

THE NEED TO EQUIP THE ENGLISH AS A SECOND LANGUAGE (ESL) TEACHER WITH CURRENT PRACTICES FOR EFFICIENT PERFORMANCE

By

Obianyo, Josephine Ego.

E-mail: obianyojoe@gmail.com | 08036902079

English Department, Federal College of Education, Kontagora.

Abstract

Education of the citizens of a nation is very important for the purpose of which every nation makes frantic effort to achieve using her vibrant citizens. Teachers are the agents of this education and as we are all aware, Nigeria is a multilingual nation and English is the official language of communication, language of business, commerce and industry among other functions. In schools, English language is taught as a second language and also the medium of studying other school subjects thereby making more pronounced its role in the school system. This research intends to investigate who a teacher is, then an ESL teacher, qualities of an ESL teacher, the current trends in modern language teaching among other objectives. The role of English language in Nigeria demands that English language teachers must be effectively equipped. Because English language is taught as a second language (ESL) in Nigeria, the teacher is referred to as an ESL teacher. An ESL teacher in this modern era needs to be equipped because of innovations in all fields of education. The avenues for such equipping include: sponsorship to conferences, seminars, workshops, on the job training among other trainings. Teachers are expected to be exposed to activities that will keep them abreast with modern technological applications in language teaching and learning. When this is done, better performance is expected of them in the job. When citizens of a country are able to acquire the necessary skills through education, they can easily apply the knowledge in diverse areas to connect the country to other parts of the world for cooperation across borders and boundaries.

Keywords: *Current Practices, Education, ESL teacher, Equipping, Performance.*

Introduction

The teacher in general and the English as a second language teacher in particular, as one of the major stakeholders to the success of education, is making frantic effort to achieve the aims and objectives of this sector of the government being aware of the vast array of problems bedevilling it. Development of every

nation of the world no doubt rests on the teachers, the bedrock of who and what the citizens and the country in general become. Diverse scholars in agreement with the above have this to say: Oyetunde and Muodumogu (2004) asserts that education is a veritable instrument for building and sustenance of any nation. Furthermore, according to Oyetunde and Muodumogu, what a nation becomes is dependent on the type and quality of education provided to her citizenry because no nation can rise above her educational system. In agreement with this, Ukeje (1999) opines that teaching is a process of nation building, and the teacher an instrument of nation building because school is the mirror of the society and an agent of societal change. For instance, students today are graduating to a world that is interconnected as never before. All the major challenges whether in health, environment, poverty or peace and security require co-operation across borders and boundaries.

This implies that the classroom teacher is accountable for the destiny of every nation because, there is a strong tie between his instructional activities, the eventual outcome of his instruction and the development or otherwise of the nation. Since the positive or negative influence of teacher's actions has multiplying effects on the destiny of persons, groups and nations, teaching becomes an overwhelming responsibility and a task word (Eze 1983). By implication, the teacher is faced with a multifarious task which must be effectively carried out if an efficient result must be achieved. It is in this view that this paper seeks to re-emphasise the need for the equipping of the ESL teaching in other for the teacher to keep abreast with current practices in teaching and learning. This paper therefore aims at:

- Reviewing who a teacher is;
- Defining the ESL teacher;
- Re-examining the qualities of a good ESL teacher;
- Outlining some innovations in modern language teaching;
- Putting forth best ways of equipping an ESL teacher;
- Finally, finding out conditions that facilitates the realisation of the goals of the modern ESL education.

Today, world economy is so globally interconnected that one in five jobs everywhere is now tied to international trade. Different employers in different fields see it as impossible or foolhardy working in isolation from the rest of the world. The knowledge of this and other forms of changes bring us in direct contact with people from other parts of the world. The question then is "Does our education systems take into cognizance the needs of the learners in current world setting? To this reality, .Olaofe (2013), in his book "Teaching English in Adverse Situation" opines that language teachers and students at all levels from primary to the

university levels of education, need mastery of the rudimentary aspects of English language and literature teaching. This is as a result of the setbacks ESL teaching and learning has suffered. This domain defines the content that is at the core of being a teacher who works with English Language learners (ELLs), as well as the role of the teacher in applying this knowledge of English to foster ELLs' acquisition of the language in the classroom.

