Adapting Language Teaching to Current Trends in Language Use: the Teacher's Role

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Abstract

The "lingua franca," for most regions in the world today is the English Language and whether it is liked or not or may or may not be the best choice, it is however the "obvious choice" as a common global language. Africa is also not an exception as English is increasingly being recognized as a mediating language for contact, and is similarly used as such in Nigeria. This is having a profound influence on the way in which the English Language is "taught" and the ways it is "used". The focus of this paper is on the changing dynamics and trends in the use of language. The paper seeks answers to the following questions: what are the current trends in the use of English Language Globally? What are the implications of these new language trends? Does it mean the end of English language as we know it? What are the implications of these new language trends for teachers? What is the role that teachers should play to meet with the demands of these new trends? In this paper, attempts have been made to review the new trends in this area of learning within the last few decades. The needs to reform teaching methodology in literature and to adopt appropriate teaching strategies are also taken up to face the global demands. Challenges before the teachers in present day scenario are also taken up and suggestions made with practical steps. The use of ICT is also proposed as a step forward among teachers to propagate the effective use of this globally acceptable medium of communication.

1. Introduction

The learning patterns and use patterns of language have undergone rapid changes across decades, cultures and geographic boundaries due to the emergence and expansion of the use of languages coupled with changing world patterns such as globalization, international relations, international trade, advancement in technology and the increased need for autonomy of language learners. There is an adage that says "the only thing constant about life is change"; and the acceptable wise course of action towards any change is to change with the change. That being the case, such development makes it expedient that there ought to be a change in educational curriculum and patterns of teaching with English Language in particular (Hendriks, 2014). Globally, one in every four persons speak the English at a useful level (i.e. 1.75 billion people) and an estimate of an extra 2 billion will be speaking it at a useful level by 2020 (British Council, 2017).

Africa is not an exception in this trend. Many African countries make use of English language and have recognised it in their school curriculum as a medium through which students' personal, linguistic, social and cultural life can be developed. For example in most post-colonial countries in Africa such as The Gambia, Ghana, Liberia, Sierra Leone, South Sudan and Nigeria 'the English language' was chosen as the medium of communication after independence and it is still upheld even today as the dominant language. Besides, more and more African countries have accepted English as an official language from the Botswana, Cameroon, Eritrea, Kenya, Lesotho, Malawi, Namibia, Rwanda, Seychelles, South Sudan, South Africa, Somaliland, Swaziland, Uganda, Zambia and Zimbabwe (Arnoud, 2016). In addition Asian countries such as Japan, China and

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Korea who have opposed western influence in the past have begun to adopt learning and teaching of English language within their foreign language policy and school curriculum (Arnoud, 2016). The reality today is, if you are versed in the use of English Language today 'you can survive in any part of the world'.

In Nigeria, English is the language that connects all the citizens given her diversity of native languages and this cultural hegemony and modernization has given hype and expansion to its use in Nigeria. In Nigeria, the use of English in school begins from as early as Kindergarten under the 9-3-3-4 system which means that a Nigerian child has up to 15 years to learn English before he/she round up his/her Bachelor's education. The English Language is regarded as the backbone of all Nigerian subjects from primary school to University as it is the medium of instruction. In fact the national Policy on Education regards English Language as a core subjects and as such a prerequisite for further advancement in an educational endeavour in the country for which a "credit – C6" must be attained (Ajayi & Osalusi, 2013; Njoku, 2017).

Given this emphasis on the subject, it is expedient that the subject is properly taught so that students of the language can gain mastery. Temmerman (2017) stated that "teacher feedback can have a huge influence on students learning"; thus, there is a great need for not only learning the English Language but also accepting the new and emerging trends of its use and teaching. Based on this, this paper will highlight some of the roles of the teacher in the use and teaching of English language against the background of various emerging trends. To achieve this, the paper would be structured into four basic sections; following the introductory sector (section 1.0), section 2 presents the concept of 'English language use', behavioural theories and empirical literature on the current trends in English language usage, section 3 dwells on the use of English

language in Nigeria; section four focuses on the teachers role in language teaching within this emerging trends while section 5 concludes and recommends.

