

The Internet and Trends in Vocabulary Development: Implications for Enhanced Teacher Educational Programmes in Nigeria

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Abstract

This study sought to determine the extent to which secondary school teachers' and University lecturers' are aware of the new Internet lexical items and how instructional practices are being affected by the emergence of this new mode of pedagogies. The study also attempted to establish the relevance and appropriateness of e-registers and coinages and their implications in teacher education programmes. With stratified randomized sampling technique, a quantitative and qualitative survey was conducted on thirty (30) lecturers and forty (40) English Language teachers selected from four Nigerian Universities and five secondary schools in South Western zone of Nigeria. A questionnaire and a semi-structured interview schedule were employed to poll respondents' views regarding the appropriateness of the newly evolved Internet lexicon. The data gathered were analyzed using mean scores and percentages both across and within the two categories of respondents. Results showed that an average number of the respondents agreed that Internet lexicons are significant to learning and teaching in ESL. However, majority of the respondents are of the opinion that e-coinages, slang and jargons should be restricted to informal communication. The study recommended, among others, that careful analysis is needed in differentiating deviations from genuine coinages in order to offset the backwash effect on linguistic input of learners in Nigeria ESL context. The implications for teacher education programmes in Nigeria were discussed.

Keywords: *Internet Lexicon; e-coinages; e-registers; Teacher Education.*

Introduction and literature review

Vocabulary development conceptualizes an increase in the stock of words in a language which a speaker uses to exploit meaning and communication in his/her society (Adefugbe 1970; Anderson and Freebody 1981; Nussbaun 1997; Copper 1993; Ukwuegbu 1998; Awonusi 2001; Maduekwe 2001). In pedagogic spotlight, vocabulary is the basic element of language learning, which provides the basis for sentence formation and other forms of language use. According to Wallace (1997), to know a word means having the ability to recognize it in its spoken and written form, recall it at will, relate it to appropriate object or concept, use it in appropriate grammatical form, pronounce it in a recognizable way in speech, spell it correctly, use it at the appropriate level of formality and be aware of its connotations and associations. Learners acquire vocabulary in a variety of ways: through wide reading (Unoh, 1983); from use in context (Nagy and Herman, 1987); through use of dictionary (Schatz and Baldwin, 1986) and from limited direct instruction (Beck, Mckowen and Omanson 1987; Warschauer and Whittaker 2003). Computers and connectivity are but one resource among a platform of many knowledge and communication sources that support learner-centered constructive pedagogy in vocabulary acquisition and teachers remain an indispensable component of this mix.

Modern technology has allowed faster, freer forms of communication, and language has kept the pace. Digital technologies have taken over the traditional print materials and forms and have generated new modes of pedagogies and best practices such as e-mail, chat, online shopping, e-ticket, e-banking, e-curriculum, e-learning, webcams, virtual reality and so forth. The diversity of information sources and media that learners' access, in turn, affects their ways of thinking, the use of new registers and interactions with others from diverse backgrounds. How instructional practices, learning, reading and writing are being affected by this connectivity has been a growing and serious concern to many educators and researchers. (Pachler, 1999; Nagy, 1989; Abbot, 2000 Synder, 2002; Alvermann, 2002; Owhotu, 2007; Busari, 2007; Ager 2000).

Studies confirm that emergent literacy practices, new vocabularies, rapid lexical and semantic changes are brought about by alterations to the morphological structure of words as language grows and expands its lexicon. Luke (2003) for instance, emphasizes the mutation of nouns to verbs e.g. (to e-mail, to cache in), changes of acronyms to nouns e.g. (url, html), the creation of new words (emoticons, hypertext, cyber cash) and investment of old words with new meanings e.g. (browse, bullet, boot, button). Osoba (2004) identifies the other processes of word formation to include acronym, affixation, blending, borrowing, clipping, compounding, conversion, extension and reduplication, which are wholly and partly utilized by all languages. This rapidity in linguistic change as a consequence of computer-mediated communication and connectivity is probably most evident in what Shortis (2000) terms 'shape-shifting' among young people. In this context, the use of conventional standardized lexical items is gradually giving way to complex, innovative alpha print images, acronyms, symbols and icons such as(ur – your; tht – that; tmr- tomorrow) in expressing learning and revitalizing meaning.

