

**NEEDS ASSESSMENT OF ESL TEACHERS FOR THE INTEGRATION OF
COMPUTER TECHNOLOGY INTO THE TEACHING AND LEARNING OF
ENGLISH LANGUAGE IN EKITI STATE SECONDARY SCHOOLS**

¹Dada, Esther Morayo & ²Olaniyan, Ayomiku Samuel

^{1&2} Department of Arts and Language Education,
Faculty of Education,
Ekiti State University, Ado-Ekiti, Nigeria

ABSTRACT: *The study was carried out to assess the needs of English language teachers in order to integrate computer technology into English language teaching in schools. The descriptive research design of the survey type was employed. The population was all English language teachers in all government owned secondary schools in Ekiti state. Purposive random sampling technique was used to select 120 respondents across the three Senatorial Districts of the state. Data were collected through the use of questionnaire designed by the researcher, titled: Needs Assessment Questionnaire on The Integration of Computer Technology into English Language Teaching and Learning in Secondary Schools. Data collected were analysed using both descriptive and inferential statistics. Results show that ESL teachers' needs comprise both access to computer technology facilities and training in basic computer skills. Their access needs include: computer sets for teaching and learning English language, Personal computer (laptop) among others. Their training needs include: basic computer training, advanced computer training among others. Also, male and female teachers did not differ significantly in their needs for integration of computer technology into their teaching and learning. However, there was significant difference in the teachers' needs for integrating computer technology into teaching and learning based on school location and years of experience. It is recommended that all stakeholders should synergise to meet the needs of ESL teachers for the proper integration of computer technology into the teaching and learning of English language.*

KEYWORDS: computer technology, ESL teaching and learning, needs assessment

INTRODUCTION

Computer technology is influencing and impacting every sphere of life in our societies today. The advent of computer technology has significantly changed the nature of contemporary societies and also impact on all disciplines of which education is one. The incorporation of this technology into the instruction process has become necessary more than ever before. There is the need to adopt computer technology in the teaching and learning of English language as it has a lot of value that are beneficial to students and teachers. Experts believe that the adoption of computer technology in the field of second language teaching and learning is of great advantage because it is more exciting, reduces anxiety and gives better motivation than the conventional methods of teaching (Nomass, 2013; Salaberry, 2014).

Scholars in a bid to make computer technology relevant to the field of second language teaching and learning have come up with what is called Computer Assisted Language Learning (CALL) which is an improvement over the Computer Assisted Instruction (CAI) which they felt had limited potentials for language teaching and learning. It is of no doubt that scholars have found computer technology to be of great relevance in the teaching and learning of second language. According to Fakeye (2010), new and emerging technologies challenge the traditional process of teaching and learning and the way education is managed. The use of computer technology as a cognitive tool in the teaching of English as a second language is critical in a time like this.

As important and critical as the use of computer technology in the teaching and learning of English language is, observation has shown that it is either not used at all or insufficiently used in Ekiti state secondary schools. This seems to be as a result of lack of computer skills, lack of adequate facilities and lack of enough motivation of the teachers among others. Robinson and Latchem (2003) comment that modern developments of innovative technology have provided new possibilities to the teaching profession, but has also placed more demands on the teacher to learn how to use these new technologies in their teaching. There is need for teachers (especially the in-service teachers who have graduated from school a long time ago) to continuously train and retrain in order to acquire appropriate and relevant skills to be able to utilise computer technology in their teaching. Mangal and Mangal (2012) assert that a teacher is in need of some working knowledge of the use of computers. Today's technologies are essential tools for teaching and learning, to use these tools effectively and efficiently, teachers need visions of technologies' potentials, opportunities to apply them, training and just-in-time support and time to experiment (Iheonunekwu, Nwamuo&Okunamiri, 2013). These assertions imply that teachers need to be informed, trained, motivated and provided with the facilities to be able to integrate computer technology into their teaching.

Computer technology refers to a combination of hardware and software, media and delivery systems that are digital based being used to enhance information and communication processes that make life easier and comfortable. Computer technology is in form of tools, equipment and application support which help in the collection, storage, retrieval, use, transmission, manipulation and dissemination of information as accurately and efficiently as possible for the purpose of enriching the knowledge, developing communication, decision-making and problem solving ability of the user (Mangal & Mangal, 2012). There is no doubt that computer technology can constitute a veritable tool for the teaching of English language in schools especially in a second language situation. This is because the core of language teaching is communication and computer technology is communication based. Despite these advantages, the integration of computer technology into teaching and learning in schools is faced with quite a lot of limitations that are discussed below.

