



Attitude of Trainers and Students Towards the Use of ICT in Teaching and Learning English Language Oral Skills in Public Teacher Training Colleges in Kenya

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Abstract

In recent years, the integration of Information and Communication Technology (ICT) in education has transformed the teaching and learning landscape, including the domain of language education. The English language, being a globally important communication tool, has also witnessed significant changes in its instructional approach due to the adoption of ICT tools. Therefore, the objective of this study was to assess the attitude of trainers and students towards the use of ICT in teaching and learning English language oral skills in Mosoriot and Kericho Public Teacher Training Colleges in Kenya. The study was guided by the computer-Supported Collaborative Learning (CSCL) pedagogical approach wherein learning takes place via social interaction using a computer or through the Internet (ICT). The sample was obtained from Mosoriot and Kericho Public Teacher Training Colleges in the Rift Valley region. A total of 16 respondents were picked from 32 English trainers targeted while 210 respondents were picked from 2000 English language students targeted using stratified sampling technique. Data were collected via questionnaires and presented in tables, pie charts, and bar graphs. A majority of trainers perceived negative attitudes among students towards ICT use in oral language skills, suggesting challenges in integrating technology for communication development, however, half of the respondents recognized students' highly positive attitude towards networking through social media, presenting an opportunity for engaging language learning experiences. Bridging the gap in computer experience requires ensuring that students have sufficient access to ICT tools and resources. Public teachers training colleges should equip their facilities with up-to-date technology and provide access to digital resources, enabling students to gain hands-on experience with diverse ICT tools. Also, fostering a supportive and encouraging learning environment can positively influence attitudes towards technology integration. Educators should create a culture that values the benefits of technology in language education and provides ongoing support to students in their journey of incorporating ICT tools effectively.

Keywords: Attitude, English Language, ICT, college, students, trainers

INTRODUCTION

Oral communication skills are vital for effective language acquisition and real-life language use (Robert & Meenakshi, 2022). Traditional language teaching methods often faced limitations in promoting active participation and authentic interactions in the classroom (Mandernach, 2006). The advent of ICT has introduced an array of innovative tools and platforms that can enrich language learning experiences. These include multimedia resources, online language labs, virtual classrooms, video conferencing, language learning apps, and speech recognition software (Kannan & Munday, 2018).

The success of ICT integration in language education largely depends on the attitudes of educators and learners towards technology adoption (Alhumaid et al., 2020). Attitude refers to a psychological construct that reflects an individual's predisposition or evaluation of a particular person, object, event, or situation (Eagly & Chaiken, 2007). It encompasses a person's beliefs, feelings, and behavioral tendencies towards the subject at hand. Attitudes can be positive, negative, or neutral, and they can influence how a person perceives, interprets, and responds to the world around them (Pickens, 2005). Attitudes are formed through a combination of experiences, social influences, cultural background, and personal values. They can be relatively stable over time, but they are also subject to change through new information, experiences, or persuasion.

Attitudes play a significant role in shaping human behavior and decision-making. They can impact the way individuals approach challenges, interact with others, and make judgments about various aspects of life. Understanding attitudes is essential in fields like psychology, marketing, sociology, and education, as it provides valuable insights into how individuals think and respond to their environment. Attitude measurement, change, consumer behaviour, and attitude-behavior interactions are key themes in the study of attitudes (Smith et al., 2008).

According to Byrne and Baron (1994), attitudes shape people's worldviews and social behaviour, others believe attitudes shape people's interactions with items and others, as well as their connections with them. An individual's action or reaction to an object is influenced by their attitude, which is a complex, acquired, and changing system of knowledge and affection. Attitude may be a factor in ICT use. Because users' views can influence their use of computers or ICT (Aqsha & Pei, 2009).