People are communicating across geographic and cultural borders using the new invented lexical items, semantic and discourse structures. As Blanc (1999: 4) shows that the implications are far-reaching because "from now on, the students will learn more and more by themselves through network exchange. The teacher will no longer transmit previously and organized individual learning paths. The role of the university will be to facilitate these processes, to provide access to information and self-learning and to grant certification from training and research." Okebukola (2001: 36) further confirms that "the major impact of the evolution of the Internet is the creation of sharp bridges, a point of socio-linguistic contact amongst citizens of online communities from diverse socio-cultural backgrounds thus becoming a great weapon for eradicating ignorance".

Domesticating this discourse in the context of Nigeria connectivity and mobility, the learner of English as a second language stands to adapt to the new lexical boundaries. The aim of vocabulary development programme of secondary school syllabus is to expose students to a wide range of vocabulary items of familiar and everyday situations (National Curriculum for Schools, page 2). The syllabus and programme of work is also based on the principle that the students should be exposed to the different aspects of vocabulary acquisition and teaching in the six years of course. The words which the student is expected to acquire have been carefully selected by the syllabus to cover areas such as the home, transport and traveling, health and medicine, mass media, computer, and so on. Ukwuegbu (1989) suggests that at the end of Junior Secondary school, students are expected to have acquired two thousand new words for ready use in their conversations and writing. Teacher education programmes equally reflect the teaching of vocabulary as a major area for the achievement of a satisfactory level of competence among teacher trainees in the use of English.

Given the environment where the majority of educational institutions do not have steady electricity let alone computers and the Internet, autonomous and independent acquisition of Internet lexical items will logically be pronounced, occurring mostly outside the language classroom. The challenge is that the learner is forced

to be autonomous and independent and is expected to make conscious effort to learn vocabulary outside the classroom simply because the exposure to the target language is limited in the classroom.

The Problem

Many stakeholders, teachers and parents are concerned about students' vulnerability and engagements with contemporary media information, culture and practices. The rapid rise in the use of the Internet where people draw on diverse sources of information, means of communication and virtual community engagements has introduced a compendium of new words, coinages, slang, jargons, abbreviations, semantic and discourse structures into the English language pedagogy. Online communities have formed their own vocabularies manipulating established words and terms to suit their purposes. These variations in turn feedback into everyday usage and Internet terms are becoming gradually part of our daily vocabulary.

In the midst of all these, vocabulary development still remains vital to the improvement of ESL teacher trainees' communicative and linguistic competence as words provide the basis of all forms of communication. Mindful of Postman's (1993) warning of the risks and the negative long term effects of information and communication technologies (ICTs), this study is concerned with the Internet and trends in vocabulary development and its implications in teacher education programmes in Nigeria. Thus, the critical questions addressed are: To what extent are both lecturers and teachers critically aware of the Internet lexical trends and how significant and relevant are these perspectives, to future and practicing teachers and, in turn, to students in ESL Nigeria context.

Research Questions

The following research questions guided this study:

1. To what extent are teachers and lecturers aware of the emerging Internet lexical trends in ESL context?
2. How relevant are the new ranges of e-registers and coinages to ESL teaching and learning?
3. How adequate and appropriate are the e-registers, jargons, slang, abbreviations and coinages in ESL teaching and learning?
4. What are the implications of the Internet lexical trends for future teacher education programmes?
5. To what extent will teachers and lecturers be able to mention some of the most frequently used e-terminologies in the school system?

Research Methodology

This study utilized a quantitative and qualitative survey design in gathering the data between January and April 2006/2007 session.

