

# Technological Tools and their Impact on Ghanaian Language (Twi) Lesson Delivery: The Role of the College Tutor

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## ABSTRACT

This investigation examined how in recent years, technological advancements have significantly transformed various aspects of education, including language (Twi) learning and teaching. The impact of technological tools on Ghanaian language (Twi) lesson delivery: The role of college tutors in integrating these tools effectively to achieve quality education cannot be over-emphasized in achieving quality education. The purpose of this investigation was to understand how the utilization of technology can enhance the teaching and learning experiences of Ghanaian languages specifically Twi, while also examining the challenges faced by tutors in using these tools in their lesson delivery. The study adopts a single research approach, qualitative data collection methods. The research design was descriptive in nature. Interviews were conducted on college tutors in Ghanaian language (Twi) departments and units to gauge their awareness, attitudes, and experiences regarding the use of technological tools in language instruction. In all, fifty (50) participants were targeted for the investigation. Focus group discussions and interviews were used to elicit significant information for the data analysis from Wesley College of Education, St. Ambrose College of Education, Akrokerri College of Education and Atebubu College of Education. The investigation revealed that most of the Ghanaian Language (Twi) tutors lack the knowledge and skills to use the technological tools. It was also identified that technological tools facilitate teaching and learning process. The Technology Acceptance Model (TAM) theory was the theoretical framework on which this investigation was conducted.

**Keywords:** College tutor impact, educational technology, face-to-face interaction, Ghanaian languages, language learning, lesson delivery, technological tools

## BACKGROUND TO THE STUDY

Over the past few decades, there has been a significant integration of technology into educational settings worldwide. The use of technological tools in teaching and learning has transformed traditional classroom approaches and created new opportunities for educators and learners alike. Ghana is a multilingual country with a rich linguistic diversity. Twi is one of the major languages spoken in Ghana and is widely used in various aspects of daily life. In the educational context, teaching and preserving indigenous languages are crucial for maintaining cultural identity and fostering effective communication. Teaching indigenous

languages may face challenges such as limited resources, lack of standardized curriculum, and difficulties in engaging students. Technological tools can address some of these challenges by providing interactive and innovative methods of language instruction.

Language preservation is a critical concern globally, especially for indigenous and minority languages. Technology can play a vital role in the documentation, revitalization, and preservation of languages that are at risk of extinction. Digital platforms, language learning apps, and other technological tools can be employed to ensure the continued use and relevance of languages in contemporary contexts. The integration of technological tools in education has become a global trend. In many countries, educators are leveraging technology to enhance the learning experience. Common technological tools include interactive whiteboards, educational software, multimedia resources, online platforms, and communication tools.

Ghana is a linguistically diverse country with numerous ethnic groups, each having its own language. One of the prominent languages is Akan, and specifically, the Twi dialect is widely spoken. However, like many indigenous languages, Twi faces challenges, including a decline in usage among younger generations. Traditional language education methods might face challenges in engaging students, particularly in the context of evolving technology and a globalized world. There may be issues related to language retention, literacy rates, and the integration of indigenous languages into formal education systems. Technology enables real-time communication and collaboration. College tutors can use video conferencing, chat applications, or online forums to connect with students and create a virtual language learning community.

College tutors play a crucial role in shaping the education landscape. Their approach to teaching, adoption of innovative methods, and integration of technology can significantly impact students' learning experiences. In the context of Twi lesson delivery, tutors' attitudes and practices can influence the preservation and promotion of the language. Introducing technological tools in Twi lesson delivery could have several potential impacts. This might include increased student engagement, improved access to language resources, interactive learning experiences, and the facilitation of collaborative language projects. The proposed study aims to address a potential research gap in the specific context of Ghanaian languages, focusing on Twi. Understanding how technological tools can enhance lesson delivery, and the role of college tutors in this process, can contribute valuable insights to the fields of language education, technology in education, and language preservation. While technology offers numerous benefits, there are challenges such as access to reliable internet, digital literacy, and the need for continuous support and training for educators. It's essential to ensure that the use of technology aligns with cultural and educational goals and does not compromise the authenticity of language instruction.