Technological advancements have made fresh and inventive ways to language teaching and learning difficult, according to Gilakjani (2012). Language teaching and learning has evolved thanks to computers and the internet. The success of any educational technology project depends significantly on the teachers' support and attitudes. Teachers who believe computers do not suit their or their students' needs may resist attempts to integrate technology into their classrooms (Askar & Umay, 2001). Any technology's application is contingent on teachers' attitudes (Huang & Liaw, 2005).

Attitudes of teachers and students have an important role in reaching educational goals. Traditional educational methods are being forced to adapt to incompatible modern technology. Attitude has its own rules, it is a perspective of view and it might be positive or negative. Teachers' attitudes influence educational interaction and instructional decisions, and hence are critical in evaluating the results of technological integration in the classroom (Albion & Ertmer, 2002).

Teaching language speaking abilities via technology is beneficial to instructors, according to Lam (2000). So, teachers should have time to study new technologies. Teachers will also be trained to use technology in the classroom. According to Yildirim (2000), instructors' views regarding technology use changed as they gained skills and confidence with it. In research by McAlister et al. (2005), teachers had positive attitudes regarding employing technology in the classroom, despite lack of experience. According to the study, model teachers deserve more time, training, and respect. The availability of appropriate software and teachers' willingness to use it positively affect teachers' views on accepting technology in their classes. Teachers using computers and

internet technology to teach feel inadequate, according to Erdemir et al. (2009). Thus, instructors' negative attitudes affect the use of technology in classrooms.

Teachers' attitudes influence educational interaction and instructional decisions, and hence are critical in evaluating the results of technological integration in the classroom (Albion & Ertmer, 2002). Research by McAlister et al. (2005) found that teachers' opinions towards utilising computers to teach English were generally favourable, despite many of them having limited computer experience. He concluded that instructors need greater IT support and training, and that teachers should be seen as role models for students. Teachers who favour technology integration change their teaching techniques.

The English language holds paramount importance as a global means of communication, and its effective oral skills are essential for successful language acquisition and real-life language use. Traditionally, language education relied on conventional teaching methods, which often lacked interactive and engaging approaches for developing oral communication skills. The emergence of ICT, however, presents an array of innovative tools and platforms that have the potential to revolutionize language instruction.

In the Kenyan, public teacher training colleges play a pivotal role in preparing future educators for their professional journey. These institutions have an opportunity to leverage ICT in language teaching, empowering student teachers to become proficient language instructors and effectively equip the next generation of language learners. Despite the potential benefits that ICT can offer in language education there are several challenges hindering its optimal integration. The problem lies in the insufficient understanding of how language educators and prospective teachers perceive and embrace ICT tools for oral skills development. The attitudes of trainers and student teachers towards technology integration can influence their willingness to adopt ICT tools, their effectiveness in incorporating technology into language lessons, and ultimately the impact on language learners' oral communication proficiency. Additionally, the dynamic nature of technology and the rapid advancements in ICT tools present challenges for educators, as they may struggle to keep up with the latest developments and effectively integrate these tools into their teaching methodologies. Therefore, there is need to investigate and understand the attitude of trainers and student towards the use of ICT in teaching and learning English language oral skills in Mosoriot and Kericho Public Teacher Training Colleges in Kenya.

METHODOLOGY

The study utilized descriptive research design. The study was conducted in the Rift Valley region, Republic of Kenya. The study targeted the public Teacher Training Colleges in the Rift Valley region, Kenya. There are six (6) public Teacher Training Colleges in the region (Central Bureau of Statistics, 2015), with an estimated average population of 3600 student teachers (600 each) and 12 English language trainers (2 each). In this study, 30% of the six institutions gave two colleges that were chosen using simple random method. Also, purposive sampling was used to obtain the colleges' sample. A total of 6 trainers out of many others training other disciplines in the region was selected as the respondents in the study. This represented 50% of the trainers' population. There were 32 trainers of English language in the 2 Teacher Training Colleges targeted and using Mugenda and Mugenda, (2003) formula for sample determination, 16 trainers were selected for sampling. A total number of 210 student out of 2000 was selected which was constitute 10% of the students' sample. Data was collected using questionnaires. This study collected quantitative data via

