**Teaching Studies**

# The Impact of Technology in Teaching Language Lessons in the new Colleges of Education Curriculum in Ghana

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**Abstract**

Today Ghana is one of Africa's most prosperous and positive nations, with a competitive economy driven by high rates of innovation. Many Ghanaians who have traveled around the world come home to invest in the future of their country. In an age where quality education is a concern for international organizations focusing on education and dominates national discussions, the training of teachers must be a priority in equal measure. The teacher's core position requires teacher education to be of the highest standard for any educational goal being accomplished. This article purposed to examine the impact of technology in teaching language lessons. The study adopted a desktop literature review method (desk study). The research involved literature search and paper review of information on teacher education in Ghana with respect to the value of archival materials. The research indicated that technology use in teaching of language lessons is an improvement to the education standards.

**Keywords**: computer-assisted language learning, information communication technology, quality education, teaching, technology

## 1.0 Introduction

In and out of class, use of technology has become an integral part of the learning process. In general, every language class uses some type of technology. Technology was used both for supporting and enhancing language learning. Technology helps teachers to customize practices in the classroom, thereby improving the learning process. Technology continues to increase in importance as a tool to help teachers make language learning easier for their learners. Language is one of the key factors affecting foreign communication activities. Students use various aspects of English language skills for their knowledge and communication, such as listening, speaking, reading, and writing (Grabe & Stoller, 2002). Additionally, Ahmadi (2017) reported that the approach used by instructors in their classes to promote the language learning process is one of the essential elements for learning. Computers are considered an essential teaching resource in language classes in which teachers have convenient access, are adequately trained and have some flexibility in their curricula. Technology involves the use of information and communication technologies (ICTs) and digital technology devices such as phone and computers. In the last couple of decades, ICT have proliferated into the area of education (Bordbar, 2010). The implementation of ICTs in education has always been focused on the promise of modern technical technologies to revolutionize an obsolete education system, help prepare students for the digital age, and increase efforts at national growth. Hooker (2009) also said that the effort to use ICTs as an integral element in all technical learning programs has led to the proliferation of a myriad of national and international digital technology development initiatives and schemes for the last decade.

The implementation of new pedagogical techniques does not ignore, but requires programs and approaches that reflect progress that gradually and unevenly achieves acceptance (Seljan, Berger, & Dovedan, 2004). Internet and interactive computing provide an enormous boost to Computer-Assisted Language Learning (CALL) applications, providing a wide range of educational services, tools, software, newspapers, organisations, and software tutorials which include all types of grammar lessons, vocabulary, listening, and pronunciation. The future promise of ICTs in education in developing countries, including Ghana, has created a whole series of initiatives that will accommodate the latest instruments.

The challenge facing today's education systems, nevertheless, is how to adapt the current curriculum in order to provide learners with the skills they need to fit in and work effectively in this complex, information-rich and ever-changing environment (Warschauer, 2000). This has put growing pressure on educational systems to use ICTs to

teach students the information and skills they need in the 21st century. The past decade has also seen a fundamental shift in the way people interact and do business. After all, the emerging innovations that are responsible for this transition have the ability to transform the face of literacy and education: where people learn; how learning is conducted; teacher's function in the teaching system; and learner's obligations in the learning process. Given the widespread use of digital technology in companies, homes and schools, the need for language learning has become significant (Hooker, 2009). Especially with language students having started to use digital technology as a digital pedagogical tool in language education, it is obvious that computer literacy needs are significant. The Internet and computers are accessible in schools in developed countries, such as the Western Economy.

The failure of the use of ICT in teaching and learning is the instructors 'fault precisely because they are obligated to enforce the curriculum. Nevertheless, most instructors do not use technology in their teaching due to deficiency in accessibility to it, and also because they are neither qualified nor comfortable in their use. Most teachers report lacking sufficient preparation to prepare themselves to properly use technology in teaching and learning (Jung, 2005). This statement is backed by a European Commission survey comprising 190,000 responses from 27 European countries, many teachers being ill-equipped to offer IT-related subjects to students.