1.1 Statement of the Problem

It is not surprising to realise that the English Language has won 'global status' as the international language and evidence abound that this status will only get stronger in future. This issue however is not this phenomenon for English language but the teaching of spoken English to students remains a major challenge from inappropriate curriculum that do not fulfil the requirements of English learners, lack of feedback to lack of trained and qualified teachers.

1.2 Research objective

The core aim of this paper is to determine the current trends in the use of English language and ascertain how teachers' can adapt seamlessly to these trend to instructs students in its optimum level of usage as well as meet the demand for 21st century development.

1.3 Research Questions

The paper therefore seeks answers to the following questions:
1. What are the current trends in the use of English Language globally?
2. What are the implications of these new language trends? Does it mean the end of English language as we know it?
3. What are the implications of these new language trends for teachers?
4. What is the role that teachers should play to meet with the demands of these new trends?

1.4 Significance of the Research

The intention of this paper is targeted at drawing the attention of all stakeholders of Nigerian education to significant aspects of changing language climate globally and how quality and structure of teachers can play a huge part in this development trend not only in terms of contribution to the growth of English Language in Nigeria but to its sustainability and would therefore benefit English Language curriculum planners, ministry of Education and help restructure the way English language is used in Nigeria.

1.5 Methodology

The methodology adopted for this work is qualitative. The study makes use of secondary data and content analysis to answer the research questions.

2. Literature review

2.1 Interactionism theory

This theory is attribute to the work of a Russian Psychologist Lee Vygotsky (1896-1934) though his work was not made public until 1962. The theory is based on the assumption that "language acquisition is influenced by the interaction of a number of factors – physical, linguistic, cognitive and social" (Cooter & Reutzel, 2004). This is what gives credence to the theory "because it invokes both innate and environmental factors to explain language learning" The theory explained the role of dialogue in social interaction and recognised the significance of social interaction in cognitive function. To Vygotsky "the human learning means a specific social nature and a process through which children enter gradually in the intellectual life of people surrounding them". That is, the basis for acquiring new knowledge is through meaningful interaction with others.

According to Vygotsky the learning process of a child begins with absolute dependence on an environmental factor, 'the

parent' who gives the instructions on what to do, when to do it and how it should be done. This beginning process is initiated via the use of language which plays a significant role in how the child acclimatises to his environment. Following this initial process, the child receives this knowledge through contacts and interactions and in the process of assimilation adds his personal values to it and this process according to Vygotsky is not an imitation but a transfer of the societal interaction to what is internal (personal values). Vygotsky admits that this is also what occurs in the school environment; learning occurs as a result of the interaction between students and teachers and students do not only assimilate what has been translated to them by the teacher but also transform this by inculcating their personal values to what has been learned which has become known as the Zone of Proximal Development (ZPD) – the difference between the current and potential level of language development.

Therefore, the teacher is responsible for leading all interaction first and the student becomes familiar with the language and is able to use it. The control of this interaction can be released a bit to the student such that they gain control of their own language learning. The teacher then acts as an 'encourager' to the student to experiment with the learning giving out the understanding that "it is Okay to make mistakes" and in this way the student would be able to explore and discover how to combine words and phrases into new sentences and dialogue forms. In furtherance of this theory Ellis (2003) postulates that the learning process do not occur via the social interaction between student and teacher but during this social interaction between student and teacher. Furthermore, successful student-teacher interactions connote situations where students are "helped" to finish a new task. Summarily in this view, knowledge is first acquired through social interaction and later becomes an internalized feature of the cognitive structure of

the learner. Thus, the teacher becomes the facilitator of language learning through dialogic communication.

2.2 The Teachers' role in adapting Current Trends in the Use of English Language: Empirical Literature

In trying to define the term 'role' Dornyei and Murphey (2003) averred that it is a technical term that connotes the shared expectation of how an individual should behave. In regards to this, several empirical assertions have been made concerning the language teachers' role. For instance, Hemalatha (2016) deemed a teacher's role to be that of controller, organizer, assessor, promoter, participant, tutor, and observer. Little Wood (1999) conceptualises this role as facilitator of the learning process.