It is important for ESL teachers and content area teachers who instruct ELLs to have a conscious knowledge of the components of language as a system. This therefore addresses the fundamental knowledge a teacher in this field should have to effectively engage in the task of addressing the language needs of ELLs so that they can acquire grade-level content such as mathematics, science, and English language arts. This knowledge of English goes beyond having a grasp of English grammatical rules to having an understanding of language as a system of rules and beyond. The fundamental knowledge includes awareness and understanding of the separate components of the language system, such as phonology, morphology, semantics, and pragmatics or discourse. As part of this domain, teachers are also expected to be aware of how language changes and how users of language have access to different varieties of language; teachers must also be aware of how various languages are similar or different.

Review of who a Teacher is

A teacher is a person who coordinates the content of a lesson, arranges or organizes them and maps out good thought, following the existing techniques, approaches and methods, applying relevant ones with the aid of the available teaching materials to effectively impart the knowledge of the content to ready learners for effective skill and knowledge acquisition in teaching and learning situation. This implies that if the content of a lesson is not organized or arranged, it may lack coherence thereby, may not impart the required skill and knowledge in the ready learners. Okeke (2004) opines that "teacher" represents a complex of loyalties and social ranking in the past but this no longer obtains because a teacher is no longer seen as an encyclopaedia of human knowledge. The vast nature of the realm of knowledge has made the reputation of the teacher rest on the investigation and teaching of a small fragment of a single specialization. This means that the term teacher is no longer generalized to cover a wide range of people and domain of knowledge rather, it refers to specialists in the area of education who have what it takes to prepare learners for knowledge application in different areas of life as situation demands.

According to Thomas (1969) the word teacher covers all those persons in schools who are responsible for the education of pupils. By implication, these views of the term teacher embrace all who discover or order, transmit, disseminate, appraise or administer in any learning and teaching process. To Nwalado (2015)

and Oyekan (2006), a teacher is described inter-alia; a guide, a communicator a modernizer (a bridge between generations), a model, a researcher (one who does not know and wants to know), a counsellor, a creator (simulator of creativity), an authority (one who knows), a camp breaker, an inspirer of vision, a routine manager, a story teller, an actor, a scene designer, a community builder, a learner, one who faces reality squarely, an emancipator, an evaluator, a conservator (redeemer and saviour), one who culminates, a disciplinarian, a mediator, a parent substitute, a judge, a confidant, a surrogate of middle class morality, a scholar, a curriculum implementer.

This means a teacher is that man or woman who engages in diverse activities in the classroom guiding a group of people referred to as learners towards achieving a set goal for every given task in preparation for a future goal. In the views of the two scholars above, the attributes listed of the teacher are very sensitive because any one who lacks these qualities is not worth being seen as a teacher. English as a second language teacher therefore is one who in schools is in charge of students' acquisition of knowledge via English language. Azikiwe (1998) sees a teacher as the cornerstone of any country's education and in line with this; a lot is expected of him/her. In the case of English in Nigeria, the author sees English as a second language teacher as a person who is an expert in the process of second language learning in English. Hence, a lot is expected of the teachers of English as a second language in Nigeria. ESL teachers have a task which demands not only their being proficient in the language but also their possessing other qualities that will help them to perform the task. Their task is to impart the right skills effectively on learners for acquisition of English language skills. These learners are those who need this knowledge for both in class and latter work life knowledge applications especially at this era of globalization that the entire world has been generally connected by web network. This implies that any ESL teacher who is not competent in current technological requirement of the modern world is not fit to handle ESL teaching as the situation demands. There are a number of professional development structures that can incorporate the ESL teacher for training to enable them keep abreast with current trend in modern language teaching for efficient performance of learners as situation demands.