It is more essential to have access to qualified and committed ICT teachers than to use the latest technology (Taylor, 2013). As well as gaining the requisite skills that will empower teacher-trainees to use ICT on their own for study, lesson planning, there are many new teaching and learning models or concepts that have been established to improve successful teaching and learning with ICT. The teacher-trainee will be qualified to learn skills in ICT literacy and in teaching methods. Living in a digital environment and teaching digital local students, it is critical that our teacher-trainees are empowered or mandated to integrate ICT into their classroom instruction when appropriate.

Over the years, Ghana has been making efforts to train and improve teachers to shape the backbone of training the country's manpower demands. The Presidential Education Committee (2002), the most recent committee to work on educational reforms in Ghana, proposed a critical analysis and approach to make teacher education important to the country's growth. Reiterating what teacher education needs to encapsulate, Benneh (2006) suggested that Ghana's teacher education goal is to provide a comprehensive teacher education system through pre- and in-service practice that would produce qualified, engaged, and dedicated teachers to enhance teacher quality and

learning (Warschauer, 2000). Things change and so societies adapt to respond to social needs. Because culture evolves and is thus changing, teacher education must be versatile so that teachers can be prepared to educate students to become productive individuals who can suit and work well within culture (Hooker, 2009). For example, any school reform plan needs an approach to teacher education that will train teachers to lead the adoption of such an improvement package's principles.

## 2.0 Teacher training institutions and curriculum in Ghana

Original teacher education training (Diploma in Basic Education [DBE]) is offered in 38 public and 3 private educational colleges (CoE) in Ghana, the Institute of Education (2013) reports. Since the colleges administer the DBE programme, assessments are carried out by the Institute of Education at the University of Cape Coast. In addition to the CoE, the University of Cape Coast, through its numerous divisions under the Faculty of Education, provides teachers bachelor's degree courses to lecture at both basic (Grades K-9) and secondary (Grades 10-12) schools. Additionally, Winneba University of Education recruits pre-tertiary school teachers (Grades K-12) through its branches, colleges, and faculties (Eaton, 2010). Aside from these teacher professsional training schools, it is worth remembering that as non-professional teachers some students from other universities and tertiary organizations also reach the classroom (Anamuah-Mensah & Benneh, n.d.). Across these services, educators are trained for first cycle schools (nursery, kindergarten, elementary and junior high schools), second cycle institutions (secondary schools, vocational and technical schools), and CoE (initial teacher training institutions). Other types of teacher growth exist besides the conventional, residential pre-service programs mentioned above (Baytak, 2011). They include: in-service programs to enhance teacher service qualifications; in-service training at classroom, cluster, and district level to develop teachers 'skills, expertise, and competencies to enhance teachers' teaching methods and effectiveness in overall fulfilling their duties; and distance education services to ensure consistent, lifelong teacher education. It is non-residential at designated locations, with pre-planned face-to-face meetings. Students are also provided with distance learning materials which consist of written self-study texts.

Ghana has a standardized approach to teacher preparation. Anamuah-Mensah and Benneh (n.d.) said teacher training has a national emphasis since schools are situated in all Ghana regions. These writers added that the generalist and subject-training methods are representative of Ghana's teacher training drives; generalist instructors for KG and Primary 1–6; specialist instructors for Junior High Schools (JHS) and Senior High Schools

(SHS); distance learning / sandwich modes and conventional residential training in CoE; and also school attachment or internship programs. Reporting on capacity building for leading teacher training institutions in Ghana, Adegoke (2003) noted that "the fundamental principles underlying the essence of the curriculum for basic teacher training include requirement, theory and practice integration, school / classroom emphasis, competency and process evaluation." Degoke and the Institute of Education (2005) reported that the curricula for first-year teacher training in Ghana are focused on academic research consisting of topics taught at first-year level; advanced personal development studies addressing communication and research skills as well as socio-economic issues underlying economic development; Educational research concentrating on the learner in the context of the school situation and related to the teaching-learning process and evaluation; curriculum research and methodologies dealing with the assessment of the quality of basic school subjects; practical training consisting of school visits, school attachments, on-campus instruction, design and manufacture of teaching and learning material (Baytak, 2011).

