stressed the importance of integrating technology into daily classrooms. It is believed that a blended teaching approach can enhance students' learning, with instructors playing a key role in this integration. Research by Andresen and Brink (2013), Hermans et al. (2008), Ghavifekr and Rosdy (2015), and Griffiths and Soruç (2021) supports this viewpoint. Additionally, Abdullah (2017), Kazemi and Narafshan (2014), and Tencere (2018) suggested that technology offers a wide range of material choices and

teaching methods, which can greatly contribute to improving language learning. The use of technology in teaching classes not only enhances teaching approaches but also increases the learning potential of students (Al-Hariri & Al-Hattami, 2017). Furthermore, technology helps instructors in preparing effective lessons by providing practical classroom activities to enhance students' competencies (Fatimah & Santana, 2017).

Finally, the study examined the relationship between technology usage and the implementation of the English language curriculum. The findings suggest that incorporating technology in teaching can predict successful curriculum implementation. When instructors integrate technology in English language instruction, it improves students' learning outcomes and academic performance. Supporting this, Soffer and Cohen (2019) found that technology use can predict course completion and exam results, reflecting the effectiveness of curriculum implementation. Kabooha and Elyas (2018) also demonstrated that technology, particularly YouTube videos, can predict students' vocabulary acquisition. Similarly, Hwang et al. (2016) explored that using storytelling through animation can predict students' speaking achievement.

Conclusions and Recommendations

Conclusions

The purpose of this study was to examine how instructors and students in higher education institutions in Somaliland perceive and use technology in the English language curriculum implementation. The findings revealed that instructors and students have low perceptions of the contributions and use of technology in English language learning. Similarly, the study found no significant difference in perceptions between instructors and students, and between public and private universities, regarding the role of technology in English language curriculum delivery.

The study also revealed that instructors had low levels of practice in utilizing technology to implement the English language curriculum. They lacked the ability to effectively integrate various technologies into their teaching practices, engage students actively through blended learning, address students' learning difficulties with technology, and motivate students using digital resources. However, the study also found that the use of technology was a key factor in successfully implementing the English language curriculum in the classroom.

Recommendations

The results of the present study indicated that both instructors and students had low perceptions on the role of technology in English language education. This could potentially impact the effectiveness of teaching and learning English, as well as students' academic performance. Therefore, it is recommended that ongoing training and awareness programs be implemented to instructors and students on the benefits of using technology to enhance teaching methods and student engagement, interest, motivation, and academic success.

Research has shown that low levels of technology usage among instructors and students in implementing the English language curriculum can be improved. Studies by Akinbadewa and Sofowora (2020), Griffiths and Soruç (2021), Kapri (2016), and Kim et al. (2019) demonstrate that utilizing technology supports in acquiring new skills and enhances the

classroom experience by making activities more intriguing, interactive, and engaging. This suggests that integrating technology into the curriculum can offer alternative methods for successful implementation and enable instructors and students to utilize available technology effectively, ensuring timely completion of courses, enhancing student engagement, and simplifying the teaching-learning process. Therefore, it is imperative to provide various technological tools to support the teaching and learning process.

The results of the present study revealed that technology usage is a good predictor of the English language curriculum implementation. Hence, it is recommended that universities and the Ministry of Education provide classrooms with ICT equipment, offer skills-based training, and give guidance to instructors and students to facilitate technology-supported blended learning and effectively implement the English language curriculum.

Limitations

The study's reliance solely on quantitative data may limit the generalizability of the findings. The lack of adequate diverse samples, stemming from a shortage of English language instructors in Somaliland's higher education institutions, could also influence the study's results.

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