closed-ended and open-ended questionnaires. A pilot study was conducted in two Teacher Training Colleges in the region, which were randomly chosen and included in the main study. It involved interviewing two English language trainers and surveying 120 student instructors. A total of 122 people took part in the pilot trial. Cronbach Alpha coefficient was employed to assess instrument reliability. Neuman (2007) recommends a coefficient level of at least 0.7. The data collection equipment was fully adjusted based on the results of the pilot study before being used in the main investigation. Collected data was tabulated, coded, and processed using SPSS Version 23 and then analysed using descriptive statistics including frequencies, percentages, and means. Cross tabulation was used to examining the relationship between two variables. Finally, data was displayed in tables and graphs.

RESULTS AND DISCUSSION

Questionnaire return rate

Response rate was calculated by dividing the total number of valid or usable questionnaires returned by research assistants by the total number of administered. The questionnaires were given to the English language trainers and Students in person. Out of the 120 questionnaires distributed, 110 were completed and returned in Mosoriot Teacher College, while 100 were completed and returned in Kericho Teachers Training College.

Table 2: Response Rate

College	Samples	Number returned	Percentage of return
Mosoriot Teachers Training College	120	110	91.7
Kericho Teachers Training College	120	100	83.3
Total	240	210	87.5

According to results presented in table 1, the response rate was 91.7% for Mosoriot Teachers Training College and 83.3 % for Kericho Teachers Training College. The total response rate from the two colleges was 87.5%. Response rate is important in any research, having the right response rate gives one valid, dependable and reliable results (Kelley et al., 2003). Results indicated that the response rate was 87.5 % and according to Vudzijena (2017) a response rate more than 70 percent is large enough to perform the analysis. In research, a high response rate increases validity and usefulness of the results (Mugenda & Mugenda, 2003). The high response was attributed to the well-trained research assistants and well formulated questions in the questionnaires.

Demographic Characteristic of the students' respondents Mosoriot and Kericho Teachers Training Colleges

In this study; gender and year of study for the students' respondents. Results are presented tin figure 1.

Gender of the Students' respondents

Figure 1 indicated that there were more male students (n=60, 60%) in Kericho TTC than female students (n=40, 40%). In Mosoriot TTC there were more female students (n= 72, 65%) as compare to male students (n=38, 35%). This was a near gender parity in the students' respondents. This could be attribute to lack of interest from male students to undertake arts courses than science or technical courses.

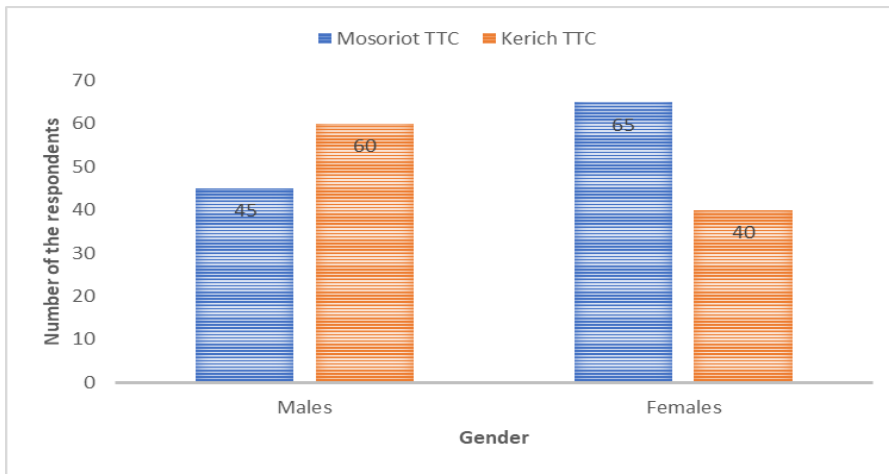


Figure1: The gender of the students' respondents

Similar research by Muasa (2019) in the Kilimambkogo, Machaos, and Kitui Teachers Training College indicated that female respondents made up 52.94% of the respondents and male respondents 47.06%. Due to the sensitivity of female child education, the study discovered gender parity in these learning institutions.