## 3.0 Technology in Education

ICTs have progressively become essential in our daily lives as well as educational systems. There is a thriving market on academic institutions to deploy ICTs to improve knowledge and skills of individuals in order for them to suit into the 21st century. Buabeng-Andoh (2012) said that the education institutions of today have taken measures to restructure their curricula and amenities in the classroom to enable the use of technology in education. This was done to fill the gap in teaching and learning that exists in technology. Although technologies of today are important tools for teaching and learning, the use of ICTs in education is not a panacea for all educational issues. ICTs can transform the way teachers teach, encourage student-centered approaches to teaching, improve higher order skills, and facilitate collaborative activities, according to Jung (2005). The incorporation of ICTs into teacher education systems is seen as crucial to the growth of teacher trainee technology skills. To promote real progress in the classroom and create qualified and efficient teachers, teacher education needs to alter its methods and techniques and implement new ones that have proved to be more successful than previous ones (Nyenwe & Ishikaku, 2012). Effective review and evaluation of teacher training institutions was the first step towards the successful introduction of ICTs into teacher education. Jung (2005) argued that because most nations have restricted teacher training facilities, they need to implement cost-effective approaches by making use of

facilities wisely. Jung (2005) further claimed that a well-designed professional development program was necessary to meet the demands of today's instructors who want to know how to successfully use ICTs for their teaching.

According to Egbert, Paulus, and Nakamichi (2002), teachers of the language in advance and in-service should specifically know about machine use. They further argued that CALL technologies, when properly implemented, can promote experiential learning and practice in a number of ways, such as providing learners with faster and more efficient input, as well as promoting collaborative work by pairs and groups. They keep saying it encourages exploratory and global learning, increases learner achievement and provides access to relevant materials.

The emergence of a motley array of electronic devices and technology programs in academic institutions, particularly teacher education institutions, indicates or creates an expectation that teacher trainees will learn about the theory and practice of information technology through training (Baytak, 2011). At the other hand, some studies have found that the coursework tends to have little to no effect on the expectations of teacher education students regarding their skills or use of what they have gained in their teaching. There was a wide variety of factors that affected the use of computers by teachers (Wilson, 2014). Just a computer course can have a positive impact on the attitudes of teachers towards computers, granting them more trust and encouraging them that technology is a useful instrument. Egbert et al. (2002), for example, concluded that the potential of computing technologies, which is confirmed by both study and experience, underpinned the proliferation of technology classes through teacher education systems and an increase in language teacher-oriented courses. Nevertheless, the adequacy of student learning technologies is just one factor in recognizing the use of CALL activities by the instructors.

Seljan et al. (2004) claimed that as students perceive the computer as a fashionable and useful resource that helps them to get closer to the world, the Web is becoming empowering, providing a wide variety of credible content and promoting the creation of new learning strategies. In addition, by using e-mails, chat rooms, posts, class-conferencing, etc., students can develop their personal sites or projects based on their needs inside and outside the classroom. Seljan et al. (2004) have argued that application of technology does not automatically occur only through coursework but through certain kinds of practice. As a consequence, teacher educators ought to re-examine the resources they give to teacher trainees to think about CALL practices. Kılıçkaya and Seferoğlu (2013) argued that teachers need to move towards and be educated in the incorporation of

technology. This point was raised because of the breathtaking pace at which technology and innovation is progressing and the resources available that students often use for educational purposes, but not always so. Interestingly, while Seljan et al. (2004) conducted research into CALL operations, their analysis focused mainly on leveraging language tools and learning materials available on CD-ROMs and on the Web. However, the research did not understand how practitioners learn skills to use the expertise in use in CALL activities. There's a gap unique to the fairly new field of CALL in the literature. To help language teachers understand about and make efficient use of technology, we need to learn more about the transition of CALL curriculum to the classroom (Baytak, 2011).

## 4.0 Problem statement

Not to overemphasize the value of education. Education lays the foundations for the growth of every nation's human capital. It is worth recalling that "a sound system of education contributes to an educated society and the creation of manpower which can lead a crusade for social change and economic growth" (Asare, 2011). The evolved person is capable of championing social change by incorporating skills gained to better the lot of people. The teacher is fundamental to the educational endeavor. The teacher's position is so vital no nation can afford to neglect it. This is because, "Learning is a developmental phenomenon, and the teacher is the greatest definer of its truth" (Adegoke 2003). To preserve Ghana's forward momentum, the Ministry of Education is looking to develop learners with skills in critical analysis and critical thinking. The entire education system is now more concentrating on teaching children to pass the exams instead of finding solutions or planning to work in groups (Wilson, 2014). Learners sit calmly in line, memorizing the teacher's passed down information and then repeating them on the exam paper as best as they can. Efforts with in-service seminars and training courses to enhance teaching quality have achieved short-term success in the past, until teachers returned to old habits (Costley, 2014).

