Integrating Information and Communication Technology in Teaching and Learning of English Language in Colleges: A Case Study of Ada College of Education-Ghana

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Abstract
The integration of Information and Communication Technology (ICT) in the teaching and learning process of the English language in colleges of education in Ghana is becoming increasingly important in today's education landscape. With the emergence of online learning platforms and digital tools, the traditional teaching and learning process is being replaced with more interactive and engaging methods. This paper focuses on the implementation of ICT in the teaching and learning process of the English language in the colleges of education in Ghana, with a case study of Ada College of Education. The research was conducted through a qualitative approach, with questionnaires and interviews of the teacher trainees and English Language tutors. The research employed a purposive sampling technique in selecting both the teacher trainees and the tutors. Data was collected from a sample of 300 Level 400 teacher trainees and 8 English language tutors. The study revealed that the teacher trainees had positive attitudes towards ICT-based instruction, and the use of ICT tools had improved the quality of teaching and learning. The results further suggested that the integration of ICT resulted in an increase in teacher trainees' engagement and motivation, better collaboration and improved learning outcomes. However, the study also revealed some challenges in using ICT, such as a lack of adequate technical knowledge, limited resources, and inadequate access to the Internet. The study suggested that teacher training and the provision of sufficient resources, such as computers, software, and internet access, should be provided to ensure the effective integration of ICT in the teaching and learning process of the English language in the College.
***Keywords:** ICT integration, English Language Teaching, e-learning, ICT facilities, Pedagogical Knowledge.*

I.   Introduction

The United Nations' Millennium Development Goals have resulted in the world becoming increasingly digital, which has necessitated governments equipping and facilitating educational institutions in order to make this possible. This includes providing computer hardware, software, and mobile phones, in addition to integrating Information Communication and Technology (ICT) into the teaching process. According to Bonet (2021), this means using technology as a tool for researching, organizing, evaluating and communicating information. Agbo (2015) further suggests incorporating computers into teaching and mobile phones for this purpose. Ibrahim (2010) argues that ICT should be used to improve teaching and learning quality.

The integration of ICT in all facets of society has seen a rapid increase, with education being no exception (Fuente, 2020). The switch from traditional to digital communication styles has driven the economy towards an information-based, service-oriented model (Al-Ahdal, 2013). In the context of education, ICT has greatly expanded the opportunities available to both teachers and pupils, resulting in a more positive and constructive learning environment (Alkaromah, 2020).

Seifu et al (2003) suggest that tutors who integrate ICT into their teaching have a better academic performance from their students. Qaddumi (2023) also agrees that ICT is important in improving learners' results. Consequently, better national test scores are anticipated with the utilization of ICT. To meet this expectation, the curriculum must incorporate digital content for all the subjects taught in schools, with the official language of instruction being the primary mode of communication throughout the curriculum. Using ICT in teaching and learning the English language is very beneficial to our students. It offers a wide range of texts which help to enhance their writing, reading and speaking skills. Additionally, it enables collaboration, personalized learning, and self-reflection. Teachers can maximize the potential of ICT by incorporating it into their lesson plans and presenting ideas using different types of media.

The use of ICT in teaching English provides students with the means to access and find pertinent information quickly, efficiently, and with privacy. This also promotes a wide range of interactions and collaboration among students, which leads to a more diverse learning experience. Furthermore, ICT can be beneficial to the four main language skills: listening, speaking, reading, and writing. For instance, Khan (2020) notes that talking books could increase a learner's language vocabulary and comprehension. Moreover, Hismanoğlu (2011) points out that digital video production can help students develop social skills, such as communication, negotiation, and problem-solving, by allowing them to narrate movies with more complex language.

Dlamini et al (2020) suggest that ICT can help learners comprehend complicated texts and gain insight into them when they are exposed to story books, which in turn increases their vocabulary. Additionally, ICT can also be used to develop writing skills, as it allows learners to edit digital films, which will help them create writing for real audiences (Asad, 2021). This is because they are able to understand the narrative better and create more engaging content. The use of ICT has a major impact on the teaching and learning of the English language in teacher training colleges. By investing in ICT, teachers can provide students with a better understanding of the language, resulting in improved reading and speaking skills. Ultimately, this will lead to better examination results.