Population

The population for this study comprised all English language lecturers in Nigerian Universities and all language teachers in South Western, Nigeria. Simple random sampling technique was applied in the selection of four Universities in South Western Nigeria predicted on geographical proximity. These Universities are:

1. University of Lagos, Akoka, Lagos coded (University A)
2. Lagos State University, Lagos, coded (University B)
3. University of Ibadan, Ibadan, coded (University C)
4. Covenant University, Otta, coded (University D)

Furthermore, data were obtained from randomized sampled schools located in Lagos Mainland and Lekki Metropolis. These schools are:

- i. International Secondary School, University of Lagos, Akoka (School A)
- ii. Owen's College, Yaba (School B)
- iii. Lagoon Secondary School, Lekki (School C)
- iv. St. Finbarr's College, Akoka (School D)
- v. Ifako International College, Iju, Agege (School E)

Specifically, 30 lecturers and 40 English teachers were randomly selected for the study and this gave a total of seventy respondents who participated in the study.

Two major instruments were used to gather the necessary data. They were Questionnaire and Interview techniques.

1. Questionnaire

The 15-item questionnaire was classified in three sections. Section A dealt with the demographic details of the respondents while section B elicited information regarding lecturers' and secondary school teachers' awareness of emerging Internet lexical trends in ESL teaching and learning, their adequacy, and appropriateness as well as the implications of these trends for teacher education programmes. Section C elicited responses that reflected the respondents' thinking, general knowledge, familiarity and listing of Internet registers. The questionnaire items were structured on a five- point likert scale ranging from strongly agree to strongly disagree. All the statements were positively worded and the weighting of 1-5 was awarded.

2. Interview Schedule

On the whole fifteen respondents were interviewed. The interview sought further information regarding lecturers' and teachers' conception of vocabulary development, their knowledge and awareness of emerging Internet lexical trends, listing of emerging registers, and their thinking about how this trend will influence their practice in ESL teaching and learning or curricular implementation. The following questions were addressed:

- a) Why would you conceptualize vocabulary skill as an important component of English language teaching and learning?
- b) Are you aware of the influx of computer and Internet registers into the school system?
- c) In your honest opinion, do you think that some of these registers, coinages and abbreviations are appropriate and adequate in enhancing communicative competence in ESL learners?
- d) What do you think are the implications of the new e-registers, coinages, slang, abbreviations etc for teacher education programmes?
- e) Do you think that in the near future these words will have a chance of being institutionalized and sustained in ESL curriculum?
- f) Can you mention some of the most frequently used e- terminologies in the school system?

Procedure for Data Collection

Firstly, the researcher trained two research assistants who were full time teachers in two of the schools. The preliminary visits to the selected institutions involved the researcher going to the schools to familiarize with the teachers and seek permission regarding the purpose of the said visit, the agreed date and time of administration of the instruments. Since most of the secondary school teachers were easily available, the questionnaires were administered and collected the same day with the help of the assistants. The interviews were granted while the administration of the questionnaire went on. In the Universities copies of the questionnaire were administered and collected the same day from the lecturers that were on ground. It was very difficult to interview the lecturers because of their busy schedule. However, some of them eventually

obliged while some turned down the request, asking that the questionnaire be sent to them by e-mail. Copies of the questionnaire and interview questions were sent to some of the respondents by e-mail. The responses were e-mailed back to the researcher. Each interview lasted for about thirty minutes and some notes were also taken during the interview.

Reliability and Validity of the Research Instruments

The research instruments were subjected to content analysis and modifications from colleagues. After the validation of the instruments by experts, a pilot study was undertaken. A test-retest method was applied over a two weeks interval between the administrations of the same questionnaire on the same sample of respondents. The reliability coefficient values obtained were 0.78 and 0.82.

Results and Discussion

The results of this study are presented in tables 1, 2, 3, 4, and 5 respectively.