Lee (2010) study on China attempted to answer the questions of how do Chinese teachers perceive change in new English curriculum from traditional emphasis on grammar and vocabulary and if the teachers are ready for this paradigm shift. A survey of English language teachers in primary school using questionnaire as the instrument of data collection showed that though teachers are fully aware of this transformation to a learner-centred approach to language learning many of them still use traditional mediums.

A 2014 Nigerian study by Oribabor, (2014) evaluated the new English language curriculum in Nigerian secondary schools using 150 pupils as sample size cutting across two local government in Osun states discovered two issues: the need to introduce topics that are globally relevant and the non-availability of instructional materials to meet up with the new change.
Shulgina and Saragan (2017) sought to determine the current changes, trends and challenges of English language teaching in Malaysia from a sample of 100 English learners in both public

and private institutions cited proficiency of language teachers as the main challenge to English language teaching and use.
Mittal (2014) averred that It is increasingly being recognized that the quality or effectiveness of teachers is determined by their linguistic, teaching and intercultural competence rather than their being native speakers of English.

In terms of what teachers should do to meet up the demands of this changing trends Murphy (2011) notes eight areas in which teachers should self-develop: positive attitude towards these new trends, knowledge of distance learning systems, interpersonal skills, group management skills, subject matter expertise, teaching expertise, organization and ICT skills.

Rubio and Thoms (2014) stated that as the number of language programs increases and offer their content through hybrid and technological platforms, the success of such endeavours will only be successful through teacher preparation and continuous support.

Bustamante and Moeller (2013) indicated that by using technology alongside their students, teachers can better garner understanding of the way in which their students are making use of technology and as such are better able to use technology for instruction. Allen and Negueruela- Azarola (2010) lay emphasis on the need for specific training to teach hybrid and online language courses. It is worth noting that all these authors have clearly pointed out and averred that the major challenge for teachers in the 21st century learning trends is that today's teachers did not learn through modern day platforms (online) and thus need to learn the process of using technology effectively.

3. CURRENT TRENDS IN THE USE OF ENGLISH LANGUAGE
Today's English language classroom and learning environment is differentiated from that of the mid to late 20th century.

Traditional models of instruction and learning had given way to ever evolving and changing ways of learning, teaching and mediums of knowledge acquisitions. This section offers an analysis of the various and diverse current trends in the field of English language globally albeit citing case studies. Though, it does not claim to be exhaustive, its intention is to provoke new direction, through patterns and inspire responses.

3.1 Use of e-communications

New innovations such as Internet, Networking Sites, Social media and chat forums have changed the manner and use of English language. The World Wide Web (WWW) have access to 20 times more information than what the USA Library of Congress can boast of (Zimmer & Proferes, 2014).The Internet, YouTube, Web 2.0, e-books have opened up endless possibilities for teachers to access information; with ready – made language materials. At the click of a key, a teacher can access thousands of language lessons that can make learning interactive and class discussion meaningful. Integration of e-communication into classroom encourages students to use language in a variety of ways (Mehta, 2012; Mittal, 2014). A number of language skills has been developed with the aid of web-based learning tools and activities. The four basic English Language skills of listening, writing, reading and speaking have been made available on the web and made interactive through various methods such as m-learning, emails, blogs and chats proving integrated learning platforms for teachers and students especially when these are well-designed, easy to use and learn. New age devices such as Google chrome cast and the Rokku have made group language learning interactive. One can stream media on a smart TV using a dongle. The e-reader can be used by students for easy reference.

Notes can now be sorted out using portable document scanners like the Doxie Flip Cordless Flatbet Photo. Devices such Olympus which come with voice recording can be used to

record English language lectures and be replayed any time and at any place. Coolants such as Thermapak's Heat Shift could be used to cool laptops and notepads down after long uses especially during CALL sessions for students who want to share notes (The Education Plus, 2014). The 26 letters of the language alphabet begins with A for Apple, B for Bluetooth, C for Chat, D for Download, E for e-mail, F for Facebook, G for Google, H for Hewlett-Packard, I for IPhone and J for Java etc. (plus.google.com).