The use of ICT in the teaching and learning processes of the English language in higher education has grown significantly in recent years. ICT has provided a range of potential benefits to students, including enhanced self-learning, improved communication, and increased access to educational resources (Babu, 2018). It has also enabled teachers to adopt innovative and interactive teaching methods, allowing them to reach a wider audience. This study seeks to examine the integration of ICT in the teaching and learning processes of the English language in college, with a focus on a case study at the Ada of Education in Ghana. The aim of this research is to explore the effect of ICT on the teaching and learning of the English language, with an emphasis on the perceptions of teachers and students. The research will also investigate the challenges faced in the implementation of ICT in teaching and learning processes, as well as any opportunities for improvement. The findings of this research will provide valuable insights into how ICT can be effectively utilized in English language education and will inform policy and decision-making related to the use of ICT in higher education.

II. Literature Review

2.1 Definition of ICT

ICT is the integration of technology into communication systems, including the use of computers, mobile phones, the Internet, software applications, and other forms of digital media. ICT is used to facilitate communication, collaboration, and information sharing between individuals, businesses, and government organizations. It is also used to create new opportunities for businesses, promote economic development, and improve the quality of life for citizens (Maqbulin, 2020). ICT has become an essential tool for businesses and organizations. It is used for tasks such as customer service, marketing, data management, and financial planning. It can also be used to develop new products and services, improve customer experience, automate processes, and reduce costs (Jassim, 2020).

In recent years, ICT has become increasingly important in the education sector. It is used to deliver course materials, facilitate collaboration between students and instructors, and provide access to online learning resources. ICT is also crucial in the development of new technologies, such as artificial intelligence, robotics, and virtual reality. The use of ICT has become widespread in many industries, from healthcare and finance to retail and hospitality. It has revolutionized the way businesses operate and interact with customers. ICT has become an essential tool for organizations, enabling them to stay competitive in an ever-changing digital world (Paudel, 2020).

2.2 ICT Integration

The integration of ICTs into the classroom has been an increasingly important topic of research in education in the recent past. This integration is often referred to as ICT integration. ICT integration is the process of incorporating technology into teaching and learning activities. It involves the use of digital tools and resources to enhance teaching and learning, increase access to information, and improve communication between students, teachers, and parents. First, research on the effects of ICT integration on learners' achievement has yielded mixed results. While some studies have found that ICT integration can lead to increased student achievement, others have found no significant effect or even a negative effect. Factors such as the type of technology used, the quality of the implementation, and the level of teacher training and support may all contribute to these conflicting results (Philomina, 2016).

Second, research on the effects of ICT integration on teacher attitudes has generally been positive. Studies have found that teachers who have access to ICTs and are adequately trained in their use tend to have more positive attitudes towards ICT integration than those who do not (Ramya et al., 2020). Additionally, most

studies that have examined the effects of ICT integration on teacher attitudes have found that teachers who use ICTs in their teaching are more likely to report higher job satisfaction and a greater sense of efficacy. ICT integration can be beneficial in many ways. It can help learners to be cooperative and develop critical thinking skills, as well as improve their ability to communicate and collaborate. ICT integration can also help teachers create and manage digital learning environments and assess student progress more effectively. Additionally, ICT integration can offer learners access to a wide range of resources, including online learning materials and digital textbooks (Sosa, 2019).

Finally, research on the effects of ICT integration on learning processes has generally been positive. Studies have found that students who use ICTs in their learning tend to be more engaged, have a greater sense of ownership and responsibility for their own learning, and develop more positive attitudes towards technology use in the classroom. Additionally, ICTs can provide new opportunities for collaboration and communication among students, which can lead to increased learning (Asad et al., 2021).