Table 1: Lecturers’ and teachers’ awareness of Internet registers and coinages

Opinion/Respondents	YES	NO	Percentage (%)
Lecturers	30	-	100%
Teachers	40	-	100%

Table 1 shows that all the lecturers and the teachers (100%) involved in this study agreed that new words were emerging from the ICT environment and these e-registers were gradually becoming popular.

Table 2: Relevance of the Internet registers in the ESL classrooms

Opinion/Respondents	YES	NO	Percentage (%)
Lecturers	30	-	100%
Teachers	40	-	100%
Total	70	-	100%

Table 2 shows that all respondents (100%) agrees that the new ICT words are relevant to some extent in the ESL classrooms of English, believing that the e-registers represent enlarged vocabulary for language learners. Furthermore they believe that the new ICT words form part of an overall register of technical words in the target language and are very relevant to vocabulary development.

Table 3: Adequacy and Appropriateness of the Internet words for ESL teaching and learning

Opinion	NO	YES	Cumulative Percent
Adequacy of e-registers	2	20	31.4%
Appropriateness of e-registers	6	22	40%
Adequacy and appropriateness of e-registers in informal setting	22	20	60%

Table 3 shows that 60% of the respondents indicate that the new Internet registers are both adequate and appropriate for English as a second language acquisition. Forty-percent (40%) of the respondents agree that though the Internet registers may be appropriate for language acquisition but most of the slang, coinages and abbreviations may not be adequate for content and context usage. Interestingly, about 31.4% of the respondents largely made up of secondary school English teachers state that the e-registers are adequate for informal usage but not appropriate for formal language learning.

Table 4: Implication of using e-registers in future Teacher Education programmes

Opinion/Respondents	YES	NO	Percentage (%)
Lecturers	-	30	100%
Teachers	3	32	80%
Total	3	62	88.6%

Table 4 shows that 88.6% of the respondents have negative views on the use of slang, coinages, online chat and abbreviations in teacher education programmes. Specifically, all the lecturers (100%) believe that jargons and slang are not helpful in teacher education where it has been observed overtime that communicative competence of undergraduate trainees has been deteriorating to an embarrassing level. They therefore suggest that evolving e-registers should be restricted to informal communication. Furthermore, 80% of the secondary school teachers agree with the lecturers' position on the negative effect of teaching, using e-registers, slang, jargons and coinages in language classrooms. Nonetheless, only 3 secondary school teachers of English believe that actual e-registers should be taught in language classes as technical registers for the overall language development of the students more so that the new trend has found wide acceptability among secondary school students.

Trends of Viewpoint From the Respondents Interviewed:

To further validate other findings, the lecturers and teachers were interviewed. The strongest trends of opinion were transcribed verbatim and summarized as follows:

Respondent A conceptualizes that “vocabulary development is very important. Without having a vast knowledge of registers from different areas and the ability to apply them in different contexts then, definitely one cannot claim to know English Language.”

Respondent B agrees that “e- terminologies are becoming part of the culture and this research is well timed. It is no more a matter of awareness of existence but how applicable? I have observed that students are fast utilizing these registers and coinages in social settings and writings. Let me read to you a text message that I received from an undergraduate student:

“As u log out of April and browse thru May, may u double click gud tins of life, down load success, goggle into gud health and enter [www.DIVINE EXPANSION.com](http://www.DIVINE_EXPANSION.com)”

All these words are chat terminologies but should not be bastardized in the name of coinages. Every profession has its peculiar technical registers and each register must apply to appropriate context of usage.

Respondent C feels that “most of these words and abbreviations such as www, URL, yahoo, goggle are not jargons but computer terminologies which are appropriate and adequate in real life contexts. Infact many

of these registers are already in modern dictionaries and so we must begin to appreciate them. These registers are actually words with peculiar definitions. Unfortunately, when students and even teachers don't understand the context of use they abuse them. Learners should be tutored in Internet terminologies and how to apply them in the right context they are meant for."