Year of study of the students' respondents

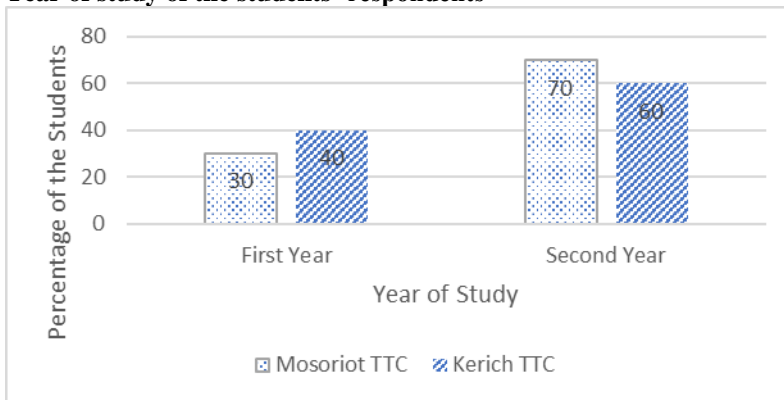


Figure 4: The year of study of the students' respondents

Figure 2 indicated that majority of the respondents were in 2nd year of study (n=77, 70%) as compared to those in the first year (n=33, 30%) of study in Mosoriot TTC while in Kericho TTC majority were in the second year of study (n=60, 60%) as compared to the first year (n=40, 40%). The results of this study were in agreement with those of Kimaiyo (2016), who indicated that the majority of respondents (58.5%) were in their second year of study and (41.5%) in their first year of study in Public Teacher Training Institutions in selected counties in the Rift Valley, Kenya.

Demographic Characteristic of the English Trainers respondents Mosoriot and Kericho Teachers Training Colleges

Gender of the English trainers respondents

The gender of English language trainers was enquired and figure 3 summarises their responses.

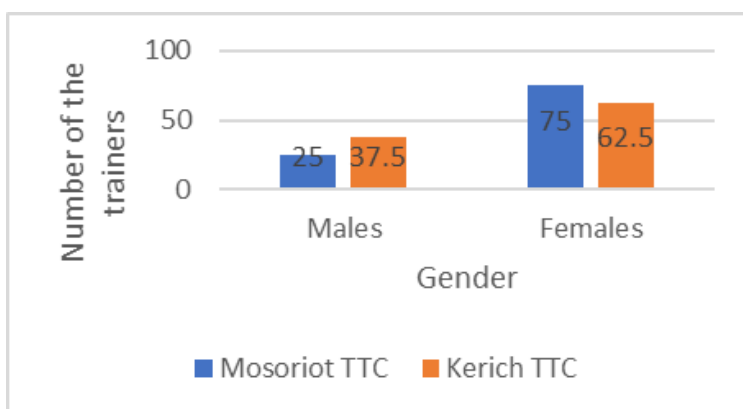


Figure 5: The gender of the trainers' respondents

Results presented in Figure 3 indicated (n=82, 75%) of the trainers were females and (n=28, 25%) were males in Mosoriot TTC while in Kericho TTC (n=63, 62.5%) were females and (n=37, 37.5%) were males. There were more female trainers in both colleges than the male trainers indicating gender parity. This study's findings were consistent with those of Kimaiyo (2016), who assessed the effect of teacher trainees' views on ICT integration at Public Teacher Training Institutions in Rift Valley, Kenya revealed that the gender of teachers in TTCs who participated in the study was 51.4% female and 48.6% male.

Academic qualification of the trainers

English language trainers were asked to indicate their educational qualifications. The results of their responses were presented in table 2 below.