## INTRODUCTION

In recent years, technological advancements have revolutionized various aspects of our lives, including education. Traditional methods of (Twi) lesson delivery in Ghanaian colleges are gradually being replaced by innovative technological tools, offering new opportunities for both educators and students. This paper aims to explore the impact of technological tools on the delivery of Ghanaian languages (Twi) lessons in college settings, with a specific focus on the role of college tutors. Ghana is a linguistically diverse country, with over 80 languages spoken across different regions. The teaching and preservation of Ghanaian languages are crucial for maintaining cultural identity and fostering effective communication among Ghanaians. However, traditional teaching methods for Ghanaian language (Twi) often face challenges in engaging (Twi) students and providing interactive learning experiences. The integration of digital resources, such as online language learning platforms, interactive apps, and multimedia content, can enhance the learning experience for students studying Twi. Tutors may leverage these tools to provide engaging and interactive lessons.

The integration of technological tools into language teaching offers a promising solution to these challenges.

With the increasing availability of computers, smartphones, and internet access, college tutors can leverage these tools to enhance the delivery of Ghanaian language lessons. Incorporating technology, tutors can create dynamic and interactive learning environments that cater to the diverse needs and learning styles of students. One significant advantage of technological tools is their ability to provide multimedia-rich content. College tutors can utilize audio and video resources, online dictionaries, and interactive language learning applications to make the lessons more engaging and interactive. These resources allow students to listen to native speakers, practice pronunciation, and learn vocabulary in context, thereby improving their language proficiency. Technological tools facilitate communication and collaboration among students and tutors. Online platforms, such as discussion forums, video conferencing, and instant messaging, enable real-time interaction and exchange of ideas outside the classroom. College tutors can utilize these tools to encourage students to practice their speaking and writing skills, engage in group projects, and receive personalized feedback, thereby fostering a more active and participatory learning experience.

The impact of technological tools on Ghanaian language lesson delivery highlights the important role of college tutors in integrating technology effectively. Embracing technology and adapting teaching practices to the digital age, Ghanaian colleges can contribute to the preservation of local languages and empower students with the linguistic skills needed to thrive in an increasingly interconnected world. Integrating technological tools into Ghanaian language instruction enhances students' engagement and motivation. Interactive multimedia resources, such as audio and video recordings, enable learners to experience authentic language usage, aiding in pronunciation, comprehension, and fluency. Language-learning applications and online platforms provide interactive exercises, vocabulary drills, and real-time feedback, promoting independent study and skill development. Moreover, virtual classrooms and online communication tools facilitate collaboration, enabling students to connect with native speakers and language experts, transcending geographical boundaries.

Ghanaian languages are a fundamental aspect of the country's cultural heritage. Incorporating technology into language instruction offers a powerful means of preserving and promoting these languages. Utilizing technological tools, college tutors can create immersive learning experiences that bring Ghanaian languages to life. Multimedia resources, such as folktales, songs, and cultural videos, provide valuable insights into the rich traditions, customs, and history embedded within these languages. By preserving and promoting Ghanaian languages, we contribute to the preservation of cultural identity and foster a sense of pride and appreciation among students. College tutors have a pivotal role in harnessing the potential of technological tools for Ghanaian language lesson delivery. Tutors must be proactive in embracing new technologies, staying updated with emerging trends, and integrating them into their teaching practices. They should undergo training and professional development to develop digital literacy skills, enabling them to effectively navigate and utilize technological tools. Tutors should also serve as facilitators and guides, encouraging students to explore and experiment with these tools, while providing guidance and support throughout the learning process. Tutors may explore the use of platforms that allow for the creation of customized lessons and quizzes tailored to the specific needs of Twi learners. Adaptive learning technologies can provide personalized learning experiences.