Challenges of Integrating Computer Technology into Teaching and Learning in Schools

The facilities essential for integrating computer technology are not readily available and accessible to teachers in schools. Lack of facilities constitutes a major clog in the wheel of integrating computer technology into the teaching learning process especially in developing countries. Fakeye (2010) rightly observes that it is unfortunate that inadequate software and bandwidth/access were recognised as a restrictive element to the use of ICT by the teachers. Idowu and Esere (2013) also identify inadequate ICT infrastructure as one of the challenges to ICT education in Nigeria while Alfred and Ngulube (2013) found in their study that secondary schools in Port Harcourt city are poorly equipped with ICT facilities to utilise for their teaching. Dada (2010) reported that epileptic power supply and high cost of procuring personal computers are part of the problems militating against the use of computer among university lecturers.

Lack of adequate computer skills/training (computer literacy) on the part of the teachers. Teachers both at the pre-service and in-service levels seem to lack adequate computer skills to be able to integrate computer technology into the teaching and learning process in schools. Alfred and Ngulube (2013) report that English language teachers' knowledge level of ICT is very low. Yemothy (2015) reports that one of the most admitted barriers to the implementation of technology among teachers is lack of adequate training opportunities for teachers to be able to use technology effectively while Adomi and Kpangban (2013) identify lack of ICT skills as a reason for low level application of ICT in secondary schools. In the words of Rogers (2003), many educational technology projects don't succeed because of poor communication and inadequate preparation and training of key personnel.

It is also seen that there is a resistance to change from the traditional pedagogical methods (the chalk – talk method) to the interactive, more innovative and technology based method brought about by computer technology. Teachers seem to be apprehensive of the demand that learning to teach through the use of technology will place on them. Tella, (2011) comments that the real innovative use of ICT is yet to be broadly adopted in Nigerian educational system while Iheonunekwu, nwamuo and okunamiri (2013) observe that combining new technologies with effective pedagogy has become a daunting task for teachers. Victor-Ishikaku and Nyenwe (2015) have also called on teachers to overcome techno-phobia for them to be able to integrate computer technology into their teaching.

Another challenge that teachers face in the integration of computer technology into their teaching is the lack of synergy among the various stakeholders (parents, school authorities, teachers, students and the government) to be able to create a favourable environment where the integration of computer technology into the teaching and learning process can thrive. Parents seem not to give the necessary support to their children; school authorities are not quite enthusiastic and helpful for creating a favourable environment for the integration of computer technology into teaching and learning in schools. Teachers and sometimes students seem to be indifferent about it. Governments on the overall are not making enough provision for schools to be able to afford the purchase, maintenance and other expenditures involved for the integration of computer

technology. Invariably, there is no forum for these stakeholders to synergize and brainstorm on how to solve and resolve these problems.

The content of the school curriculum and the examination procedure have not given enough support for the integration of computer technology into the teaching and learning process of the schools. For computer technology to be fully integrated into teaching and learning process, it has to be embedded in the content of the school curriculum and the evaluation process (Mangal & Mangal, 2012). In their study on Application of ICTs in Nigerian Secondary Schools, Adomi and Kpangban (2010) listed non integration of ICT into the school curriculum as one of the causes of low level application of ICT in Nigerian high schools.

Another issue that can pose challenge to the use of technology is that of culture and regional issues. It is believed that people from different cultural and regional backgrounds react to technology differently. According to Huang, Spector and Yang (2019), the utilization of technology has a close relationship to specific regions and cultures and so, culture and region may affect the transfer of technology.

Teachers' sex is another factor that scholars believe can constitute challenge to the integration of technology into the teaching and learning process. Quite a few studies have investigated the influence of sex on the use of technology and the results have been quite conflicting. Some studies reveal significant difference (Makinde, Makinde&Shorunke, 2013; Mahdi & Al-Dera, 2013) while some did not (Herath&Hewagamage 2015). Maisamari, Adikwu, Ogwuche and Ikwoche (2018) found that teachers' gender did not significantly influence their use of ICT.

Apart from the above highlighted factors, many other teacher variables are believed to influence the use of computer technology among teachers. Omoniyi and Quadri (2013) found in their study on perceived competence of Nigerian secondary school teachers in the use of Information and Communication Technology (ICT) that teachers' area of discipline influenced their use of ICT while their qualifications and years of experience did not influence their use of ICT (Mahdi & Al-Dera, 2013).