Table 3: Academic qualification of the trainers

College	Academic qualifications	Frequency	Percentage
Mosoriot TTC	Degree	3	37.5
	Masters	5	62.5
	Total	8	100
Kericho TTC	Degree	6	75
	Masters	2	25
	Total	8	100

Minimum qualification of trainer in Mosoriot TTC was a degree accounting to (n=3, 37.5%), while the highest qualification was Masters accounting to for (n=5, 62.5%). In Kericho TTC, majority of the trainers had Degree accounting for (n=6, 75%) of the respondents and (n=2, 25%) had Masters. The education levels of the teachers' respondents indicated that majority had attained masters. This shows that the teachers of English in this study have the fundamental education and professional requirements to teach English in secondary school. The findings are in line with the findings of Muasa (2019) in the Kilimambkogo, Machaos, and Kitui Teachers Training College who indicated that bachelor degree holders make up the highest population, which is 35.29%, while master degree holders made up 28.10% of the population.

Teaching experience of the trainers

The teaching experience of the English language trainers was enquired and table 3 summarises their responses.

Table 4: Teaching experience of the trainers

Teaching experience	Mosoriot TTC (%)		Kericho TTC (%)	
	Frequency	Percentage	Frequency	Percentage
1-5 years	13	12.5	12	12
6-10 years	69	62.5	50	50
11-15 years	-	0	25	25
16-20 years	28	35	13	13
More	-	0	-	0
Total		100		100

According to the results presented in table 4.3 above, majority of the respondents (n=69, 62.5%) from Mosoriot TTC had 6-10 years of teaching experience while (n=13, 12.5 %) had 1-5 years teaching experience. Majority of the respondents' (n=50, 50%) from Kericho TTC had teaching experience of 6-10 years while (n=12, 12%) had an experience of 16-20 years. The findings indicate that most of the teachers' trainers had some form of experience. Muasa (2019) also observed that 35.40 percent of respondents had between 11 and 20 years of job experience.

Attitude towards Use of ICT in teaching and learning of English Oral among students

The study further sought to know the student's attitude towards the use of ICT in teaching and Learning. Results of the study are presented in figure 4 below.

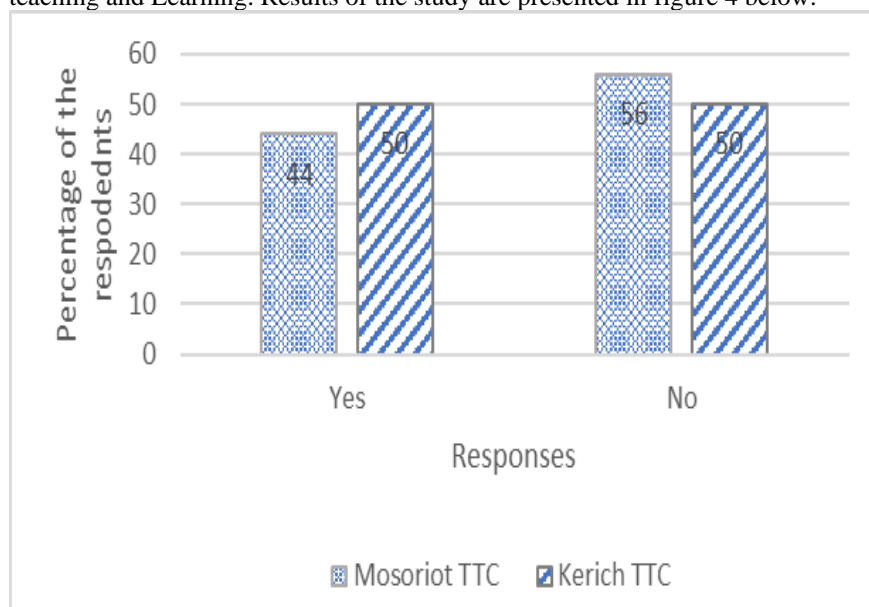


Figure 4: Students' attitude toward use of ICT in teaching and learning English

According to results presented in figure 5 above, majority of students from Mosoriot TTC (n=66, 60%) and Kericho TTC (n=55, 55%) are interested towards the use of ICT during teaching of English oral skills. A considerable percentage (n=44, 40%) from Mosoriot TTC and (n=45, 45%) from Kericho TTC are not interested. Despite the hurdles in integrating ICT into their institutions, most students were pleased about using it to teach and learn English oral skills. According to Wu et al. (2017), student instructors found ICT cooperation and social media useful in learning.