3.2 Change in Early Start in teaching the use of English Language

Many countries have started teaching English in earlier grades at school. For example, since 2011, Saudi Arabia and Vietnam have introduced English from Grade-IV. Also in 2011, Japan introduced English in the primary stage and in 2012, Dubai introduced English in the KG stage instead of Grade-I. In Egypt the language is a requirement from Grade 1, Grade 4 in Vietnams and Saudi Arabia. The Taiwanese Ministry of Education in 2004 made it mandatory for all elementary school to begin English language tutorship in Grade 3. In Thailand, the government beginning from 1996 mandated that all primary schools in Year 1 and in 2013 the country's ministry of Education announced English language reform geared to engender proficiency in the subject. From Kindergarten, English is a compulsory subject in Malaysia and almost all Nigerians children learn some English at their KG years a trend that will likely expand in decades to come.

3.3 Teachers learning practices

Teachers can inculcate innovations into their teaching of the English language; they can prepare interactive lectures, questionnaires and worksheets using available devices to making teaching and learning innovative. The teacher's language role in this new framework is highlighted in the table below:

Table 1: Harmer's Teachers Role Framework

Role	Feature
Controller	The teacher takes charge of the whole class and activities by taking the roll, telling students instructions, organizing drills, reading aloud and manifesting the teacher fronted approach
Assessor	Provides students with feedback regarding their performance and grades them in distinct ways
Corrector	Offers students correction of their linguistic errors while assessing their language competence
Organizer	Organizes students to work on classroom activities
Propter	Prompts students so that they can proceed with learning procedure
Resource	Acts as students' reliable resource when they encounter difficulties
participant	Participates in students classroom activities
Tutor	Works with students individually or in small groups if they undertake challenging learning programs
observer	Observes students' performance to offer them individual/group feedback

Source: Adapted from Xionyong et al (2012) p. 120

3.4 Change in teaching culture and content

An 18th century scholar Robert Nisbert made the claim "the man of knowledge and his pursuits were sacred"; three decades later much have changed. Though teachers are still perceived as knowledgeable they are no longer considered "sacred" (Sarica & Cavus. 2009; Sharples et al, 2015); even the elderly have started to realise that though experience counts; skills count yet more. Thus, young people have a penchant for knowing more than their tutors especially when technology is involved and they realise that they are sometimes an authority especially in these areas where their adult are struggling to come to grip with. As such old traditional, hierarchical and patriarchal

methods are given way to more collaborative culture making "teacher-centred" learning approaches give way to "expert centred" ones.in order words "No" to teacher-centric instruction and "Yes" to student-centric approach.

The acknowledgement of "student portfolios" is gaining momentum. This is a reflection of the collaboration between the student and teacher that provide a clear demonstration of students' progress and achievement. Students are only guided to provide their own portfolios over time. These portfolios contain demonstration of their knowledge and use the use of the English language that is unique to the specific student. The beauty of this approach is that the student is allowed to 'own' his or her aspect of the use of the English language; thus allowing the student to carry his or her own portfolio from class to class and be accountable for their learning as they progress. Public speaking and powerful presentation skills have garnered new levels of prestige with the like of President Barack Obama which is acclaimed to have wooed young people not only in the United States of America but globally gearing up the acceptance on individualism in language and clear articulation of personal ideas (Scott, 2015).

Eaton (2010) averred that "Portfolios are an excellent tool to teach learners how to self-monitor and evaluate, as well as providing them with provable demonstrations of their learning". The trend have thus shifted to "celebrating students' individual talents, aptitude and skills" which has also called for students' participation in the development outcomes for learning (Pauk, 2007) using methods such as Poetry readings, debates, speech contests, class presentations and storytelling. Though this trend has not met complete acceptance in some locations as school administrators and teachers have not come to terms of giving up their control and authority, it is however likely that this trend have come to stay and will continue.