The ESL Teacher.

The ESL teacher is one who in school is employed to teach learners who already have acquired a first language (L1). According to Jimmy (2018) teaching ESL means teaching English as second language. "Others use the term "Teaching English as a Foreign Language" (TEFL). ESL teachers teach English to people whose mother tongue (MT) is any other than English. This is more than merely teaching grammar, writing and vocabulary. ESL is a high demand subject of instruction that continues to experience growth in schools in most parts of the world. Students

under the ESL class are referred to as English language learners (ELLs). Teaching English to Speakers of other Languages (TESOL) is another term used in referring to TESL and this equally refers to situations of learning English as a second language. English is the official language of Nigeria and as a multilingual, multi-ethnic, and cultural diverse nation, English and its mastery are an important part of educational development. ESL is offered to people of all ages.

The ESL teacher requires creation of ample opportunities for the learners on the area of the use of language. According to Blumfit (1985), the opportunities could be provided by fluency work in which the students are expected to concentrate on the communication task, and use of language instead of on formal accuracy in the use of the language. Instances of such tasks are minimal pairs practice, simulation, role play activities and communication games. Azikiwe (1998) stresses that these activities will enhance in language provided corrections are not given to mistakes in the process of the activities. In other words, identification of students' mistakes should be played down.

The global use of English has not only led to the modification of the learning objectives within the communicative approach, but has also enhanced the development of 'appropriated' language pedagogies, that is, new approaches to ELT which take into account cultural background and the specific needs of students in the Periphery. Canagarajah (1999, 2002), Singh, Kell and Pandian (2002), present ELT models which encourage students to draw on their own cultural resources and explore social and ethical issues in the process of English language learning. The core of Canagarajah's "pedagogy of appropriation" and Singh, Kell and Pandian's "multiliteracies pedagogy" is a critical and reflexive learning of English which involves students in the contextualization and transformation of the dominant Centre discourses and helps them find their own voice in the representation of reality. These pedagogies enable students, in terms of Pennycook's ideas (1994) of "writing back" and "teaching back", to question the Problems of dominance, inequalities and dependencies "...which have typically remained invisible and unchallenged in ELT" (Singh, Kell and Pandian 2002: 250). This process of appropriating language teaching methods contributes to the empowerment of the Periphery communities by providing them with opportunities to challenge the nature of unequal relationships. On an ideological level, implementing critical pedagogies can help the Periphery in the transformation of English from the language of dominance into the language of resistance, and thus reduce a mostly one-way flow of ideas and values from the Centre to the Periphery.

For effectiveness in language teaching where the English language teacher belongs, Morrison (1979) identifies the following as the qualities required of a language teacher;

- Good model of speech
- Thoroughly conversant with modern English usage

- Being aware of potential areas of difficulty of the learners.
- Being familiar with a variety of approaches and methods for teaching.
- Being able to modify and supplement instructional materials.
- Being familiar and keeping abreast with current knowledge in the theories of teaching and learning languages.
- Having sufficient knowledge of the culture of the speakers of the language.

The above among other factors qualifies one as a language teacher in general for effective performance in the teaching and learning situation in addition, there are still specific qualities an ESL teacher should be known with and these will be examined in due course. Bearing this in mind, the question is; how will the teacher be assisted to nurture these qualities? It is believed that the ESL teacher already possess these skills and qualities haven been trained as a professional teacher. As a professional, how does he perform the following functions?

- Increase ELLs or students English language production and peer interaction. That is student to student or group interactions. ELLs are required to use English to explain concepts and contribute to work.
- Explicitly teach English language vocabulary and structure. Teachers play a critical role in supporting language development. Beyond teaching children to read and write in school, they need to help children learn and use aspects of language associated with the academic discourse of the various school subjects this is why the ESL teacher is expected to be prepared at all times.