Respondent D: insists that "firstly, we need to establish whether these registers really exist in the school system. If they do, then we must begin to study the variations in registers which should include both the Internet and other technological tools like the cellular phones. The drawback in the use of these registers and coinages will mostly manifest in learners who are not yet operating above the minimal level of competence. Being able to sample and discriminate the quality of language use may be difficult for them. As teachers, we must approach the issue of emergent registers by asking ourselves whether our teaching has potentials to be enhanced by the medium of computer and Internet or by using traditional instructional tools in teacher education. If not, we are simply wasting our time."

Respondent E asserts that "we are seemingly out of tune with the digital reality. The issue at stake is not talk- mode but action- mode oriented. Teacher education programmes should begin to educate trainees' right from the hundred (100) level to the right use of Internet terminologies and even web etiquette. Since teacher trainees are expected to use the Internet for their research and assignments they should be oriented and equipped with the skills of locating basic web language and sites to help them with learning and research."

Respondent F maintains that "many teachers are interested in the content and not in the words used in expression. Some of the technical registers are viable. Computer language is artificial but it can also help to widen the students' vocabulary. However, teacher education programmes should enforce communication course for students on continuous basis and each lecturer must be vigilant in checking outright deviations in students' writings."

Respondent G acknowledges that "the compulsory Use of English course should serve as a forum to discuss these issues. The use of Internet words is not entrenched yet, but however it is unofficially getting to be institutionalized in the educational system."

Respondent H is of the opinion that "in most private schools, basic computer skills such as designing cards, maintaining mail account, and browsing the Internet are taught. As well, schools make a lot of efforts to establish co-curricular links across subject disciplines using computers. In so doing, a lot of technical registers from different areas are brought into limelight. However, we haven't really noticed deviations or use of jargons in our formal school settings yet, because the students are fully monitored. If the check is not sustained, the impact will definitely become very obvious in the school system."

Research Question 1:

To what extent are teachers and lecturers aware of the emerging Internet lexical trends in ESL context? The research findings indicate that there is evidence of new registers emerging from the Internet. The impact of this trend on language use is significant as 100% of the respondents are aware of e-registers. In support of this awareness, Postman (1995:377-382) observes that "*as technology develops, its services and products will definitely generate terms, coinages and slang amongst consumers.*" The Internet thus presents the language learner, not just, with resources for evolving vocabulary, but also with a resource for sociolinguistic interaction with its services and products.

Research Question 2:

How relevant are the new range of e- words and coinages in ESL teaching and learning?

The respondents were overwhelmingly positive about the relationship of e-registers to students' construction of meaning as revealed in their response. This is in line with the conclusions of Adefugbe (1970); Anderson and Freebody (1981); Cooper (1993); Maduekwe (2000) and Busari (2007) who note a strong relationship between vocabulary and ability of students to construct meaning and understanding in their writings. The respondents also agree that the new Internet registers are relevant in the ESL classrooms because the new words form part of the overall register or technical words in the target language. Coincidentally, the responses correlate with Nagy's (1989) idea that "*vocabulary knowledge is fundamental to reading comprehension; therefore increasing vocabulary knowledge is a basic part of the process of education both as a means and as an end*".

About 40% of the respondents, however, make a distinction between content and context plurality of young people's engagements with new media and the simultaneous interactional impacts. There is also an overall consensus by the respondents that knowledge of Internet registers will, to some extent, improve the overall ESL proficiency of learners. This finding is in agreement with Wallace (1987) who conceptualizes the word as a '*meaningful vehicle of communication*.' Cooper (2003) expands this notion, asserting that words are '*vehicles through which meaning is conceptualized and expressed*.' The finding is also in agreement with Unigbe (1987) who maintains that 'the fundamentalism of word recognitions is explicit in language learners' communicative competence.

Research Question 3:

How adequate and appropriate are the e- registers and coinages in ESL teaching and learning?