Overall, the evidence suggests that ICT integration can have a positive influence on student achievement, teacher attitudes, and learning progressions. However, it is significant to note that the quality of implementation and the level of teacher training and support play an important role in determining the achievement of ICT incorporation.

2.3 Strategies for ICT Integration in English Language Teaching

Strategy is crucial in teaching, with the selection of specific methods, resources, techniques and teacher preparedness all contributing to the ultimate outcome for learners. This has been demonstrated through research, which has found that in order to effectively use ICT in English instruction, teachers need to be innovative in their approach to determine the most suitable strategy for their students (Fuente, 2020).

One strategy that teachers can use to integrate ICT is by using digital tools to create engaging content. This can include creating instructional videos and interactive activities to supplement traditional instruction. For example, teachers can create short instructional videos on topics related to English language learning and post these on YouTube or other video sites. They can also create interactive activities such as online games or quizzes to reinforce lessons and to help students practice their language skills (Al-Ahdal, 2013).

Another strategy is to use ICT to provide a platform for students to collaborate on projects and assignments. This can be done through the use of online discussion forums or blogs. On these forums, students can share ideas and resources, discuss topics related to English language learning, and provide feedback to each other. This can help to create a more engaging and collaborative learning environment (Avisteva, 2020).

According to Agbo (2015), there are numerous ways for language teachers to utilize the Internet in their teaching. They can join a listserv and take part in discussions with other teachers, join various groups and communities to share experiences or use the Internet as a course book. Other options, such as wikis from other nations, can also be used. By subscribing to a listserv, teachers can receive helpful advice on how to best use ICT in their teaching processes.

Alkaromah (2020) suggests three strategies for incorporating web-based resources into instruction: (1) utilizing pre-made interactive language exercises from the web; (2) developing task-based web activities that involve gathering data and finding solutions from the web; and (3) creating web-based activities tailored to the needs of the students by the teacher.

In conclusion, ICT integration in English language teaching can be a powerful tool for teachers to use in the classroom. By utilizing digital tools to create engaging content, providing a platform for collaboration, and facilitating communication, teachers can create an effective and engaging learning environment for their students.

2.4 Benefits of ICT in English Language Learning

English language learning has seen a major shift in recent years due to the introduction of ICT. ICT has opened up a whole new world of opportunities for language learners and teachers alike, allowing them to access a wide range of resources and engage in activities that would otherwise have been impossible. Below are the many advantages of the application of ICT in English language learning and how it can help learners to develop their language skills more effectively.

First, ICTs can provide a more stimulating and engaging learning environment for English language learners. For example, multimedia applications such as interactive whiteboards, computer-based learning software, and online language learning platforms can be helpful in creating visual and attractive learning involvements, which can help to motivate and engage learners. Additionally, teachers can use ICTs to supplement traditional teaching methods, such as lecture-style instruction, with more interactive activities, such as role-playing and simulations, which can help to facilitate language acquisition. The use of ICT in English language learning has the potential to greatly enhance the learning process and make it more engaging and enjoyable. By providing access to a variety of resources, such as online language courses, videos, podcasts, and interactive activities, learners can gain a deeper understanding of the language and its structure. This can help them to develop a better understanding of the language, which in turn leads to improved communication skills (Babu, 2018).

Second, ICTs can help to promote collaborative learning, which can be beneficial for language learners. By using ICTs, learners can communicate with each other, create and share content, and participate in online discussions, which can help to foster collaboration and promote language learning. Furthermore, ICTs can provide learners with increased access to resources, such as online dictionaries and language learning websites, which can help to supplement their language learning experiences (Dlamini, 2020).

Finally, ICTs can be used to assess language learners' progress and provide feedback. For example, teachers can use online assessments and quizzes to monitor learners' progress and provide targeted feedback, which can be beneficial for language learners. Additionally, ICTs can provide learners with the opportunity to engage in more authentic language use, as they can interact with native speakers and participate in online forums and discussion groups (Bonet, 2021).