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3.5 Change in Teaching Content and Test Design

Following port-folio based model of instruction, traditional methods of assessment is given way to asset-based approaches. Traditional ways of knowledge acquisition have become obsolete in today's learning parlance and so follows the ways of assessment. The old method of 'fill-in-the-blanks' and multiple-choice questions are hurriedly being deemed to not have the capacity to reflect the complexity involved in learning English language in a modern world and are being replaced by assets-based approaches. A good example of this method is the Canadian Language Benchmarks (CLB) and the other which have been adopted by over 40 European countries is the Common European Framework of Reference for Languages as developed by the Council of Europe in 2001. These assets-based approaches focus on answering specific questions relating to learner-centred learning such as what can my students do? And how can they be helped by us to grow from here to where they ought to be? For English language teachers this now means removing the focus from verbs and vocabulary lists to "recognizing students' abilities to understand, use and produce language in a variety of forms, for a variety of purposes"

3.6 Use of computer software

Following the trend of 'student portfolio' reiterated in 3.4 above not executed with pen and paper or in a cardboard but done instead entirely with technology – referred to as MALL (Mobile Technology for Learning) (Kukulska-Hulme & Shield, 2007, 2008). Currently, ICT companies have championed and developed thousands of learning software in all areas of learning including the use of the English language. These software inculcates virtually all aspects of the language such as dictionaries, words, etc. This is what learning in general and English language specifically has become. 'Provable demonstrations' of students' work is now undertaken using student-made videos, blogs, podcasts etc. According to Eaton (2010):

> This is not about using technology for the sake of using technology. This is about using technology to demonstrate students' learning in order to show how they themselves reflect upon the impact language learning has had on them, and then, sharing it with others through technology that they use to create their own projects.

Besides the technology used to demonstrate students learning are those that 'facilitate' students' learning. These technologies can be synchronous or asynchronous. Synchronous technology are those which can be used real time such as Skype, Moodle or virtual classes while asynchronous or not-real time technology which include the use of podcasts and blogs. In a few years it is expected that asynchronous technology will give way to synchronous as they become more advanced and more probable that 'apps' will entirely replace textbooks (Sun, 2014; Sahoo, 2018).

Following the behavioural approach, today most institutions of learning have inculcated 'language labs' where student gain auditory exposure to the language. It offers learners an opportunity to hear the language they are listening to in the voice of a native speaker. Unlike the language labs of the 1940s and 1950s where students would be corralled into a laboratory at an appointed point in time and to follow prescribed program, these audio programs are easily available now in the forms of satellite radio, internet radio and podcast (Eaton, 2010). Thus, in the 21st century the expensive and burdensome approach to constructing an audio lab have been extinct as it is not a wise use of schools' limited money, time and resources

3.7 Change in goal of teaching the use of English language

Two key changes in the purpose of teaching English as a foreign language has arisen over the decade. Traditionally, the goal of learning the English language was the 'native-speaker variety following the culture, perceptions and speech of the native-speaker' and the native-speaker occupied the privileged position of the owner of the English language, arbiters of acceptable pedagogic norms and guardians of its standards (Jenkins, 2000). This has changes as first, it is averred that English language learners should not aspire to become 'native' speakers of the language since they already have official languages of their own; but the goal should be to learn the English language as "a means of communication". There are currently varieties of the English language such as Filipino English, Singaporean English and there is less pressure to transform foreign-language speakers into mimics of the native-speaker. Secondly, the use of English language should not be perceived as "an end in itself" but as a "mean to an end" i.e. to acquire other content such as learning of mathematics and science (Shulgina & Saragan, 2017).

3.8 Teachers as lifelong learners

Given the change of the globe as a knowledge-based society; for an English language teacher to remain relevant and competitive as well as employable, it is now expected that English language teachers engage in continuous professional development from inception to the end of their career life. In consonance with other teaching professions, English language teachers are expected to be responsible and accountable for their own continuous learning activities, professional training and enhancement of their knowledge and skills.

4. THE NIGERIAN SCENERIO
4.1 Use of English in Nigeria

The socio-political history of Nigeria indicates how English language became subsumed into the Nigerian educational

system. Nigeria is a multi-ethnic and multi-lingual society and in order to ably colonize the country, the British had to introduce a language that will smooth-out this divert and help them effectively run their colonial administration (Bamgbose, 1982). Nigerians who were then made clerks and interpreters were trained and those who wished to attain the prestige of working for the colonial government strife to gain mastery of the English language. This was further strengthened by the missionaries who set up formal schools to train children in English language so that the gospel can be propagated and when the British government later gained control of these schools they further strengthened the use of the English language by making it a core subject as enshrined in the colonial ordinances of 1882 and 1887 (Njoku & Izuagba, 2001). In fact Commissions such as Phelps-Stroke Commission made the English language the yardstick for measuring intelligence as well as the awards for academic excellence and certifications.