Qualities of a successful ESL teacher

Generally an ESL teacher is expected of possessing certain qualities that will enhance the success of the job. Various scholars have put forward different qualities expected of a good ESL teacher among them are: Anderson (2018) who outlined six qualities required of an ESL teacher thus: Genuine relationship with students, understanding of students cultural background, understanding the individual needs of students, training in second language education techniques and approaches among other qualities. In same manner Verner (2016) posited five qualities every ESL teacher should these are: Flexibility, creativeness, being organized, good at getting students to talk as well as being knowledgeable. Taylor (2016) came up with seven qualities of every ESL teacher and these are: Dedication, organization, patience, strictness, altruism, fun, and reflection aka “evolve or die”. Another scholar is Jimmy (2018) who listed thirteen qualities which he tagged rules as follows: don’t be a doctor, maximize your students talk time, learn to be quiet let the students do the work, be a coach and provide feedback, use humour in the classroom, be a creative ESL teacher and make lessons fun, Keep students busy, try

out New things, reflect and seek out feedback, look presentable as an ESL teacher, don't be sensitive and upright, don't be a Racist for those within the native speakers environment, be knowledgeable of other cultures and countries, and finally forget a bad day at the office.

Some of the above qualities are closely related to each other which is why one needs to see their importance in the work of a teacher. The ESL teacher therefore must be mindful of them and try to develop and nurture them for effective and efficient performance.

Challenges of ESL teaching

The ESL teacher is faced with a lot of challenges due to the dynamic nature of the society and the constant innovations being experienced in all areas of human life. Among these challenges according to Olaofe (2013):

- a. Changes in curriculum, teaching method, application of learning theories.
- b. Increase in school enrolments across educational levels.
- c. Limited teaching learning resources.
- d. Problem of variety of the language to be taught.
- e. Attitude of people towards the teaching and learning of English in Nigeria.

According to Solanki and Shyamleel (2012), Susikarau (2013) and Pourhosein Gilakjani (2017) basic changes have come in classes beside the teaching methods because chalk and talk teaching method is not sufficient to effectively teach English. Raihan and Lock (2012) stated that with a well-planned classroom setting, learners learn how to learn efficiently. Technology enhanced teaching environment is more effective than lecture based classes. They therefore advised that teachers should find methods of applying technology as a useful learning instrument for their learners although they have not learnt technology and are not able to use it like a computer expert.

The application of technology according to Patel (2013) has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancements.

Equipping the ESL teacher

Goals are always established with measures in place to the achievement of these goals. The success of such goals rests on the standard and relevance of the measures established for its achievement. This also applies to the work of the ESL teacher in the educational system. Akintunde (2015) opines that English language is indispensable to the life of Nigeria as a nation considering its pluralistic nature and on a close look at the various official linguistic figures posited by linguists.

These linguists are: Bamgbose (1971) and Jibril (1982) who gave their estimates at about 400 and 200 respectively. Crozier and Blench (1993) suggested 436 languages: Adegbija (1998) proposed 400, while Lewis et al (2013) Ethnologic language database postulate 522 living languages as spoken in Nigeria. The language enjoys a higher status not just in Nigeria alone but the world over. For instance, Feryok (2008), points out that English has spread globally which has led to the content of school subjects being taught in English even in Malaysia. In addition Akintunde (2015) stresses further the place of English in Nigeria and the world at large when she points out that research has shown that half of all business deals in the world are conducted in English, two thirds of all scientific papers are written in English and over seventy percent of mails are addressed in English. Equally, she states that Nigeria as a Common Wealth nation, adopted English as her official language in order to cope with the increasing global demands, even though as a pluralistic entity, the official number of languages being spoken in Nigeria, remains elusive. This means that English has gained more recognition globally and in view of this whoever is teaching this subject deserves to be fully equipped. Being equipped here refers to the act of having access to whatever is required to achieve a positive result in the teaching and learning of the subject or in the medium of the subject.