Students' Attitude on the use of ICT in Teaching and Learning English Oral skills

The study attempted to find out the students' Attitude on the use of ICT in Teaching and Learning English Oral skills in Mosoriot and Kericho TTC. The findings of the study are presented in table 4 below.

Table 4: Students' Attitude on the use of ICT

Statement		SD	D	U	A	SA
ICT will create stress-free environment because we cheer up	F	23	16	16	129	26
	P	10.9%	8%	8%	41%	8.4%
Use of ICT in teaching and learning English language oral skills will create freedom of expression	F	5	27	5	61	100
	P	2.6%	13.7%	2.6%	30.8%	50.4%
Use of ICT in English language oral skills teaching is very interesting	F			11	136	55
	P	2.5%	-	3.6%	47.6%	19.3%
ICT use will reduce boredom and sleep in class	F	10	6	6	93	95
	P	5%	2.5%	2.5%	44.2%	45.8%
	F	10	6	6	93	95
ICT use will make learning of oral skills easy	P	5%	2.5%	2.5%	44.2%	45.5%
ICT use will improve my critical thinking, decision-making and instill positive attitude in me towards technology	F	10	6	6	93	95
	P	5%	2.5%	2.5%	44.2%	45.5%
	F	6	10	10	80	103 49.2%
ICT use will promote creativity in oral communication	P	2.5%	5%	5%	38.3%	
	F	-	46	16	110	37
By seeing, listening and speaking, I will remember more than writing down notes.	P		21.7%	7.5%	38.6%	17.5%
	F	16	6	10	103	43
The use of Internet and emails (networked learning) supports my language oral skill learning	P	7.5%	2.5%	5%	49.2%	35.8%
	F	33	10	21	124	21
ICT use can be used as an alternative to face-to-face activities	P	15.8%	5%	10%	59.2%	10%
	F	6	10	6	103	85
ICT use will motivate tutors to implement technology use in their classes	P	2.5%	5%	2.5%	49.2%	40.8%
	F	6	6	10	122	57
ICT use will support and enhance my college learning experiences	P	2.6%	2.6%	5.2%	60.9%	28.7%

Results indicated in table 4 that majority of the respondent agreed (41%) that ICT will create stress-free environment because we cheer up while 8% disagreed. Respondents strongly agreed (50.4%) that the use of ICT in teaching and learning English language oral skills will create freedom of expression while 2.6% strongly disagree. Further

results indicated majority of the respondents (47.6%) agreed that the use of ICT in English language oral skills teaching is very interesting while 2.5% strongly disagree. On the statement on the ICT use will reduce boredom and sleep in class, majority strongly agreed (45.8%) and few disagreed. Additionally, majority of the respondents (45.5%) strongly agreed that ICT use will make learning of oral skills easy while few disagreed (3%). On the statement that ICT use will improve my critical thinking, decision-making and instill positive attitude in me towards technology, majority strongly agreed (45.5%) while 2.5% disagreed or undecided. Furthermore, majority of the respondents strongly agreed (49.2%) that ICT use will promote creativity in oral communication while 2.5% strongly disagreed. According to a study by Oboko and Ondigi (2020), the use of ICT in teaching and learning processes enhances students' engagement, interaction, and motivation. ICT tools such as interactive whiteboards, educational software, and e-learning platforms provide students with a dynamic and interactive learning environment, which can improve their academic performance.