The study also highlights several challenges faced by college tutors in effectively utilizing technological tools. These challenges include limited access to technology infrastructure, inadequate training and support, as well as concerns about the preservation of cultural heritage and language authenticity. Tutors express the need for institutional support, professional development opportunities, and curriculum integration of technology to address these barriers. This study has implications for curriculum developers, language educators, and policymakers in Ghanaian colleges and universities. It emphasizes the importance of incorporating technological tools into Ghanaian languages instruction and highlights the need for comprehensive training programs to enhance tutor proficiency in utilizing these tools effectively. The study also emphasizes the importance of balancing technology integration with the preservation of cultural and linguistic identity. The use of e-learning platforms and learning management systems (LMS) can facilitate

remote learning and offer a centralized space for resources, assignments, and communication. This is particularly relevant considering the increasing trend towards online education.

## LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Davis (1989). The technology acceptance model (TAM). TAM is a widely recognized theory that explains the factors influencing individuals' acceptance and usage of technology. It provides a framework for understanding how technology adoption affects educational practices. TAM consists of two main components: perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which individuals believe that using a particular technology will enhance their job performance or achieve their goals. Perceived ease of use relates to the extent to which individuals perceive a technology as user-friendly and easy to use. In the context of Ghanaian language lesson delivery, TAM can be used to examine the integration of technological tools, such as language learning apps, online platforms, or multimedia resources, impacts college tutors' acceptance and usage of these tools.

Similarly, Kurzweil (2005) explores the concept of technological singularity, where artificial intelligence and other technological advancements lead to a point of exponential growth and transformation in human civilization. Kurzweil emphasizes the role of AI in driving technological progress. He predicts that AI will continue to improve and eventually reach human-level intelligence, leading to advancements in various fields such as medicine, robotics, and communication. He discusses the potential of nanotechnology, which involves manipulating matter at the atomic and molecular scale. He envisions the development of nanobots that can be used for various purposes, such as enhancing human health, repairing damaged tissues, and augmenting cognitive abilities. Kurzweil predicts that robotics will play a crucial role in the singularity. He anticipates the development of advanced robots capable of performing complex tasks, leading to significant changes in industries such as manufacturing, transportation, and healthcare. Kurzweil discusses the role of VR and AR in creating immersive and interactive experiences. He envisions a future where virtual environments are indistinguishable from the physical world, allowing for new forms of communication, education, and entertainment.

On the different context, Carr (2008) examines the impact of the internet and digital technologies on our cognitive abilities and argues that constant exposure to online tools can diminish our ability to concentrate and think deeply. He argues that the internet, with its vast amounts of easily accessible information, is changing the way our brain's function. He suggests that the constant exposure to short bursts of information and the habit of skimming and browsing online content are making it harder for people to concentrate on deep reading and engage in complex thinking. He believes that the internet encourages a more superficial mode of thinking, where individuals are more inclined to scan and skim rather than delve deeply into a subject. One of the main concerns Carr (2008) raises in the article is the potential negative impact of the internet on our ability to retain information and concentrate for extended periods. He suggests that the constant distractions and multitasking facilitated by technology can lead to a decline in our ability to engage in deep, uninterrupted thought.

Additionally, Turkle (2011) investigates the emotional and social consequences of our interactions with technological tools, focusing on how our increasing dependence on them affects human relationships and identity. She discusses how technology, particularly digital devices and social media platforms, has influenced the way we relate to others. She argues that while these tools offer connectivity and convenience, they also lead to a sense of isolation and a decline in face-to-face interactions. Turkle highlights the emotional disconnect that can occur when individuals rely heavily on technology for communication. She suggests that virtual interactions often lack the depth and nuance of real-life conversations, resulting in a diminished sense of empathy and understanding. She explores how technology can create an illusion of connection while leaving individuals feeling lonely or disconnected. Turkle argues that the constant

presence of smartphones and other devices can give the impression of being connected to others, yet it often leads to a superficial level of engagement. Turkle delves into the influence of technology on personal identity. She suggests that social media platforms encourage the creation of idealized versions of ourselves, leading to a fragmentation between our online personas and our real selves.