Overall, ICTs can be used to facilitate and enhance English language learning, both in terms of pedagogical practices and learner outcomes. By providing learners with a more engaging and stimulating learning environment, increased access to resources, and opportunities for collaboration and authentic language use, ICTs can help to promote language acquisition and improve language learning outcomes.

2.5 Challenges of ICT in English Language Learning

ICT has the potential to revolutionise language learning, allowing learners to interact with digital resources, collaborate with peers, undertake self-paced activities, and engage in multimedia activities. However, ICT also presents a number of challenges to English language learning.

One of the biggest challenges of ICT in English language learning is the lack of a unified framework to support teachers and learners. As technology continues to evolve, so too do the tools and resources used in English language learning. This can lead to confusion and frustration as teachers and learners struggle to keep up with the latest developments. In addition, the lack of a unified framework can lead to a lack of standardisation in terms of the content, activities and assessments used in English language learning. In addition, ICT can be used to create an engaging learning environment that encourages collaboration and critical thinking. Through the use of interactive activities, virtual learning spaces, and multimedia materials, students can gain a better understanding of the English language and develop meaningful connections with the subject matter (Hafifah, 2019).

Another challenge of ICT in English language learning is the cost of technology. While ICT can provide learners with access to an extensive variety of digital resources and accomplishments, it can also be expensive to purchase and maintain the necessary hardware and software. In addition, teachers may require further training in order to effectively utilise technology in the classroom (Fuente, 2020).

Finally, the use of ICT can also have a detrimental effect on language learning. For example, some learners may become overly reliant on technology and may struggle to develop their language skills when technology is not available. In addition, digital resources and activities can be difficult to monitor and assess (Ibrahim, 2010).

In conclusion, while ICT can be a powerful tool for language learning, it also presents a number of challenges. It is important for teachers and learners to be aware of these challenges and to take steps to ensure that ICT is used effectively and responsibly in language learning. Despite these challenges, there are many traditions in which ICT can be applied to help language learners. By providing teachers with the necessary training and support and ensuring that there is access to the necessary resources, ICT can be used to provide learners with an engaging and effective learning environment.

III.   Methodology

3.1 Research Design

The researchers utilized the descriptive technique in order to gather data for the study. This technique involves gathering data through observing and collecting information about the conditions that exist in the environment under study. Data was gathered through questionnaires and interviews administered to Level 400 teacher trainees and English language tutors at Ada College of Education. The questionnaire was designed to collect information on the perception of teacher trainee participants concerning the integration of ICT in language teaching and learning. Interviews were also conducted with English language tutors in order to gather further information about the study.

3.2 Population Size

The study population is the set of all individuals or items in which data is collected and analyzed (Cresswell, 2003). The population of this study consists of teacher trainees and English language tutors of Ada College of Education at Ada-Foah in Ghana who are currently engaged in teaching and learning processes of the English language. The participants in this study are those who have had some form of experience with the integration of ICT in the teaching and learning process of the English language.

3.3 Sample Size and Sampling Technique

The sample size for this study was 300 Level 400 teacher trainees, consisting of both males and females from Ada College of Education, Ghana and 8 English language tutors. The sampling technique used in this study is a purposive sampling technique. This technique includes choosing a sample of respondents who are able to provide detailed information on the research topic. The participants chosen for this study include Level 400 teacher trainees and English language tutors of the Ada College of Education at Ada-Foah in Ghana who have had some form of experience with the incorporation of ICT in the process of teaching and learning the English language. The participants were selected based on their experience and knowledge of the integration of ICT in the teaching and learning process of the English language. The Level 400 teacher trainees are the students doing their one year outsegment teaching practice, and for that matter, have experiences with the use of ICT in teaching English lessons.

3.3 Research Instruments

Data was collected through questionnaires and interviews. Interviews with English language tutors and teacher trainees provided an understanding of their attitudes and perspectives on the integration of ICT in the teaching and learning processes of the English language. The questionnaires helped to gain insight into the actual implementation of ICT in the teaching and learning of the English language.