In addition, the broader teacher support network did nothing to incentivize better efficiency, while pre-service preparation perpetuated the current structure and forced new teachers with inadequate practical experience into the firing line. In the third year of a three-year program, student teachers usually only gained practical experience in a classroom, and only obtained little supervision afterwards (Baytak, 2011). Things change and so societies adapt to respond to social needs. Because culture evolves and is thus changing, teacher education must be versatile so that teachers can be prepared to educate students to become productive individuals who can suit and work well within

culture. For example, any school reform plan needs an approach to teacher education that will train teachers to lead the adoption of such an improvement package's principles (Wilson, 2014). What is Ghana doing in 21st century Ghana to educate teachers to teach learners to become productive people who can suit and work well in society and also assist with the government's transformative efforts? With all the above concerns about teacher training and development programs being articulated, not just from one nation, the question that comes to mind is what is the condition of teacher education in Ghana in the new colleges of education curriculum in Ghana? How can Ghana benefit from teacher education initiatives that encourage learning among students and increase the standard of education using technology?

## 5.0 Literature Review

This article describes the present state of Ghana's teacher-preparation drives by adoption of technology. This also discusses the pathways to teacher education followed in Ghana, the curricula for teacher education and the teaching methods used by teacher educators in the training programmes.

## 5.1 Theoretical Review

Kılıçkaya, F., & Seferoğlu, G. (2013). The impact of CALL instruction on English language teachers' use of technology in language teaching. Journal of Second and Multiple Language Acquisition (JSMULA), 1(1), 20-38. Based on the understanding that successful use of technology needs to be built within a teaching and learning and organizational background, this study's research focuses on the influence of specific contextual factors that enable language teacher instructors to use computing and other digital tools. Pedagogy (teaching techniques), content (syllabus), and technology work together to make the system flourish (Wilson, 2014). In a school environment, learners should be able to communicate with colleagues, information, and pedagogy through technology. This research is focused on the theory of operation, based on the work of Vygotsky which was originally developed by Leontiev and expanded by Engestrom (Hashim & Jones, 2007). The theory is commonly used for analyzing technology-based learning practices (Hooker, 2009) offers three fundamental concepts to better explain and evaluate the process of ICT incorporation in teacher development program (TDP): Professional learning and growth by teachers are social processes that emerge from collective activities (Hooker, 2009); People are successful cognizing practitioners but they work with methods that limit and afford their actions in places that are not generally their preference; The structures

of teaching and learning are continually subject to change and these improvements are motivated by inconsistencies and conflicts that can contribute to expansive learning (Hardman 2008).

This theory lets the learners develop their own knowledge. ICT is thus a hands-on practical learning method, allowing learners to use the technology to draw on their current knowledge. The theory principles can provide a context for analyzing technology activities from a socio-cultural viewpoint, which supports the notion that technology need to be explored within the educational environment (Baytak, 2011). The core feature of the Engestroms model describes all human behavior as the relationship of six inseparable and collectively constitutive elements: subjects, instruments, object and result, regulations, population and division of labor. If the presumption is that the goal (purpose) is to use technological resources to improve operational practice across a TDP continuum ranging from technology literacy to information deepening to information creation, then the outcome is slowly shifting between past, current, and future provision structures (Hardman, 2008). From the school environment, the teacher trainees learn technology awareness skills by participating in academic and non-academic technology usages (Costley, 2014).

## 6.0 Achieving quality education through technology

Asare (2009) has suggested that the interactions that go on between the teacher and the learners are a very significant factor in the education cycle. He added that the consistency of the education is achieved through these collaborative processes. McFarlane (2011) claimed that there should be appreciation in today's of teachers and the methods they use to impart knowledge. Defining and developing quality learners is important to the global economy. On this basis, it is the duty of all those involved in teacher education activities to pay special attention to how the teaching and learning process will continue to promote learning for the students. In most instances teachers are teaching the way they were trained to become teachers which is not unusual. Changing such an attitude and understanding would mean rethinking what teacher education would entail (Baytak, 2011). Ironically, Sriparna Tamhane of Azim Premji Institute, India, raised the question in an online discussion platform on teacher training and education at LinkedIn.com in April 2013, "If you would redo teacher prep-program what would you want it to include in order to prepare you for modern world teaching?" Dr. Vincent Andrew said it would involve a discussion on best practices of technology adoption aimed at optimizing learning for the students (Adegoke 2003).