According to Hornby (2001) equip or equipping as a verb refers to providing somebody or something with the things that are needed or necessary for a particular purpose or activity. Equipping an ESL teacher therefore refers to providing necessary materials, environment, good welfare required for the achievement of the set goals in ESL classroom and even beyond for a high standard and success in the entire education system in Nigeria. Education on the other hand, is seen by Hornby (2010) as a process of teaching, training, and learning especially in schools and colleges. In the same vein, Ryan and Copper (2010) defined as a process of human growth through which one gains a greater understanding and control over himself and the world. This embraces one's mind and body in relationship with the people and the world around such a person.

By the fore going, education is an all embracing activity in the life of an individual through which a person is fully made for easy application of skills acquired through education in solving life problems in all environments."No education system can rise above the quality of its teachers" (FRN 2004). In assertion to this, Ene (2015) opines that teachers are the bedrock of the education system throughout the world. Ene commented that Jack Jean Rousseau as cited in Imogie (2010) said that man believes that education has the power to set him free, but everywhere he is in chains for want of good teachers. In line with this, Imogie (2010) stated that education should prepare us for a changing society and should itself, generate social change. He went further to state that old problems no longer respond to old solutions. This is one reason Ene (2015) believes teachers' preparation for English Language Teaching (ELT) should be thorough. This is a

clear pointer to why the researcher gave a second thought to the topic at hand. We live in a dynamic, evolving and innovative society where man in awareness of the future is always in search of solutions to his day to day problems as they emanate.

The ESL Teacher and Effective Knowledge and Skills Acquisition in Education.

A heterogeneous nation like Nigeria, no doubt would have been faced with the problem of the choice of national language because of multiplicity of languages in the country. However, the role of English language in Nigeria has taken charge of this problem. English language is fast impacting lives today as the world's language and this has bearing on us all as world citizens. Federal Government of Nigeria (2010) outlines the following as the importance of English in the world and its implication in Nigeria;

First, English is a language that is a mother tongue to about a tenth of the world's population but is a second or foreign language to a fourth of the people in the world. As a language used by a quarter of the whole world, it is virtually the language used by most people in the world because there is no other language that is spoken by as many people. Besides this language continues to grow steadily the world has English vertically on every country on its curriculum....This means that if you find yourself in a foreign country, chances are high that you would be able to communicate with at least a few people there....most of the news media in the world have at least some programmes in English language....

.... Most of the research reports round the world are in English language....

What this means is that as Nigerians and world citizens we cannot do without proficiency in English language which is a key to the success of our school subjects which are taught in the medium of English language. In ESL context, students are taught or given instruction in English language geared towards language acquisition. For instance, the objectives of teaching English language in Nigeria according to Tiffen (1969) are:

In Nigeria, English teaching is not simply a question of acquiring certain amount of the language for limited cultural purposes: it is a question of ensuring that pupils have complete mastery of the language, and ability to use it should be almost second to none in nature.

The above clearly explains the objectives of learning English as a second language in Nigeria. English is a unifying force in Nigeria, an official language, language of wider communications among the various ethnic groups and medium of instruction from primary four to tertiary level, adequate proficiency in English is a necessity. The importance of English language in Nigeria is so numerous and scholars such as Ene (2015), and Akindede (2013), have asserted to this when they said, "the importance of English language in Nigeria is so numerous". Its functions

in the society as well as in the individual Nigerian's life is enormous among which are; means of instructions in our primary, post primary and tertiary institutions". That is English is used to learn and teach all school subjects, since all the texts of these subjects are written in English. The globalization of English has brought contradictory results. On the one hand, in many countries English has successfully superseded other competing languages, but on the other hand, the global use of English has given rise to the fragmentation and hybridization of the language itself. 'New Englishes', or regional varieties of English have developed in the Outer Circle countries where they have become marks of the cultural identity of ESL users who have appropriated English by adding peculiar lexical items, by making changes in pronunciation and grammar, by employing local pragmatic conventions to meet their communicative needs.