Trainers' attitude on the use of ICT facilities in teaching and learning English language oral skills

Trainers were asked to rate their perception regarding the use of ICT facilities in teaching and learning of English language oral skills. To achieve the objective, a set of statements in form of five points Likert scale were posed to the trainers. The responses were coded such that 1-strongly disagree, 2-Disagree, 3- Undecided, 4-Agree and 5-Strongly Agree. Table 5 shows the proportion of trainers respondents in various levels of comfortability, the mean and standard deviation.

Table 5: Trainers' attitude on the use of ICT facilities in teaching and learning English language oral skills

Statements		1	2	3	4	5
When effectively used, ICTs are vital for motivating, encouraging and facilitating student teachers learning or oral skills	F	0	0	3	10	3
	P	0%	0%	(18.8%)	(62.5%)	(18.8%)
Through the use of ICTs, subjects' content on oral skills can be more carefully selected and organized	F	0	5	6	3	2
	P	0	(31.3%)	(37.5%)	(18.8%)	(12.5%)
Delivery of instruction on oral skills is much more standardized as learners with varying abilities can receive the same message and their individual differences catered for	F	0	0	7	8	1
	P	0	0	(43.8%)	(50.0%)	(6.3%)
ICT usage in teaching can make instructions of oral skills to be more interesting and enjoyable	F	7	5	4	0	0
	P	(43.8%)	(31.3%)	(25.0%)	0	0
ICT use in oral communication promotes student teachers' interactions, students teacher interaction and teacher students interaction	F	0	6	7	3	0
	P	0	(37.5%)	(43.8%)	(18.8%)	0

ICT in oral skills learning saves teaching time as it requires short time to present a lot of information	F	0	0	5	8	3
	P	0	0	(31.3%)	(50.0%)	(18.8%)
They can be used to reveal needs and stimulate student teachers' questions in oral communications	F	5	6	5	0	0
	P	(31.3%)	(37.5%)	(31.3%)	0	0
ICT use enhances trainers' development studies	F	0	0	2	7	7
	P	0	0	(12.5%)	(43.8%)	(43.8%)
ICT use in oral skills learning fosters critical thinking problem- solving abilities and inculcates positive attitude towards technology	F	3	2	2	8	1
	P	(18.8%)	(12.5%)	(12.5%)	(50.0%)	(6.3%)

Note: F is the frequency and P (%) is the percentage

In reference to Table 5, majority of the trainers' respondents agreed that when effectively used, ICTs are vital for motivating, encouraging and facilitating student teachers learning or oral skills (62.5%), while majority were undecided whether through the use of ICTs, subjects' content on oral skills can be more carefully selected and organized (37.5%). Regarding delivery of instruction on oral skills is much more standardized as learners with varying abilities can receive the same message and their individual differences catered for, majority of the respondents agreed (50.0%). With regards to ICT use in oral communication promotes student teachers' interactions, student's teacher interaction and teacher student teachers' interaction, majority disagreed (43.8%). Majority were undecided (43.8%) on the statement that ICT use in oral communication promotes student teachers' interactions, student's teacher interaction and teacher student teachers' interaction. In respect with the statement that ICT in oral skills learning saves teaching time as it requires short time to present a lot of information, majority agreed (50.0%). Also, majority of the respondents disagreed (37.5%) that they can be used to reveal needs and stimulate students' questions in oral communications while majority strongly agreed that (43.8%) ICT use enhances trainers' development studies. Lastly, majority of the respondents agreed (50.0%) that ICT use in oral skills learning fosters critical thinking problem - solving abilities and inculcates positive attitude towards technology. The majority of trainers believed that ICTs can effectively motivate, encourage, and facilitate students' learning or speech skills. According to Eickelmann and Vennemann (2017), instructors were enthusiastic about implementing ICTs in classrooms. According to Baylor & Ritchie, (2002), instructors' perception is a critical component in embracing their pedagogical approaches or actual use of ICT in teaching and learning.