Glynn Kirkham said teacher preparation should use a knowledge-based approach that considers teaching as an interrelationship of expertise, abilities and attitudes to increase levels of learning. Teachers should allow and welcome colleagues to observe their lessons and explain what their experiences have been (Hennessy, 2005). This would foster proactive teaching practice as teachers also became continuous learners. The biggest challenge to education is how training is done (Asare, 2009). He suggested that teachers need to be taught how to involve learners in a way that allows learners own and makes complete sense of learning practices.

**7.0 Effectiveness of using technology in teaching language lessons**
Eaton (2010) considered computer-based collaboration to be a beneficial feature of language learning. Computer-assisted conversation appears to have more balanced attendance than face-to-face conversation. Teachers or a few vocal students are less likely to dominate the classroom, which leads to more constructive class discussions. Zhao (2013) supported this view by suggesting that it is important for effective language learning to have access and exposure to stimulating, authentic, and understandable yet challenging materials in the target language. Computer-based human interaction is a useful function for language learning. Computer-assisted conversation features more fair participation than face to-face interaction. Zhao (2013) endorsed the above view and said access to credible target language materials is crucial to effective language learning.

Hennessy (2005) noted that the implementation of ICTs could serve as a catalyst to inspire teachers and pupils into new ways of working. They are characterized by teacher-pupil and peer interaction, experimentation, examination and reflection, questioning, encouragement, and feedback. Hennessy stated that as students are becoming more autonomous, teachers feel that they should promote and endorse pupils in behaving and thinking independently.

Warschauer (2000) presented two distinct viewpoints on how technology can be incorporated into classroom use. Second, learners get the opportunity in the cognitive approach to optimize their access to language in a significant way and develop their own awareness of the subject. Instances of these technologies comprise text-reconstruction technology, and tools for multimedia simulation. Multimedia simulation software enables learners to join computerized micro environments in a real audio-visual sense, with access to language and culture. The best of these systems gives learners a lot of flexibility and interactivity so they can exploit their linguistic feedback more effectively (Baytak, 2011). Second, the social approach highlights the social dimension of language development

where learning a language is seen as a social interaction process. From this viewpoint, students should be given the opportunity to exercise real-life skills for realistic social interactions. This can be done by working with students on credible assignments and projects.

Knowledge and communication technologies provide some teaching and learning advantages. Second, learners are playing an active role that can help them keep more information. Next, more detail is needed in follow-up sessions where learners will become more autonomous. Eventually, learners can process new instructional materials dependent on learners, and their language learning abilities can improve (Costley, 2014). Using technology has changed approaches from teacher-centric to learner-centric ones. Teachers should be facilitators and direct the learning of their learners and this move is very useful for students to improve their learning (Riasati, Allahyar, & Tan, 2012). Gillespie (2006) said the use of technological innovation is increasing the cooperation of the students in learning tasks. It helps them gather intelligence, and interact with resources like videos.

Warschauer (2000a) identified two separate views on how technology could be incorporated into the class. First, learners get the ability in the cognitive approach to concretely increase their access to language and make their own information. Second, learners should be given chances to exercise practical life skills for true social experiences in the social approach. This goal can be accomplished by learner cooperation in real-world activities. Baytak, Tarman, and Ayas (2011) played a role in language learning technology. The findings showed better learning for the learners by incorporating technology into the classroom. Learners said the school's use of technology has made learning fun and lets students learn better. Learners also said technology makes learning interesting, engaging and exciting. The other finding of this research was that the use of technology improves the inspiration, social experiences, learning and participation of the learners.