As a result of its widespread use, the 'ownership' of English and the exclusive status of the traditionally defined notion of Standard English has become challenged. As Crystal (2000) claims: "...no one 'owns' English now. Although there was a time when the British 'owned' it, through its historical connection, English is now used in so many places by so many people that it no longer has a single centre of influence". Like other parts of the world, in Nigeria today, there are varieties of English spoken by different groups but it must be noted that among all these varieties, there is an acceptable one, common among the educated class which equally is the variety used in schools for intelligibility. This variety some decades ago was referred to as the Received Pronunciation (RP) English. However because of the dynamic nature of the society, it is no longer accepted thus, but in pronunciation, we rather have BBC accent. This is one of the reasons why the ESL teacher is expected to be current in all that has to do with teaching and learning English since it is a foreign language in our midst.

The ESL teacher therefore has to prepare himself/herself to impart in the learner the acceptable standard of language skills for knowledge acquisition to perform the following functions in education: comprehend, apply, analyse and synthesize in the classroom and beyond. Williams (1983) made this more specific by giving the following outline of the objectives of English language teaching in Nigeria thus;

- * Ability to speak fluent and acceptable English.
- * Ability to understand simple conversational English spoken at normal speed
- * Ability to comprehend contemporary English of a level, appropriate to the learners' age and required level of attainment.
- * Ability to write clear, acceptable English on such topics as prescribed.

Williams (1990) went further to state that though the objectives appear to be general in nature, but they are more specific and are achievable even at the primary school level. It is based on the objectives of English language learning and the importance of English language in Nigeria that this paper looks at training an ESL teacher to attain modern global needs. Moreover, according to Olaofe (2013), ESL today experiences great changes in curriculum, teaching methodology, and application of learning theories. Global English and English Language Teaching (ELT) if not channelled rightly in Nigeria will pose serious problem to different bodies such as the government, the teachers, and curriculum planners, parents as well as their wards.

The increasing number of non-native speakers of English who now study English as a foreign or a second language goes hand in hand with the process of re-evaluating and developing new models for teaching English. For instance, Olaofe (2013), in agreement with the above said that, apart from the earlier observation on the state of affairs in ESL teaching, the following are of utmost relevance too; rapid increase in school enrolments across educational levels in the midst of limited teaching- learning resources. In the words of Crystal (2001:60), worth quoting at length:

Teachers need to prepare their students for a world of staggering linguistic diversity. Somehow they need to expose them to as many varieties of English as possible, especially those which they are most likely to encounter in their own locale...The absolutist concept of 'proper English', which is so widespread, needs to be replaced by relativistic models in which literary and educated norms are seen to maintain their place alongside other norms, some of which depart radically from what was once recognized as 'correct'.

The ongoing process of pluralization and appropriation of the English language in the old Bakhtian sense, poses new questions for English language teaching (ELT) professionals either as a foreign (EFL) or a second language ESL. What kind of English should be taught? What linguistic and pedagogical models should ESL be based upon? Obviously, the questions require different answers in the outer and expanding Circle countries because English serves different functions in these communities. However, in both the ESL and EFL contexts some aspects of ELT need to be re-examined. First, it is the choice of a model variety of English suitable for ESL students. There are several reasons why the popular native speaker model fails to meet their needs. The term 'native speaker' is problematic itself. Given the complex nature of personal identities in the globalized world, the existence of English in the age of globalization monolingual and monoculture person, who fully conforms to the standards of his/her native language and national culture is unrealistic. From a purely pedagogical point of view, achieving a native speaker's competence is unattainable. The process of second or foreign

language learning is additive and cannot imitate the process of first language acquisition.