As a result of the above highlighted and many more challenges therefore, it is important to assess what teachers need to be able to properly integrate computer technology into their teaching. These challenges faced by teachers have also brought about what experts call digital divide. Digital divide is a term used to refer to an economic and social inequality with regard to access to, use of, or impact of Information and Communication Technologies (ICT). This divide can exist within a particular country or between or among different countries or regions of the world. Traditionally, this divide was measured by having or not having access to ICT, but more recently, it refers to the relative inequality between those who have more and those who have less. It is further stated however that the digital divide is more than just an access issue but more of skills and digital literacy possessed by individuals. There is the need for individuals to know how to utilize these technologies even when they are available. This problem of utilization has also been

linked to quite a number of demographic variables like level of education, income, gender, geographic location, age, skills and awareness among others. More so, the benefit of rapid digital expansion had been structured towards the better-off and the more highly skilled, who were better able to take advantage of the new technologies by comparison. This is to say that both access and use of computer technology are not evenly distributed. Efforts are being made all over the world to see that these problems of access and use are solved so that the much desired impact of computer technology can be evident in the lives of citizens.

Research Problem

The advent of numerous technological innovations has substantially changed today's pedagogical practices. There has been a rise in the use of technology-driven instructions in schools. Despite this, there seem to be very low or non-usage of computer technology in the teaching and learning of English language in Ekiti State secondary schools. The need for language teachers to deploy computer technology in creative and productive ways in their teaching cannot be overemphasised. The ability of the language teachers to be able to deploy computer technology depends largely on the access they have to and the ability (computer skills) to use the computer. It seems English as second (ESL) language teachers do not have enough access and possess enough computer skills for them to be able to deploy computer technology in their teaching. This study therefore aimed at assessing the needs of ESL teachers in the area of how much access and how much skills they need to be able to deploy computer technology effectively in teaching and learning of English language in Ekiti State Secondary Schools. It also attempted to find out the differences in the needs of these teachers based on gender, location of schools and years of experience.

Research Questions

The following questions were raised to guide the study:

1. What are the needs of ESL teachers for them to have enough access to integrate computer technology into the teaching and learning of English Language?
2. What are the needs of ESL teachers for them to gain enough skill to be able to integrate computer technology into teaching and learning of English Language?

Hypotheses

1. There is no significant difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English language based on their gender.
2. There is no significant difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English language based on school location.
3. There is no significant difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English language based on their years of experience.

METHODOLOGY

The study adopted a descriptive research design of the survey type because the study focused on collecting data on the needs of ESL teachers for integrating computer technology into their teaching. There was no manipulation of variables.

Participants

The population comprised all English as Second Language teachers in Ekiti state. Purposive sampling technique was used to select One Hundred and Twenty (120) respondents across the three Senatorial Districts of the state. Two local governments were selected from each Senatorial District making a total of six. Five schools were later selected from each local government making a total of thirty schools putting the dichotomy of rural and urban setting into consideration. Four teachers were later selected from each school making a total of One Hundred and Twenty teachers in all. These English as Second Language teachers were male and female teachers who have received training in different teacher training institutions and have been employed by the state government to teach English language in secondary schools in the State.

Table 1: Socio-demographic characteristics of ESL teachers

Variable	Frequency	Percentage
Location		
South	40	33.3
North	40	33.3
Central	40	33.3
Sex		
Male	57	47.5
Female	63	52.5
Teachers' Highest Qualification		
NCE	26	21.7
B.A.	7	5.8
B.A.(Ed.)	65	54.2
B.A., BSc. (with PGDE)	13	10.8
M.Ed.	7	5.8
Others	2	1.7
Teaching Experience		
1-5yrs	27	22.5
6-10yrs	38	31.7
11-15yrs	23	19.2
16-20yrs	17	14.2
above 20yrs	15	12.5
Class Taught by Teacher		
Junior Secondary School	45	37.5
Senior Secondary School	52	43.3
Both	23	19.2

The socio-demographic characteristics of the respondents are captured in Table 1. The result shows that more than half of the ESL teachers were females (52.5%, n=63). Most of the study participants (54.2%, n=65) had B.A.(Ed) degree, closely followed by NCE holders (21.7%,

n=26), M.Ed. and B.A. (5.8%, n=7). Majority of the respondents had 6-10 years teaching experience with a mean and standard deviation of 11.13 years and 1.43 respectively. Regarding the classes taught ESL teachers, Majority of them (43.3%, n=52) taught S.S.S classes while 37.5% (n=45) and 19.2% (n=23) taught J.S.S. and both classes respectively.