Sabzian, Pourhossein Gilakjani and Sodouri (2013) reported that one of the effects of using technology in language classes was an improvement in teacher and learner communication. When teachers permit learners to be teaching assistants, this may increase the confidence of the learners. Apprentices are given the ability to improve already learned opinions and skills. Apprentices will help teachers incorporate technology as learners have had plenty of time to master technology when teachers are directing the instruction. Drayton, Falk, Hobbs, Hammerman, and Stroud (2010) have stressed that the use of computerbased learning reveals a real learning environment that increases learners' commitment. Teachers said that using Internet and e-mail encourages learner-

centered education. Warschauer (2000) and Parvin and Salam (2015) conducted a study and reported that, using technology, learners are given the opportunity to increase their access to language in a meaningful sense and to develop their own knowledge. The learners will have opportunities to develop practical life skills for social interactions. That is done in real-world operations by the cooperation of the learners. Baytak, Tarman, and Ayas (2011) conducted research into technology's impact on education. The findings from this study showed that, by integrating technology into classroom lessons, the learners improved their learning. The researchers stressed that technology has made learning for learners exciting and engaging and has increased their enthusiasm, social interactions and participation.

Peregoy and Boyle (2012) carried out a study on the use of technology to improve the reading and writing skills of learners. The findings of this study showed that technological tools improved the reading and writing capacities of learners as they are user-friendly, and students can learn more easily and effectively. The other finding of this research was that leaners gain knowledge more effectively when using technology tools rather than traditional teaching methods because the Internet has supplied a favorable environment for learning of students to learn, facilitating a new platform for students who can have reliable access to learning lessons. Alsaleem (2014) researched the use of WhatsApp applications in English dialog journals to develop the ability of learners to write, vocabulary, select word and speak. Based on the findings of this analysis, it was suggested that WhatsApp continued to improve in the writing skills of the learners, language skills, vocabulary and choice of words. Godzicki, Godzicki, Krofel and Michaels (2013) conducted a study investigating the motivation and participation of the students in the classroom. The findings from this study showed that when technology is used as an instructional resource within the curriculum, students were more likely to participate in classroom activities. Technology resources demonstrate an increase as motivation comes down to them.

Lin and Yang (2011) conducted a study to examine whether Wiki technology would enhance the writing skills of the learners. Students were invited to enter a Wiki page where they'd write excerpts, and then review and reply to their classmates 'passages review. Learners suggested that the instant feedback they got was an advantage of using such technology. Another result was that by reviewing their classmates 'jobs, the learners mastered vocabulary, spelling and sentence construction.

## 8.0 Limitations of using technology

Psychological factors such as excitement, with the use of ICT in literacy learning, can often contribute to negative outcomes. (UNESCO, 2012) reported that students often tend to communicate with physical educational materials rather than digital. The teachers had to pay careful attention to the reactions of the learners to use ICT in teaching by combining these with conventional teaching. Teachers often used the material as a tool, without adequate planning. It has also been attributed to a lack of training facilities before going to college (Baytak, 2011). There was one laptop in the pilot schools which was not contained in the classroom during the class hour. Just three teachers among the instructors on the project had personal computers. This circumstance needed teachers to execute their lesson planning after school hours, and during breaks (Alsaleem, 2014).

## 9.0 Methodology

The study adopted a desktop literature review method (desk study). This involved an in-depth review of studies related to technology enabled learning and its impact in the new colleges of education curriculum in Ghana. The research involved literature search and paper review of information on teacher education in Ghana with respect to the value of archival materials (Cozby & Bates, 2012; Creswell, 2014). This article reviewed recorded sources to present the current state of teacher education drives in Ghana. In line with Creswell's assertion that observations are important for obtaining first-hand knowledge that enriches analysis results, under different themes, the study revealed observations made from the recorded sources. Where appropriate, the review on how to rethink and reorganize what is being done to strengthen teacher training and development initiatives in Ghana by authorities and policymakers was done.

## 10. Findings and discussion

Low computer literacy skills amongst teacher trainees have significantly impacted their interdisciplinary level of technology. The situation is worsened by certain trainers who have low level of technology awareness skills and lack of understanding of the struggle to use technology in the instructor trainees' professional education. The results confirm prior research on technology teacher training according to Egbert et al., (2002), as it indicated that teachers who use CALL activities are mostly those teachers who have familiarity of CALL before taking the course; that lack of time and resources prevents the use of CALL practices in some classrooms; and that colleagues are the most popular providers of new CALL activity.