3.4 Data Analysis and Presentation

The data collected from the questionnaires and interviews were analyzed using descriptive and inferential statistical methods to determine the level of integration of ICT in the teaching and learning processes of the English language at Ada College of Education-Ghana.

Also, the Statistical Package for Social Sciences (SPSS) was used as a method to examine data. The responses to the questionnaires and interviews were coded and then input into the computer for analysis. The collected information was presented in the form of percentages, frequencies and tables in order to draw conclusions and make recommendations based on the research objectives.

IV.   Results and Discussion
Table 1: Frequency of ICT Integration in Teaching Phases in English

Integration (300)	Frequency(f)	Percentage (%)
Often	50	16.67
Sometimes	70	23.33
Rarely	150	50.00
Never	30	10.00
Total	**300**	**100.00**

Table 1 shows the frequency of ICT integration in teaching phases in English. Out of the 300 respondents, 50 reported that they often integrated ICT into their teaching, resulting in a percentage of 16.67%. 70 respondents stated that they sometimes integrated ICT into their teaching, resulting in a percentage of 23.33%. 150 respondents reported that they rarely integrated ICT into their teaching, resulting in a percentage of 50%. Finally, 30 respondents stated that they never integrated ICT into their teaching, resulting in a percentage of 10%.

From the results in Table 1, it is evident that most of the respondents (50%) rarely integrated ICT into their teaching, while the minority of respondents (16.67%) often integrated ICT into their teaching. This suggests that there is still a need for increased ICT integration in teaching phases in English in order to ensure that students are exposed to the latest technology.

Table 2: Levels of ICT Integration in Teaching Phases in English

Valid	Frequency	Percent (%)
Lesson preparation	180	60.00
Lesson delivery	95	31.67
Evaluation	25	8.33
Total	*300*	*100*

Table 2 shows the levels of ICT integration in English teaching phases. The table reveals that lesson preparation is the phase with the highest level of ICT integration, with 60.00% (180) of the responses indicating that ICT was heavily used in this phase. Lesson delivery had the second highest level of ICT integration, with 31.67% (95) of the responses indicating that ICT was used in this phase. The evaluation had the lowest level of ICT integration, with only 8.33% (25) of the responses indicating that ICT was used in this phase. In total, 300 responses were collected, making up 100% of the data.

Overall, these results suggest that lesson preparation is the phase in which ICT integration is most heavily used in English classrooms. This is likely due to the fact that lesson preparation is where teachers are most likely to find and create materials to use in their lessons, as well as plan activities that require the use of ICT. Lesson delivery is also an important phase for ICT integration, as it allows teachers to use ICT tools to present information and facilitate activities in the classroom. Finally, evaluation is the phase with the lowest level of ICT integration, as it is often done using traditional methods such as paper and pencil tests. This may indicate that teachers are not yet taking full advantage of the potential of ICT for evaluation purposes, which may be an area for further investigation.

The study also sought to evaluate the strategies that teacher trainees use to integrate ICT into their English lessons. Participants were asked to describe the strategies they employ and how often they utilize them. The findings on the strategies used to integrate ICT into English classes are displayed in the Table below.

Table 3: Strategies for Integrating ICT in Teaching English in College

Statements	N	Mean	Std. Deviation
I join online forums for educators to exchange ideas.	300	4.57	.53
I develop collaborative platforms to exchange information with other English language educators.	300	4.49	.59
I use the internet as a resource for locating relevant material and constructing lesson plans.	300	4.75	.54
I employ ICT to accomplish tasks such as communication, obtaining knowledge, and resolving issues.	300	4.29	.61
I employ an ICT-based incentive program to evaluate students' accomplishments.	300	4.27	.74
I teach classes using MS PowerPoint.	300	4.19	.51
I disseminate administrative data and information using MS Access.	300	4.37	.68

The results in Table 3 indicate that teacher trainees are integrating ICT into their teaching practices. The mean scores for each statement indicate that teachers are more likely to use ICT for information sharing and finding appropriate materials, with the highest mean score at 4.75 for the statement " I use the internet as a resource for locating relevant material and constructing lesson plans". The mean score for each statement is also generally high, ranging from 4.19 to 4.75, indicating that teachers are highly likely to integrate ICT into their teaching practices.