In academic context, Ries (2011) presents a methodology for startups to develop products and businesses efficiently, using rapid experimentation, iterative development, and validated learning with the aid of technological tools. These tools facilitate interactive and engaging learning experiences, provide access to authentic language materials, and encourage independent learning among students. Tutors recognize the potential of technology to enhance pronunciation, vocabulary acquisition, and cultural understanding. Lanier (2010) critiques the devaluation of individuality and creativity caused by certain technological tools and argues for a human-centered approach to technology design. Technological tools, such as computer-assisted language learning software, online resources, and multimedia applications, offer numerous benefits in Ghanaian languages instruction. He argues that many technological tools and platforms, such as social media, have contributed to the devaluation of individual creativity. He believes that the emphasis on collective contributions and the “wisdom of crowds” has led to a loss of individual identity and originality. Lanier discusses the immense power of big data and its potential to shape society. He expresses concerns about the consolidation of data by a few large companies and the potential for this data to be used for manipulative purposes. He critiques the concept of “digital collectivism,” which refers to the idea that online collaboration and contributions from a large number of people lead to better outcomes. He argues that this mindset can lead to the suppression of individual opinions and the loss of intellectual diversity. He examines how the design choices made in technology tools and platforms can shape human behavior and societal dynamics. Lanier warns against the unintentional biases and limitations embedded in technology, highlighting the need for more thoughtful and ethical design.

Morozov (2013) challenges the notion that technology can solve all societal problems and offers a critical perspective on the limitations and unintended consequences of technological solutions. Similarly, Mercer (1995) discusses the importance of dialogue and interaction between tutors and students in constructing knowledge and understanding. He explores the role of the tutor as a facilitator of learning through effective questioning, feedback, and guidance. Per this assertion technological tools offer flexibility and accessibility in delivering language lessons. With the availability of online learning platforms, college tutors can reach a wider audience, including students in remote areas or those with limited mobility. Students can access course materials and engage in learning activities at their own pace and convenience, breaking the barriers of time and location. It is important to note that the successful integration of technological tools into Ghanaian languages lesson delivery relies heavily on the competence and adaptability of college tutors. Tutors need to acquire the necessary digital literacy skills and pedagogical knowledge to effectively integrate technology into their teaching practices. Professional development programs and continuous training opportunities should be provided to ensure that tutors stay updated with the latest technological advancements and best practices in language education.

Again, Carr (2008) acknowledges the benefits of technology and the internet in terms of access to information and efficiency, he questions whether these advantages come at a cost. He cites examples of famous writers and intellectuals who have expressed similar concerns about the impact of technology on the human mind, highlighting the notion that technology is shaping up as much as we shape it. He provokes discussion about the effects of technology on our cognition, particularly in relation to reading, concentration, and critical thinking. It raises questions about how our interaction with technological tools like Google and the internet might be shaping our intellectual capacities and influencing the way we process information.

In much experience manner, Gosling (2010) examines the role of the college tutor within the lifelong learning sector, emphasizing the importance of developing effective teaching strategies, creating a supportive

learning environment, and providing individualized support to students. Similarly, Gravells (2013) discusses the role of the tutor in the context of education and training, covering various aspects such as lesson planning, delivering inclusive teaching, assessing learning, and providing constructive feedback. Jameson (2012) focuses on the development of tutors within the lifelong learning sector, exploring their roles, responsibilities, and the importance of continuous professional development. The book also covers aspects of lesson delivery and facilitating learning in diverse settings. Grice (2017) addresses the role of teaching assistants, including college tutors, in supporting education. The book covers various aspects of lesson delivery, collaborative working, and providing individualized support to students with different needs. This brings to attention that, Technological tools have the potential to transform the delivery of Ghanaian language lessons, enriching the learning experiences of students and preserving cultural heritage. College tutors, as key stakeholders, play a crucial role in harnessing these tools effectively. By embracing technology, adapting teaching strategies, and leveraging digital resources, tutors can inspire students, foster language proficiency, and promote cultural appreciation.