Trainer's view on the attitude of the students on the use of ICT facilities in teaching and learning English language oral skills

Trainers were asked to rate the attitude of their student on the use of ICTs in oral skill development. The rating questionnaire items were in the form of likert scale where attitudes of the student were rated as Highly negative-1, Negative-2, Positive-3, Highly positive-4 and table 6 show analysed trainers response.

Table 6: Trainers' responses in terms of means and standard deviations (SD).

Variables		Highly negative	Negative	Positive	Highly positive
ICT Training	F	4	6	3	3
	P (%)	25.0	37.5	18.8	18.8
Networking (social media)	F	0	2	6	8
	P (%)	0	12.5	36.6	50.0
ICT use in oral languages	F	3	8	3	2
	P (%)	18.8	50.0	18.8	12.5
Knowledge about computers	F	0	2	9	5
	P (%)	0	12.5	56.3	31.3
Computers interest and application of computers	F	0	8	8	0
	P (%)	0	50.0	50.0	0
Face-to-face instruction	F	0	04	6	6
	P (%)	0	25.0	37.5	37.5
Computer experience	F	3	10	3	0
	P (%)	18.8	62.5	18.8	
Regular use of internet website library	F	4	8	4	0
	P (%)	25.0	50.0	25.0	0

According to the results presented in table 4.18, majority of trainers stated that students have negative attitude (37.5%) towards ICT Training while half of the respondents stated that students have high positive (50.0%) towards Networking (social media). With regards to students' attitude towards ICT use in oral languages, trainers rated that majority them have negative attitudes (50.0%). Also, majority of trainers rated that student have negative attitudes towards computers interest and application of computers (56.3%) while majority of students have positive attitudes towards Face-to-face instruction (37.5%). Furthermore, majority of trainers rated that student have negative (62.5%) computer experience and finally, majority of trainers rated that most of the students have negative attitudes (50.0%) towards regular use of internet website library. Slechtova (2015) found that students' attitudes toward e-learning and readiness to use ICT for study vary depending on their topic of study and computer skills. Not everyone is a digital native, which should be recognised in higher education courses employing ICT. According to Wu et al. (2017), student instructors found ICT cooperation and social media useful in learning.

CONCLUSION AND RECOMMENDATIONS

The study revealed diverse attitudes among trainers and students towards the use of ICT in teaching English language oral skills in public teacher training colleges in Kenya. Trainers noted a significant proportion of students having a negative attitude towards ICT training, emphasizing the need for targeted professional development opportunities to enhance their technology skills. On a positive note, half of the respondents recognized students' highly positive attitude towards networking through social media, presenting an opportunity for engaging language learning experiences. However, a majority of trainers perceived negative attitudes among students towards ICT use in oral language skills, suggesting challenges in integrating technology for communication development. Bridging the gap in computer experience and promoting internet resources may contribute to more positive attitudes towards technology integration.

Based on the findings of the study, the following recommendations are proposed to enhance the use of ICT in teaching English language oral skills in public teacher training colleges in Kenya:

1. Public Teachers Training Colleges in Kenya should prioritize providing comprehensive ICT training and professional development opportunities for students. Workshops, seminars, and hands-on training sessions can equip them with the necessary skills and confidence to effectively integrate technology in language instruction.
2. Bridging the gap in computer experience requires ensuring that students have sufficient access to ICT tools and resources. Public teachers training colleges should equip their facilities with up-to-date technology and provide access to digital resources, enabling students to gain hands-on experience with diverse ICT tools.
3. Fostering a supportive and encouraging learning environment can positively influence attitudes towards technology integration. Educators should create a culture that values the benefits of technology in language education and provides ongoing support to students in their journey of incorporating ICT tools effectively.

By implementing these recommendations, public teacher training colleges in Kenya can harness the potential of ICT to improve the teaching and learning of English language oral skills, preparing future language educators to meet the demands of the digital age and equipping language learners with the necessary communication skills for a globalized world.

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