The standard deviation scores for each statement indicate that there is some variation in how teacher trainees are integrating ICT into their teaching practices. The lowest standard deviation score of .51 is for the statement " I teach classes using MS PowerPoint", indicating that there is less variation in how teachers are integrating ICT into their teaching practices for this statement. The highest standard deviation score of .74 is for the statement " I employ an ICT-based incentive program to evaluate students' accomplishments", indicating that there is more variation in how teachers are integrating ICT into their teaching practices for this statement.

Overall, the results indicate that teacher trainees are integrating ICT into their teaching practices to some extent. The mean scores and standard deviation scores indicate that teachers are more likely to use ICT for information sharing and finding appropriate materials, but there is some variation in how teachers are integrating ICT into their teaching practices

Table 4: Contribution of ICT in Teaching English

Statements	N	Mean	Std. Deviation
The use of ICT has enhanced the speaking abilities of students.	300	4.39	.53
The incorporation of ICT has resulted in improved listening skills among students.	300	4.48	.58
The use of ICT has greatly enhanced students' writing abilities	300	4.60	.55
The use of ICT has enhanced the reading abilities of students.	300	4.29	.61
The use of ICT has enhanced learners' literary appreciation	300	4.24	.73
The incorporation of ICT has enhanced learners' achievement in English	300	4.87	.52
The use of ICT has enhanced students' Engagement	300	4.29	.69

Table 4 provides data on the contribution of ICT in teaching English. The results show that the integration of ICT has improved students' speaking, listening, writing, and reading skills. In particular, the mean scores for speaking (4.39), listening (4.48), writing (4.60), and reading (4.29) skills were high, indicating that ICT has had a significantly positive impact on these skills. Similarly, the mean score for students' literary appreciation (4.24) and achievement in English (4.87) were also high, indicating that ICT has also improved these areas. Finally, the mean score for students' engagement (4.29) was also quite high, suggesting that ICT has enhanced students' interest in learning English. The standard deviation ranged from .53 to .73. This indicates that there is a high degree of agreement among the teacher trainees about the positive impact of integrating ICT into teaching English. Overall, the results in Table 4 indicate that the integration of ICT has had a positive impact on students' English language skills and appreciation. The data suggests that ICT has been effective in improving students' speaking, listening, writing, reading, literary appreciation, achievement, and engagement with English. Therefore, it can be concluded that ICT is an effective teaching tool for English language learning.

Table 5: Challenges for Integration of ICT in the Teaching of English

Statements	N	Mean	Std. Deviation
Inadequate ICT Tools in Schools	300	4.22	.54
Limited access to the internet	300	4.49	.56
The cost of technology is high	300	4.77	.52
Limited and unreliable supply of electricity	300	4.38	.60
Negative attitude towards computers in school	300	4.76	.72
Lack of technical support	300	4.20	.57
Inadequate and poor training on ICT use	300	4.27	.68

Table 5 provides information about the challenges to the incorporation of ICT in the teaching of English. The table includes six statements, each of which is rated on a five-point Likert Scale. The questionnaires asked respondents to rate the challenges on a scale of 1 to 5. The N in the table refers to the sample size (300), and the Mean and Standard Deviation columns provide information on the mean and standard deviation of the responses. The results show that the most important challenge for the use of ICT in the teaching of English is the cost of technology, which has the highest mean score of 4.77. This is followed by a negative attitude towards computers in school (mean = 4.76), limited access to the internet (mean = 4.49), inadequate ICT tools in schools (mean = 4.22), limited and unreliable supply of electricity (mean = 4.38), and lack of technical support (mean = 4.20). In terms of standard deviation, the cost of technology has the lowest standard deviation of .52, indicating that there is greater agreement among the participants about this challenge compared to the other challenges. The highest standard deviation is for negative attitudes towards computers in school, with a standard deviation of .72. This suggests that there is more disagreement among participants about this challenge.