## METHODOLOGY

The research design adapted for the investigation was descriptive. It was a type of research which specifies the nature of a given phenomenon. It determines and reports on how things look like. This design involves observing and describing the behavior or characteristics of a population, without manipulating any variables. It recognizes the natural setting as the direct source of data. The variables were able to answer the ultimate question do technological too interactive language strategies? Purposive sampling technique was used to elicit significant information for the study. The approach of the study was qualitative by nature. In all, fifty (50) participants made up of thirty-five (35) tutors and fifteen (15) students were observed and interviewed. Primary data was used though some scholars' works were reviewed to support the investigation. Four colleges were sampled as a reference for the generalization. Five (05) tutors and two (02) students were observed and interviewed at St. Ambrose college of education. At Atebubu college of education ten (10) tutors and five (05) students were observed and interviewed. At Akrokerri College of Education five (05) tutors and three (03) students were observed and interviewed but at Wesley college of education, fifteen (15) tutors and five (05) students were observed and interviewed. The significant information for the analysis was obtained through observation, focus groups discussion and interviews. In each of these driving instruments, the operation was based on an ethical consent. The purpose of using interview observation and the other tools was to obtain information directly from the respondents since Technological tools and their impact on Ghanaian Languages lesson delivery a role of college tutor has become a global issue and integral part of educational system. Therefore, deeper understanding of the concept has direct relationship with the tutors and the students.

Table 1. Sample Size

Gender	Number
Male	40
Female	10
Total	50

Table 2. Distribution of sample by participants and age bracket

College	Number of respondents	Age bracket
Tutors	35	38- 52yrs
Students	15	22-32yrs
Total	50	—

## DISCUSSION / ANALYSIS

In today’s digital age, technological tools have become integral to various aspects of education, including language teaching and learning. This investigation explored the impact of technological tools on the delivery of Ghanaian languages lessons and the crucial role played by college tutors in utilizing these tools effectively. Leveraging technology, tutors enhanced the language learning experience, promote cultural preservation, and foster linguistic diversity within Ghanaian educational institutions.

Table 3. Access Technological tool as Learning Resources in GHIL Lesson Delivery

College	Number of Respondents	Percentage
Tutors	35 (34)	71%
Students	15 (14)	29%
Total	50 (48)	100%

The table above showed that, out of fifty (48) respondents representing 96% were not aware of technological tools as learning resources access. Technological tools have revolutionized access to learning resources for Ghanaian language learners. College tutors can utilize various online platforms, digital libraries, and educational apps to provide students with a wide range of language learning materials. These resources may include interactive e-books, audiovisual content, language learning applications, and online dictionaries. Integrating these tools into their lessons, tutors can expose students to authentic language materials, improving their listening, reading, and comprehension skills.

Table 4. Interactive Language Learning strategies in GHIL Lesson Delivery.

Are technological tools Interactive Language learning strategy?	No of respondents	Percentage
Tutors (Yes)	34, 22	71%
Students (Yes)	14, 04	29%
Total	48/ 26	100%

From the above table, it was explicitly cleared that out of forty – eight (48) respondents twenty – six (26) affirmed the assertion that technological tools were interactive language learning strategy. Whereas twenty – two (22) who were tutors and students responded (No) to the assertion.



Technology offers numerous opportunities for interactive language learning. College tutors can use multimedia presentations, virtual reality simulations, and online collaboration tools to create engaging and immersive learning experiences. Tutors can organize virtual language exchanges with native speakers, enabling students to practice their speaking and listening skills. Additionally, online forums and chat platforms can facilitate discussions among students, promoting active participation and collaborative learning. Technological tools play a significant role in preserving Ghanaian languages and their associated cultures. College tutors can encourage students to create digital content, such as podcasts, videos, and blogs, which showcase their language skills and cultural knowledge. These digital artifacts can be shared online, thereby contributing to the documentation and promotion of Ghanaian languages. Through such initiatives, tutors empower students to become active participants in language preservation, fostering a sense of pride and ownership in their linguistic heritage.