Interestingly, the research findings also indicate a high negative view of using Internet slang, coinages and online chat abbreviations in classroom work. About 89% of the respondents indicate that slang and jargons should be 'restricted to informal communication because of the negative effects it may have on the grammatical constructions of language learners. Abbott (2000) identifies unique coinages as 'representing the highest percentage of stock of words examined in a study and confirmed that these coinages are more communicatively oriented than linguistically concerned.' That is to say that the challenge for teachers and educators then, is to control the dynamics of mobility of these registers into the formal constructions and performances of learners in various ESL classroom contexts.

Research Question 4:

What are the implications of the Internet lexical trends in future teacher Education programmes?

The respondents agree that electronic registers are relevant in teacher education because it represents an enlarged vocabulary for language learners apart from improving language proficiency of ESL learners. However, in general, the situation is not totally positive, as the respondents express the concern that if these registers are not checked, they will in no time affect negatively the formal lexical terms of words and the grammatical structures of the students in English language programmes. Some of the e-registers like online, download, browse, outbox, inbox, chatroom, website and sign-in or sign-out could be defined as acceptable and could be studied as linguist attitudes in the target language. But the uncontrolled and uncoordinated use of abbreviations and vague coinages and slang should not be taught formally in teacher education as it poses a negative trend in language development. This consideration confirms, Nussbaum (1997:74) warning, that "*it will be catastrophic to become a nation of technically incompetent teachers who have lost the ability to think critically*." Nussbaum warning further amplifies Warschauer and Whittaker (2003:371) assertion, that to fully exploit this opportunity, teacher education programmes must learn '*to become a*

guide on the side' rather than 'a sage on the stage'. If teachers cannot contribute towards the topics or areas to be included in the curriculum, it is not likely to help to create the kind of atmosphere optimal for language learning. By implication, the question is no more whether the new lexical trends exist but rather how, and in which directions we should begin to control them and alter the long projected impact on training systems, and teaching literacy. The task requires radical attempts to develop strategic interventions which can deal with the complexities of these registers as well-defined technical terms just as we witness in other fields like medicine, engineering, accountancy, etc.

Research Question 5:

To what extent will the teachers and lecturers be able to mention some of the most frequently used e-terminologies in the school system?

From the responses of the interviews, the following e-terminologies listed below were identified by lecturers and teachers as most prevalent in the schools system. It is remarkable that majority of the respondents had adequate knowledge of most of the registers. Interestingly, most of the lecturers with minimal computer experience were eager to go on listing as many of these advanced registers as possible. This could be a result of shared knowledge with students.

Teachers' List

Power point	Sign In	Sign out	Restart
Screen	Click	Delete	Exist
Password	Autobot	Download	Software
Mouse	Virus	Surfing	Hardware
Browsing	On line	Yahoo	Diskette
Right click	Left click	Website	CD Rom
Hotmail	Double click	Paste	Copy
Email	Connect	Disconnect	Edit
Home page	Shut down	Message	Scanning
Escape	Account	e-mail address	Search
Highlight	Retrieve	Floppy	Monitor
Emoticons	Bullet	Button	Forward

Lecturers' List

Excel	Antivirus	Database	Flash drive
Enterprise	Query	Attachment	Print
Password	Done	Domain	Online
Hosting	Screen saver	Scripting	Text message
Bulk	Cursor	Backup	e-dialogue
Install	Spreadsheet	Sound card	MSN Explorer
Upgrade	Host	e-learning data	Synchronize
Internet explorer	Memory	Animation	Booting
Wallpaper	CPU	Power page	Java
Programming	Lunch radio	Web cast	Processor
Favorites	Preview	Block	Spy ware
Chat room	Folders	Files	Formatting
Market place	Download	Compose	Draft
Attachment	Viruses	Save	Send
Weed out	Message	Button	Bull