Instrument

The instrument for data collection was a questionnaire designed by the author and titled 'Needs Assessment Questionnaire of ESL Teachers for the Integration of Computer Technology into Teaching and Learning'. The instruments had two parts; Part A gave information about the respondents' demographic data: location, qualification, experience, and class. Part B focused on the content, needs assessment. This section was measured through the use of Yes/No format. Copies of the questionnaire were personally administered to the respondents in their schools by the researcher and other research assistants. Copies of the questionnaire were personally administered to the respondents in their schools by the researcher and other research assistants.

Methods of Analysing Data

Data collected were analysed using both descriptive and inferential statistics. All research questions were analyzed using descriptive statistics of frequency counts, percentages and mean while the hypotheses were tested using inferential statistics of t-test, ANOVA and Scheffe Posthoc test.

RESULTS

The results are presented in line with the research questions raised above.

The first research question was: 'What are the access needs of ESL teachers to be able to integrate computer technology into the teaching and learning of English Language?' The presented data (Table 2) presents the access needs of ESL teachers to be able to integrate computer technology into the teaching and learning of English Language. The result shows that, using a cut-off mean score of 1.50 for the rating scale, all the items had mean scores above the cut-off point. This implies that computer sets, personal computer(laptop), other android devices, computer printers, computer software for English language instructions, computer games for teaching and learning English language, internet facilities, interactive board, computer based language laboratory, multimedia projector, digital library, scanner, digital camera, USB devices and constant electricity supply are access needs of ESL teachers to be able to integrate computer technology into the teaching and learning of English Language.

Table 2: Access needs of ESL teachers for integrating computer technology into the teaching and learning of English Language

S/N	Items	Yes		No		Mean	Rank
		N	%	N	%		
1	Computer sets for teaching and learning English language	89	74.2	31	25.8	1.74	4 th
2	Personal computer(laptop)	105	87.5	15	12.5	1.87	1 st
3	Other android devices	80	66.7	40	33.3	1.67	7 th
4	Computer printers	80	66.7	40	33.3	1.67	7 th
5	Computer software for English language instructions	93	77.5	27	22.5	1.77	3 rd
6	Computer games for teaching and learning English language	86	71.7	34	28.3	1.72	6 th
7	Internet facilities	88	73.3	32	26.7	1.73	5 th
8	Interactive board	94	78.3	26	21.7	1.78	2 nd
9	Computer based language laboratory	81	67.5	39	32.5	1.67	7 th
10	Multimedia projector	74	61.7	46	38.3	1.62	14 th
11	Digital library	79	65.8	41	34.2	1.66	11 th
12	Scanner	77	64.2	43	35.8	1.64	13 th
13	Digital camera	69	57.5	51	42.5	1.58	15 th
14	USB devices	80	66.7	40	33.3	1.67	7 th
15	Constant electricity supply	78	65.0	42	35.0	1.65	12 th

Ranking the access needs of ESL teachers at integrating computer technology into teaching and learning of English language, the result showed that personal computer(laptop) (mean=1.87) was the most crucial access need of ESL teachers. this was closely followed by interactive board (mean=1.78), computer software for English language instructions (mean=1.77), computer sets for teaching and learning English language (mean =1.77), computer sets for teaching and learning English language (mean=1.74), internet facilities (mean=1.73) and computer games for teaching and learning English language (mean=1.72) while digital camera (mean=1.58) was the least in the ranking order.

The second research question was: ‘What are the training needs of ESL teachers to be able to gain enough skills in order to integrate computer technology into the teaching and learning of English Language?’. Data in Table 3 presents the training needs of ESL teachers to be able to gain enough skills in order to integrate computer technology into the teaching and learning of English Language. The result shows that, using a cut-off mean score of 1.50 for the rating scale, all the items had mean scores above the cut-off point. This implies that basic computer training, advanced computer training, using the internet, downloading materials from the internet, saving downloaded materials from the internet, opening folder on the computer, sharing folder on the computer, power point preparation, power point presentation, copying and pasting materials, cutting and pasting materials, using e-mail for correspondence, using computer for class lesson presentation, giving online text/examination, scanning document into computer, sharing file

across devices, using computer assisted instruction(CAL), using Computer Assisted Learning(CAL), using Computer Assisted Language Learning(CALL), Mobile Assisted Language Learning(MALL)are training needs of ESL teachers to be able to gain enough skills in order to integrate computer technology into the teaching and learning of English Language.