4.1 English language tutors Excerpts
Benefits of ICT in English Language Learning: It was evident from the majority of the English language tutors' responses that the use of ICT in language teaching had several advantages. One of the participants stated:
"The benefits of ICT in English language learning are numerous. ICT can provide learners with an engaging, interactive and effective way to learn English. With ICT, learners can access authentic materials such as videos, podcasts, and websites that provide real-world examples of English language usage. Additionally, ICT can be used to create personalized learning experiences for learners, tailoring instruction to their individual needs. Furthermore, ICT can be used to create online communities for language learners, which allows them to practice their English with other learners in a safe and supportive environment. Finally, ICT can be used to track learner progress and give feedback quickly and efficiently. "

Frequency of ICT Integration in Teaching Phases in English: Based on the interview responses, many tutors used ICT tools in the classroom to help with activities such as grammar practice, writing, and other language-related tasks. Additionally, some tutors used ICT tools to create digital presentations and other multimedia materials to aid in the teaching process. Ultimately, each tutor used ICT integration in their own unique way, depending on their own individual preferences and teaching style. As stated by one of the respondents:
"I use ICT in my English teaching as often as possible. I try to incorporate some form of technology into each lesson, whether it be online activities or using video clips or audio recordings. I also use ICT to supplement my teaching materials, like using online dictionaries or finding authentic texts or images to support my lesson. "
Another English language tutor stated:

"I try to integrate ICT into my teaching of English as much as possible. I find that it can help engage students and make learning more interactive and enjoyable. I usually use ICT at least once a week, but it varies depending on the activity or topic. "

Challenges for Integration of ICT in the Teaching of English:
It was evident from the majority of the English language tutors' responses that the use of ICT in language teaching was faced with several challenges. One of the participants stated:
The main challenges for integrating ICT into the teaching of English include the need for teachers and learners to be comfortable with technology, the need to create suitable and engaging content, the cost of training and equipping the classroom with technology, and the need to ensure that the technology is used effectively. Additionally, there is the challenge of addressing the digital divide between those who have access to technology and those who do not".
Another English language tutor stated:
"One of the biggest challenges I face in integrating ICT in the teaching of English is finding appropriate resources that are engaging and relevant to my students. Another challenge is that ICT can be very time consuming and difficult to manage. It can also be difficult to assess student progress when using ICT. Additionally, I find it difficult to find ways to combine traditional language teaching methods with ICT effectively in order to create a balanced learning experience. "

V. Discussion

Based on the findings of the research, the majority of respondents rarely integrate ICT into their teaching. The results of this research go hand in hand with (Hismanoğlu et al., 2011) studies, which have found that many teachers do not integrate ICT into their teaching. This highlights the need for further teacher training and support to help teachers integrate ICT into their teaching in order to keep up with the changing educational landscape. Furthermore, this study also found that teachers needed more resources and support in order to effectively use ICT in their teaching and to help them understand how to integrate it effectively into their lessons. Therefore, it is essential that school systems provide teachers with the necessary resources and support they need in order to integrate ICT into their teaching.

In addition, the results of this study suggest that teacher trainees are making progress in integrating ICT into their teaching practices. This is in line with (Jassim et al., 2020) research, which found that teachers were increasingly utilizing technology in the classroom to supplement traditional instructional methods. Also, this study's results are consistent with Maqbulin (2020), which suggests that teacher trainees are integrating ICT into their teaching practices to some extent. However, the study also shows that there are still areas in which ICT integration can be improved. For example, the study reveals that teacher trainees still lack the knowledge and skills to effectively use ICT in their teaching and that there is an overall lack of resources and support available to help them integrate ICT more effectively. The study also finds that teacher trainees are not taking full advantage of the potential of ICT to enhance student learning. Thus, there is still a need for further research and development in order to support teacher trainees in integrating ICT into their teaching practices more efficiently.