Notwithstanding the diversity of teaching methods employed by the tutors in a number of ways, it was found that the prevailing pedagogical role remains one where the trainees are primarily treated as 'empty vessels,' with little expertise or professional experience (Lewin & Stuart, 2003). Such authors added that the trainees are seen as people who seek prescriptive guidance and support from lecturers on how to instruct, whether or not the instructions tend to fit learning conditions in the schools where trainees operate or the demands of modern curricula. Aside from continuing their education to gain higher credentials, the effect of teacher creativity, performance, flexibility and competitiveness can be defined as negligible in adding value to themselves and enhancing their classroom activities, teaching, and student learning (Baytak, 2011). Teacher education authorities in Ghana must adopt teacher licensing as a mechanism to enable teachers to try ways to develop their profession on an ongoing basis and keep them accountable, lest they risk losing their job or promotion.

Officials must set benchmarks for renewing such a license including added value through study, earned awards, attendance and involvement at the conference, seminars and other ongoing professional development activities. It must be conveyed explicitly and consistently to students, and all until the license comes into effect. The teacher licensing authority, in collaboration with all organizations and organizations involved in teacher development programs, must ensure that continuous professional development schemes and initiatives are a year-round affair, with consistent timetables for access to each of them. This will encourage teachers to make personal plans to attend sessions that suit their circumstances with no loss of hours of contact. All this must be done against the context which does not always welcome change. Making reference, Cozijnsen, Vrakking, and Ijzerloo (2000), Bediako and Asare (2010) stated that inventions were ineffective because of lack of key players 'wills. A number of educational developments had been met with resistance because teachers, the implementers, had not been consulted. They stated that the teacher rejects innovation outcomes not just because the innovations are poor but also because they (teachers) are not responsive to the innovations. It is advised therefore that efforts to implement teacher licensing, and indeed all other educational reform, automatically include students (Alsaleem, 2014).

Additionally, the seemingly endless global shifts, inventions, and advancements make it very important to continually revisit and reorganize teacher education drives. Failure to do so would possibly make ineffective teachers. Every effort to foster critical thinking skills in teachers must understand that critical thinking is not only thinking but also thought about what issues are useful for self-development. Self-development will

also contribute to the individual's willingness to use established criteria throughout the learning process. In other words, it may entail creating the own way of thinking of the person by defined criteria (Emir, 2013).

## 11. Recommendations

Teacher planning and creation in Ghana should be reconsidered and probably updated. Such a reconsideration and adjustment will increase the importance of instructors and teacher education in Ghana's cognitive development efforts. A Committee formed by the Professional Board of the Institute of Education to synchronize all general education programs in Ghana should collaborate with other bodies, the Ghana Education Service TED, and all departments and agencies engaged in teacher and teacher education initiatives to work on and recommend content and strategies to teaching. The researchers identified the difficulties faced by the introduction of technology into language teacher education institutions. Nonetheless, improvements to the current curriculum should also be made for TDPs to be successful. Trainees in language teaching should rethink their position and begin to change their perceptions by implementing changes to their pedagogical practices. If we want to develop the culture of technology usage in teaching by the language teaching instructors, then technology should be merged into all the programs and become everyday practice. It is suggested that teacher preparation programs concentrate on curriculum that seeks to achieve the purpose of effective language teaching through technology. Eventually, the researchers suggested that a report on how language teacher educators learn and implement technological methods should be conducted. The development program needs to be closely matched with the regular curriculum. Teachers should consider what the most effective instructional strategy is when bringing technology into the classroom (Pourhossein Gilakjani, Leong, & Hairul, 2013). Computer technology is an essential part of the training activity which transfers skills to the learners. Language teachers will encourage their learners to improve their language skills using technology. Universities should find technology as an integral aspect of their teaching and learning programmes.

Technology specialists should provide extra support for teachers who use it to instruct their English courses. Teachers should use computer technology as a guide for their students (MEB, 2008; Pourhossein Gilakjani, & Sabouri, 2017). Teachers should build lesson materials that are compatible with the technology. Such resources would concentrate on learning and teaching, and aren't just technology problems. Instead of teacher-centered learning, teachers can consider ways that technology can support them

in learner-centered training. Teachers should be aware of their positions as learning guides and facilitators. To promote the introduction of technology, the teachers should be provided with adequate resources and technical assistance. The teachers should be provided with instruction to learn how to use it efficiently and to teach it. Teachers will follow their colleagues 'advice that can help them teach better with the use of technology.

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