Table 5: Personalized Learning and Assessment Using Technological tool in GHIL Lesson Delivery

Can technological tools be a platform to personalized Learning and Assessment?	Number of Respondents	Percentage
Yes	19	40%
No	29	60%
Total	48	100%

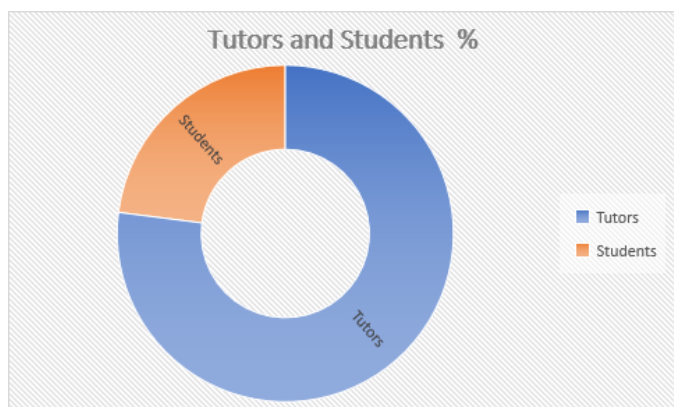
From the table 5, the respondents who answered (Yes) to whether the technological tools be a platform to personalized learning and Assessment. Nineteen (19) representing 40% out of forty – eight (48), whereas nine (60) representing 60% answered No. This means a lot of tutors in colleges of education in the Ghanaian Language unit do not use technology in their assessment. Technology allows for personalized language learning experiences tailored to individual student needs. College tutors can leverage learning management systems (LMS) and Adaptive Learning Platforms (ALP) to track students’ progress, provide targeted feedback, and offer personalized learning paths. These tools can also facilitate automated assessment and grading, saving time for tutors and providing timely feedback to students. By adapting to each student’s pace and learning style, tutors can optimize the learning outcomes and ensure a more inclusive and effective learning environment. Technology transcends geographical and temporal boundaries, enabling remote language learning opportunities. College tutors can leverage video conferencing tools and online learning platforms to conduct virtual classes, thereby reaching a broader audience of language learners. This approach not only expands access to education but also fosters the inclusion of students from diverse regions, ultimately promoting linguistic diversity and cross-cultural understanding.

Table 6: Technological tools as supported instruments GHIL lesson delivery

Awareness of technological tools available for language delivery	Number of Respondents	Percentage
Tutors	(38) 10	77%
Students	(10) 3	23%
Total	(48) 13	100%

Per the table above tutors and students’ knowledge on technological tools for teaching and learning were below expectation in colleges in Ghana ten (10) tutors out thirty – eight (38) representing 77% do not used technological tools in their delivery. The rest of the percentages were associated with the students.





The investigation made potential usable platforms that can generate and support Ghanaian language lesson at all levels. This will promote quality education and effective and efficient delivery. Platforms such as Duolingo, Babbel, and Rosetta Stone offer interactive language courses, enabling students to learn at their own pace, practice speaking, and receive instant feedback. Mobile applications like Memrise and HelloTalk facilitate language learning through vocabulary building, conversational practice, and cultural exchange with native speakers. Incorporating audio and video materials, podcasts, and language learning software such as Anki, Quizlet, or Mango Languages can provide students with authentic and engaging learning experiences. These emerging technologies allow students to immerse themselves in virtual environments, such as historical or cultural contexts, promoting experiential and contextualized language learning.