This system did not alter much even after colonialism gave way to independence in 1960. Currently, the English language is used in Nigeria as an official language professional, academically and transactional. It is the language of education, prestige, trade and commerce, politics, utility, mass media and religion. The use of English is divided into three major circles: the 'inner circle' which is grouping for users of English as a mother-tongue (first language) such as Canada, America, Britain, Australia and speakers within this category is estimated to be about 375 million, second is those within the 'outer circle' made of those who use English from when they were born such as those from Singapore, Philippines and Nigeria. Speakers within this outer circle have had the capacity to adapt the English language to their own such as using 'the pidgin English' in Nigeria. The Pidgin English is actually a blend of the Nigerian multicultural and multilingual norms and the socio cultural ethos of the Nigerian people (Njoku, 2017).

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Adegbija (1989) posited that this hybridization of the English language to Pidgin has now influenced spoken English giving rise to the use of expressions such as: She is an Igbo lady; Many girls are involved with sugar-daddies; A lot of youth are now gossipers; People do not mind their own business; and the cultural norm of giving respect to elders and title holders have brought expressions such as His royal highness, the Ndigbo of 'X' land has just arrived (ii) The Iku Babayeye Alaafin of Oyo will now give his speech (Adegbija, 1988; Ajayi & Osalusi, 2013).

When communicating with those within the 'inner circle' a Nigerian is adept at using a range of multinational codes of the English language and can still make use of the pidgin when communicating with a fellow Nigerian. The third group is made of those within the 'expanding circle' referring to countries where English is used strictly as foreign language such as those in Asia and this group is estimated at 100 million. The common method of adopting English language in Nigeria is through the direct form which is sometimes called the natural method. This method does not make use of the learner's native language in passing instructions but only the target language – in this case the English language. Teaching here focuses on oral skills, teaching concepts and vocabulary through pantomiming and visual materials. The Nigerian English language curriculum which is designed to meet up with the standards of WAEC seeks to examine how well the user can understand spoken language, the extent to which the English language learner can be understood easily when he communicates, how well the learner can comprehend reading from textbooks and how well the leaner can write for others comprehension. Furthermore, the inculcation of tools of technology and the internet have given rise to new expression from Nigerians when using the English language (Aremu, 2014).

These are drawn from participation on social media platforms such as Twitter, WhatsApp, Facebook, LinkedIn and 2Go where

serious hybridisation of English language have taken place giving rise to words such as 'lol' lot of laughter, 'uwc' you are welcome.

4.2 Teacher and the Use of English Language

Most of the trends in the use and teaching of English language such as change in the goals of teaching and using the English language, early start in teaching English, change in the approach to teaching culture, changing the perspective of an English teacher, change in test design and teaching curriculum, e-learning, strategic teaching and learning and the teacher as a lifelong learner all inculcate teachers. Given the trend of portfolio demonstrations students are harnessing their creativity more to express themselves and demonstrate what they know and this is where teachers come in again. The challenge here is for teachers as "teachers have to find a way for student to do this". Today's trend of learning allows students to be creators and not simply consumers. The topics of interest in today's language classrooms are Content-based language instructions (CBLI), Content and language integrated learning (CLIL), Sheltered Instructional Observation Protocols (SIOP) and English for Special Purposes (ESP). Curriculum design inculcates two aspects: content-based and theme-based with emphasis on language and content knowledge.

Given such changes, the role of today's English language teacher is also evolving with rapid rise in responsibilities. English language programs now require teachers to make use of cross-curricular, cross-disciplinary content so that their students can grasp both as the learning outcome have become broader inculcating language skills, critical thinking skills and related content skills in the real world laying emphasis on both the products and the learning process.. Teacher would need to meet up with the seven most important English language skills as outlined by Trilling and Fadel (2009) referred to as the '7 Cs': (i) critical thinking and problem solving, (ii) creativity and

innovation, (iii) collaboration, teamwork and leadership, (iv) cross cultural understanding, (v) communication, information and media literacy, (iv) computing and ICT literacy and (vii) career and learning self-reliance (p. 176).