Topped and tailed	Search	Vista	Wireless
Filter	Validate	Scan	Search engine
Junk	Satellite transmission	Widow messenger	Recycle bin
http- Hyper text transfer protocol	Wireless	www –Worldwide web	Hard disc
Explorer	Ms Dos Microsoft Disc Operating System	Database	Corel draw
Microsoft excel		UPS	Keyboard
Mouse	Microsoft word	Window Operating System (WOS)	Ball pen
Link page	Web page	Monitor	CD Drive
Blue tooth cable	Infra red port	Windows media player	Adobe Pagemakers
Photocopy	Programmes		Documents

Implications for Enhanced Teacher Education Programmes

The present study has confirmed that the Internet vocabulary trends are an emerging reality and the only real option we have as teachers is to be part of the process. Learning programmes in teacher education like many other activities can benefit tremendously from the Internet, multimedia and other electronic capabilities. Vocabulary development is one such powerful feature of the Internet and computer literacy that should constitute vital considerations in planning and provision of numerous opportunities in teacher education for coping with the challenges of 21st century. If students do not acquire the vocabulary and registers of other disciplines, they may be disadvantaged and may perhaps, suffer exclusion from global literacy. In this stance, Ager (2000:54) maintains that:

“The arrival of Information and Communication technology (ICT) doesn’t just allow students to learn in new and exciting ways, it provides opportunities for them to access more advanced and wider ranging areas of learning and also to develop analytical skills.”

Inevitably, the paradigm shift in making meaning from other sources of information links makes it germane that teacher education programmes should be modified into new hybrid methodologies and theories in order to catch-up with the unprecedented trends in the new instructional technologies or it will continue to perpetuate a sense of illusion in our society. Teachers and policy makers would therefore have to be more flexible in meeting the varied needs of learners for the global economy. This means that both the content of education that trainees receive and, most important, the instructional strategies will need to be re-assessed for their effectiveness in preparing teachers to be on track for the challenges of electronic medium of learning. The new pedagogical approaches should provide teacher trainees with what we may call critical emancipatory knowledge in ESL context.

Conclusion and Recommendation

Despite the challenges in the current lexicology and usage, great possibilities and optimisms lie ahead in using the globalizing services of the Internet to improve linguistic attitudes in the target language both at secondary schools and higher institutions in Nigeria. Our students are going to be learning and re-learning throughout their careers as technological advances render past content obsolete. We need to assist students to develop positive learning skills. Of course, a pride of place must be accorded to proper interventions through capacity building, education and training. It is only through adequate professional development that the average classroom practitioner will be able to cope with the changes taking place now and in the vocabulary classrooms of the future. The skills involved in the dynamics and registers of web connectivity

will be understood and internalized only to the point that the average teacher will be able to cope with aiding learning related to the Web literacy and lexicology in different contexts. Perhaps, this might be the envisioned probable futures, possible futures and preferred futures for realistic teacher education programmes in Nigeria.

Based on the findings of this study, the following are recommended:

1. It is not sufficient to simply be aware of emerging Internet trends in ESL classrooms. Implicitly, the potentials of communication channels between lecturers should be open and continuous.
2. The school curriculum should be amended and modified in line with the linguistic and techno-realities of contemporary registers.
3. In bridging the gaps between innovations and best practices, teachers should become extra alert and begin to guide students in differentiating between deviations and genuine coinages and not lump all registers together as errors in ESL teaching and learning.
4. The effectiveness of e-terminologies in teacher education cannot reside in the medium itself, but only in how it is put to use. Throughout the process of curriculum planning and course implementation in teacher education, there is need to explicitly integrate and communicate the purpose and importance of e-terminologies as well as design materials and tasks within the framework of the syllabus that will exploit computer activities such as e-mailing and surfing in teaching and in learning in a purposeful way.
5. Lecturers should come up with small pamphlets listing technical registers of different disciplines as well as acceptable e-terminologies and useful web sites to guide students in research and how to apply them in various contexts.

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