### **Impact of Technological Tools on Ghanaian Languages Lesson Delivery**

Technological tools offer interactive and gamified features that increase student engagement and motivation. Incorporating elements such as quizzes, challenges, and rewards, students are incentivized to actively participate in language learning activities. Technology enables customized learning experiences tailored to individual student needs. Adaptive learning platforms can identify learners' strengths and weaknesses, providing targeted feedback and content, which helps students progress at their own pace. Technological tools grant students' access to authentic language resources, such as native speakers' conversations, news articles, and audiovisual content. This exposure enhances students' understanding of real-world language usage and cultural nuances. Online platforms and apps facilitate peer collaboration, enabling students to practice their language skills with classmates and native speakers worldwide. This promotes cultural exchange and develops communication and teamwork abilities.

### **The Role of College Tutors**

College tutors play a vital role in integrating technological tools into language lessons. They should receive proper training to effectively navigate and utilize these tools, ensuring seamless integration into the curriculum. Tutors should adapt the curriculum to integrate technology in a way that aligns with learning objectives and maximizes the benefits of the tools. They can create interactive exercises, design multimedia materials, and curate relevant online resources to supplement classroom instruction. Tutors can employ technology to create student-centered and interactive learning environments. They should encourage students to actively participate, provide timely feedback, and monitor their progress using the available technological tools. College tutors can leverage technological tools to stimulate critical thinking and problem-solving skills. Incorporating thought-provoking activities, simulations, and real-world language applications, they can enhance students' linguistic proficiency and cognitive abilities.

### **Challenges and Considerations**

Unequal access to technology and reliable internet connectivity across Ghana can hinder widespread implementation. Efforts should be made to address these disparities and provide necessary infrastructure in

educational institutions. College tutors may require training and ongoing support to effectively incorporate technological tools. Institutions should invest in professional development programs to empower tutors with the necessary skills and knowledge. It is crucial to strike a balance between technology use and traditional teaching approaches. Tutors should ensure that the incorporation of technology aligns with pedagogical principles and does not compromise effective language instruction.

## FINDINGS

The investigation revealed that most of the Ghanaian Language tutor lack the knowledge and skills to use the technological tools. It was also identified that technological tools facilitate teaching and learning processes. The analysis explored the impact of technological tools on the delivery of Ghanaian languages lessons and the role of college tutors in leveraging these tools for effective language instruction. The study investigated how the integration of technology in language learning enhanced engagement, motivation, and overall learning outcomes for students. It highlights various technological tools commonly used in Ghanaian classrooms and examines their specific benefits and challenges. Additionally, the analysis addresses the important role of college tutors in utilizing these tools to create immersive language learning experiences and foster linguistic and cultural appreciation among students. Language learning in Ghanaian colleges has traditionally relied on conventional teaching methods. However, the emergence of technological advancements has introduced new opportunities to enhance language instruction. This analysis aims to evaluate the impact of technological tools on Ghanaian languages lesson delivery and underscore the significance of college tutors in utilizing these tools effectively.

## CONCLUSION

Technological tools have had a significant impact on the delivery of Ghanaian Languages lessons by college tutors. These tools have revolutionized the teaching and learning process, enhancing the effectiveness and efficiency of language instruction. Incorporating technology into their teaching practices, college tutors in Ghana can leverage various digital resources and platforms to engage students, promote interactive learning, and facilitate language acquisition. One major benefit of technological tools is their ability to provide multimedia resources that cater to diverse learning styles. Tutors can utilize audio and video materials, online dictionaries, language learning apps, and interactive websites to supplement traditional teaching methods. These resources allow students to engage with the language in a dynamic and interactive manner, improving their comprehension and retention. Technological tools enable real-time communication and collaboration. Tutors can use video conferencing platforms, chat applications, and discussion forums to connect with students outside the classroom. This facilitates continuous learning and provides opportunities for students to practice their language skills in authentic contexts. Furthermore, online platforms can foster a sense of community among learners, allowing them to interact with their peers and access additional support and resources. It is important to acknowledge that the integration of technological tools in language teaching requires careful planning and training for college tutors. While technology can enhance the learning experience, it should not replace the role of the tutor as a facilitator and guide. Tutors must strike a balance between incorporating digital tools and maintaining effective pedagogical practices to ensure meaningful language learning outcomes.

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