The integration of technology is not an add-on but a must in for teachers. English language teachers should now realise that teaching is not a solitary activity currently but should incorporate opportunities to co-teach, team-teach and collaborate-teach (with other teachers) (Chanmugam & Gerlach, 2013). Co-teaching demands that other stakeholders such as parents, school administrators, education boards, local and larger communicators should take responsibility to educate students and implement all curricular mandate guided by the teacher (Sun, 2014). Teachers' role revolves around the following:

1. Teachers should be prepared to function in learner-centred classrooms: Students do not require that teachers spoon-feed them in today English language environment; thus teachers' role in English language classroom would be supported through the WWW journey and help student make sense of the resources that meet their needs. Personalized instructions that recognise the uniqueness of each language learner should become possible where student ae allowed to make their own choices – an ideal recipe for better outcomes in learning.

2. Teacher should be receptive to engage students as producers of English language content: with easy access to smartphones, tablets and laptops teachers should encourage their students to move away from using these gadgets only for communicating and chatting with friends to producing digital content such as blogs, infographics, how-to videos, books and tutorials. In many English language classrooms using Nigeria as a case study students are prohibited from using these

devices during class times and encouraged to still turn in their assignments in worksheets and handouts. If guided appropriately assignments can be produced in form of blogs, movies or digital stories that students would feel proud of and share with others.

3. Teacher should be prepared to learn new technologies continuously: the adage that says "experience is the best form of learning" is key in this. To be better interactionist of the English language, teacher should themselves be avid users of these technology and not just users but continuous and consistent ones. While it is costly to acquire some gadgets, upgraded versions of new software are usually inexpensive and in most cases free. It is advantageous for teachers to belong to community of other tutors so they can keep up with new trends and practices.

4. Teachers should be able to engage in collaborative or project-based learning (creates blogs, Chat Groups and Websites): Collaboration – the intentional grouping and pairing of learners for the sole aim of achieving a learning goals- is a trend of the 21st century. Barkley, Cross and Howell (2014) averred that it is a variety of educational approaches involving joint intellectual efforts by learners and learners and teacher. Whether teachers should blog or not blog should no longer be an issue to be debated on, but should know how effective these blogs can be of help in classroom discussion. Furthermore, when a teacher can effectively organize their teaching resources and activities on their personal websites it would help in bringing their students learning experiences to a whole new level. Chatting can aid students' interaction with their English language teachers on a day to day basis. As opposed to paper work, sharing links and digital communications can be more collaborative, interesting, engaging and fun.

5. Teacher should not hesitate to innovate: Teachers should be able to develop their own teaching toolkits using available and free resources such as Open Educational Resources (OER), Massive Open Online Courses (MOOCs) and hundreds of available videos on YouTube Channel and those presented as TED talks. As new pedagogies and technologies keep emerging, the teacher should endeavour to adapt to new ways and discard old inessential ones.

6. Conclusion

The world trend shows that it is changing at a faster pace and so is the way we learn, teach and have access to learning. Traditional and sacred role of the teacher is given way to more collaborative approach. The trend has given rise to a more learner-centred, technologically driven and more collaborative forms. Students now seek not to be tutored but to be guided, coached and mentored; students can have access to learning modes that their tutors and teachers never had access to. In terms of English language, the focus has shifted from mere memorization, grammar and learning from rote to using English language as a medium to connect to the world. The emergence of new possibilities in English learning via technology has engendered new directions for English language teaching. In the light of the study's findings the following recommendations are proposed:

1. Teachers should be made to undergo in-service training (INSET) which should inculcate school-based and off-site training programmes and must include learner-centred pedagogy and school-management compulsory for teachers and administrators respectively.
2. There is need for teacher to be encouraged to create their own web-based interactive language lessons.
3. Teacher require institutional support at all levels from funding and release time to attend self-development

training which should be part be of their work-agreements.

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