Table 3: Training needs of ESL teachers for integrating computer technology into teaching and learning

S/N	Items	Yes		No		Mean	Rank
		N	%	n	%		
1	Basic computer training	107	89.2	13	10.8	1.89	2 nd
2	Advanced computer training	96	80.0	24	20.0	1.80	11 th
3	Using the internet	109	90.8	11	9.2	1.91	1 st
4	Downloading materials from the internet	102	85.0	18	15.0	1.85	4 th
5	Saving downloaded materials from the internet	104	86.7	16	13.3	1.87	3 rd
6	How to open folder on the computer	95	79.2	25	20.8	1.79	12 th
7	How to share folder on the computer	102	85.0	18	15.0	1.85	5 th
8	Power point preparation	95	79.2	25	20.8	1.79	12 th
9	Power point presentation	93	77.5	27	22.5	1.78	15 th
10	How to copy and paste materials	98	81.7	22	18.3	1.82	7 th
11	How to cut and paste materials	94	78.3	26	21.7	1.78	15 th
12	Using E-Mail for correspondence	92	76.7	28	23.3	1.77	20 th
13	Using computer for classroom lesson presentation	97	80.8	23	19.2	1.81	9 th
14	Giving online text/examination	98	81.7	22	18.3	1.82	8 th
15	How to scan documents into the computer	94	78.3	26	21.7	1.78	15 th
16	How to share file across devices	94	78.3	26	21.7	1.78	15 th
17	Using computer assisted instruction(CAL)	95	79.2	25	20.8	1.79	12 th
18	Using computer assisted learning(CAL)	93	77.5	27	22.5	1.78	15 th
19	Using computer assisted language learning(CALL)	97	80.8	23	19.2	1.81	10 th
20	Mobile assisted language learning(MALL)	102	85.0	18	15.0	1.85	6 th

Ranking the training needs of ESL teachers at integrating computer technology into teaching and learning of English language, the result showed that Using the internet (mean=1.91) was the most critical training need of ESL teachers. This was closely followed by basic computer training (mean=1.89) and saving downloaded materials from the internet (mean=1.87), while using e-mail for correspondence (mean=1.77) was the least in the ranking order.

The results below are presented in line with the research hypotheses raised above.

The first research hypothesis was: ‘There is no significant difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language based on sex?’. Table 4 presents the difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language based on sex. The

result showed that the computed t-value (0.503) with degree of freedom 118 and $p > 0.05$ was not significant at 0.05 level of significance.

Table 4: t-test showing the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language based on sex

Gender	N	Mean	SD	df	t	P
Male	57	61.2982	9.93185	118	0.503	0.616
Female	63	62.1587	8.79004			

$p > 0.05$

This implies that there is no significant difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language based on sex. The hypothesis is therefore upheld.

The second research hypothesis was: ‘There is no significant difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language based on school location?’ Table 5 presents the difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language based on school location. The result showed that the computed F-value (3.775) with degrees of freedom 2 and 117; $p < 0.05$ was statistically significant at 0.05 level of significance.

Table 5: ANOVA showing ESL teachers’ Needs for the integration of computer technology into the teaching and learning of English Language based on school location

	SS	df	MS	f	p
Between Groups	626.600	2	313.300		
Within Groups	9709.900	117	82.991	3.775*	.026
Total	10336.500	119			

*** $p < 0.05$**

This implies that there is difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language based on school location. The hypothesis is therefore rejected. Also, the result of ScheffePosthoc test shows the sources of pairwise significant difference among the groups in Table 6.

Table 6: ScheffePosthoc analysis of ESL teachers' needs for the integration of computer technology into teaching and learning based on school location

School Location	1	2	3	N	Mean	SD
South(1)			*	40	63.95	10.24
North(2)				40	62.70	8.98
Central(3)				40	58.60	7.97

* $p < 0.05$

Table 6 showed that there was significant difference between the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language of South and Central at 0.05 level of significance. However, the difference between South and North, North and Central ESL teachers' needs at integrating computer technology into the teaching and learning of English Language was not statistically significant 0.05 level in each case.