It is also evident that the Integration of ICT has had a positive impact on students' English language skills and appreciation. This result is consistent with (Khan et al., 2020) studies that have found that the use of ICT in language learning has had a positive impact on student achievement. ICT can be used to provide a more interactive and engaging learning environment, which can help students to develop their fluency, vocabulary, and understanding of the English language. Additionally, students can use ICT to access and create a variety of resources, such as videos, audio recordings, and online activities, which can all help to improve their language skills (Paudel, 2020). Furthermore, ICT can also be used to connect students to other learners, enabling them to communicate and collaborate in a more meaningful way, which can help them to improve their speaking, listening, and writing skills. Finally, ICT can also help to create a more interesting and enjoyable learning experience, which may be able to encourage students to appreciate English more.

Finally, the study has revealed that the integration of ICT is indeed a challenging process. The findings from the study are in line with Qaddumi et al (2023). The study, which also reported ICT integration to be a difficult and complex process. The study has demonstrated that the main challenges to ICT integration are related to the lack of sufficient resources (such as budget, personnel and training), incompatibility between technologies, inadequate infrastructure, and the lack of effective communication. The study also reveals that there are certain obstacles in terms of the implementation of ICT, such as a lack of user skills, difficulties in adapting to the new system, and a lack of user acceptance. Philomina (2016) suggests that in order to successfully integrate ICT into an organization, organizations should ensure that they have the necessary resources, a well-thought out plan and sufficient training for users. Furthermore, organizations should ensure that the technology they choose is compatible with their existing systems and that they have the necessary infrastructure in place. Finally, they should

ensure that they have effective communication channels in place to ensure that all stakeholders are aware of the changes that are taking place.

VI.   Conclusion

The study of the integration of ICT in the teaching and learning processes of the English language at Ada College of Education in Ghana has provided valuable insight into the potential of ICT as a tool to facilitate learning in the college. The study revealed that ICT could be used to improve the learning experience of students by providing them with access to a wide range of resources and tools, such as online courses, webinars and podcasts. Moreover, ICT has the potential to enhance the teaching-learning process by helping to create an interactive and engaging learning environment. The results of the study also suggest that technology-rich teaching and learning environments can be used to improve the quality of English language instruction at Ada of Education- Ghana. By introducing ICT tools into the classroom, students are provided with a more stimulating learning environment and are more likely to be successful in their learning. Furthermore, the use of ICT tools has been found to promote student participation and collaboration, which can lead to greater understanding and knowledge retention.

However, the study also highlights the challenges that exist in integrating ICT into the teaching-learning process in Ghana. The lack of infrastructure, resources and financial support are factors that hamper the adoption of ICT in the classroom. Furthermore, the lack of awareness of the potential of ICT among both teachers and students and the lack of training to use ICT effectively have been identified as major challenges in the integration of ICT into the teaching-learning processes of the English language at Ada College of Education.

Overall, this study has demonstrated that ICT can be a powerful tool to facilitate the teaching and learning processes of the English language in Ghana. The potential of ICT to enhance the learning experience and create an engaging environment must be harnessed to ensure that students are adequately prepared to meet the challenges of a rapidly changing world. In order to do this, further research into the integration of ICT in the teaching-learning processes of the English language in Ghana is needed. Additionally, better access to resources and training, as well as increased awareness of the potential of ICT in the classroom, should be established to ensure that the integration of ICT in the teaching-learning processes of the English language in Ghana is successful.

6.1 Recommendations

The study recommends that teacher trainees should be provided with comprehensive training in the use of ICT tools to integrate into the teaching and learning of the English language. Additionally, institutions should provide the necessary facilities and support to ensure the effective use of ICT in the classrooms. Furthermore, there should be a focus on creating effective strategies that would ensure that students are actively engaged and involved in the learning process.

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