The third research hypothesis was: 'There is no significant difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English language based on years of experience?'. Table 7 presents the difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language based on years of experience. The result showed that the computed F-value (3.974) with degrees of freedom 4 and 115; and $p < 0.05$ was statistically significant at 0.05 level of significance.

Table 7: ANOVA showing ESL teachers' needs for the integration of computer technology into the teaching and learning of English language based on years of experience

Source	SS	df	MS	f	p
Between Groups	1255.293	4	313.823		
Within Groups	9081.207	115	78.967	3.974*	.005
Total	10336.500	119			

***p<0.05**

This implies that there is difference in the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language based on years of experience. The hypothesis is also rejected. Also, Scheffe Posthoc test shows the sources of pairwise significant difference among the groups is presented in Table 8.

Table 8: Scheffe Posthoc analysis of ESL teachers' needs for the integration of computer technology into teaching and learning based on years of experience

Years of experience	1	2	3	4	N	Mean	SD
1-5yrs (1)		*	*		27	57.00	9.64
6-10yrs (2)					38	64.08	6.17
11-15yrs (3)					23	65.13	7.28
16-20yrs (4)					17	62.47	9.44
above 20yrs (5)					15	58.40	13.80

***p<0.05**

Table 8 shows that there was significant difference between the needs of ESL teachers for the integration of computer technology into the teaching and learning of English Language with 1-5years and 6-10years. Similarly, the mean difference between ESL teachers' needs with 1-5years and 11-15years experience at integrating computer technology into the teaching and learning of English Language was statistically significant 0.05 level.

DISCUSSION

The findings of this study reveal that there are both access needs and training needs for ESL teachers to be able to integrate computer technology into their teaching in Ekiti State secondary schools and this include the need for personal computer, internet facilities and other computer technology gadgets. They also need training (skills) in the area of basic computer training, advanced computer training, using the internet, using computer for classroom lesson presentation, using computer assisted language learning and many others. These findings are in tandem with the submissions of Idowu and Esere (2013); Fakeye (2010) and Alufohai (2015) who all identified that lack of appropriate infrastructure, necessary training and competence are all impediments to proper integration of computer technology into teaching and learning.

Also, the study found no significant difference in the needs of male and female teachers and this corroborates some earlier findings on ICT studies that did not find gender difference in the ICT competence and use among teachers (Akpan, 2015; Herath & Hewagamage, 2015; Maisamari, Adikwu, Ogwuche & Ikwoche, 2018). This therefore implies that both male and female teachers should be adequately catered for in the provision and training for computer technology integration in schools. On teachers' years of experience, the study found a significant difference in the needs of teachers with different years of experience for integrating computer technology. This finding contradicts the findings of Mahdi and Al-Dera (2013) that found no significant difference in teachers' years of experience and their use of ICT. The reason for the contradiction may be due to the difference in the categorisation of the years of experience in the two studies. Mahdi and Al-Dera used interval of 10(1-10, 11-20) while the present study used interval of 5(1-5, 6-10,). There was significant difference in the needs of the teachers based on their Senatorial District. This further corroborates the submission that both access and use of computer technology are not evenly distributed.

Limitations to the Study

This study like all other studies has its own limitations. The design of the study was descriptive of the survey type and this made it possible to select representative sample from the entire population and the sample may not out rightly be a true representation of the population because there was no randomization of the sample. However the sample size was large enough to represent the population under study and this did not affect the generalisation of the findings of the research. Despite the limitations, the study has provided insight based on empirical information into the needs of ESL teachers for them to be able to integrate computer technology into the teaching of English language. It has also given information to the government and other stakeholders on the areas of need of these teachers so that they will be able to make provisions to meet these needs. Teacher educators and curriculum planners will as well see the need to incorporate these areas of need into curriculum planning of teacher training programmes.

CONCLUSION AND RECOMMENDATIONS

Based on the findings, it is concluded that ESL teachers are in need of training for competence and also need computer facilities for them to be able to integrate computer technology into their teaching in Ekiti state. Also, teachers' sex had no influence on their need for training and facilities for integrating computer technology. The teachers' needs vary according to their years of experience. It is therefore recommended that stakeholders (parents, government and teachers) should all synergise to provide computer facilities in schools. Government should make the training of teachers on computer skills a matter of priority. Adequate computer training should be inculcated into the teacher education programmes of the country for teachers to be better equipped with the needed skills for integrating computer into their teaching.

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