There are many culture specific meanings and socio-cultural conventions embedded in English which simply cannot be learnt by students in all their totality. Third, the ESL learners themselves may not prefer the native speaker model since they do not necessarily have to expect that native speakers of English will constitute the majority of people they will be communicating with. In order to satisfy the needs of the students who want to use English mainly as a lingua franca, a model of English as an International Language (EIL) is being developed. According to Rubdy and Saraceni (2001) newly emerging EIL has become one of the burning issues in the study of English nowadays. Some research has been done into the nature of EIL; however a comprehensive model of this international variety has not been designed but it appears establishing a synthetic and efficient alternative to the native speaker model is a long-term task. At the same time, it is important to note that the idea of changing the model of English is not always welcomed. Applying only linguistic criteria, all varieties of English, compared to Standard English, are fully developed language systems; therefore they are equal. But local, international and standard varieties do not carry the same social connotations. This may partially explain the less favourable attitudes of some Outer Circle countries towards new varieties of English. Educators, for example in China or Singapore, still prefer Standard English and the native speaker model in language instruction.

Another aspect of ELT which needs to come under scrutiny is the tenets of communicative language teaching (CLT). Since the 1970s the achievement of communicative competence based on native speakers' language norms (usually Standard British or American English) has been seen as the ultimate goal of ELT. To put it another way, to be proficient in English has meant to approach as closely as possible the native speaker's communicative competence. The linguistic theory which stood at the origin of the communicative approach was Dell Hymes's study of language as communication in social and cultural contexts and his notion of communicative competence (Hymes, 1972). Hymen's theory became the basis for the development of the communicative competence model in ELT. It consisted of four basic competencies: linguistic (covering lexicology, morphology, syntax, phonology of English), sociolinguistic (understanding of social context and appropriate language use), discourse (inability to interpret meaning and produce coherent texts) and strategic competence (the knowledge of compensation strategies such as paraphrasing, hesitation, circumlocution) (Savignon 1983). The main aim of CLT was to use language fluently and in a manner that is appropriate to the communicative situation. The adherence to the principle of an 'appropriate' language use placed the native speaker in the position of an arbiter of 'correctness' (whatever that means), and Elena CIPRIANOVÁ and Michal VANĚO thus encouraged the preference for native speakers' norms at the expense of the

sociolinguistic and pragmatic conventions of non-native English speaking communities. The increasing number of non-native speakers of English goes hand in hand with the process of re-evaluating and developing new models for teaching English.

Professional Development needs for ESL Teachers.

It is important to investigate the type of professional development experiences that can help practicing teachers learn more about language and apply that knowledge to improving classroom practices. Ajibola (2010) posits that short-term professional development experiences are adequate. This he goes further to buttress by saying that, teaching - learning is complex and teachers need time to learn and experiment with new concepts in the classroom, just as their students do. This means that a teacher should always be ready to learn because there is no end to learning. Principles of effective teaching and learning for students extend to effective professional development which must be long-term and must incorporate opportunities for learning that centres on teachers and students. In this vein, Olaofe (2013) points out that English language teaching is controlled by many variables or principles among which are:

- Linguistic theories,
- Language theories,
- Sociolinguistic theories,
- Psycholinguistic theories,
- Tactics of the classroom language teaching learning phenomenon.

An ESL teacher who is trained in line with the above conditions and keeps in terms with it will surely carry his class along to the desired level in performance. In line with this, Hawley and Valli (1999) suggested eight principles of effective professional development; it should:

- be driven by analysis of teachers' goals and students performance:
- involve teachers in identification of the what they need to learn:
- be school based:
- be organized around collaborative problem solving:
- be continuous and adequately supported :
- be information rich:
- include opportunities for the development of theoretical understanding :
- Be part of a comprehensive change process.

Because in service teacher education on language in teaching and learning must address teachers' attitudes towards language and towards students who speak languages other than English and dialects other than Standard English, it calls for extensive commitment of time. Teachers need time to reflect on the meaning of education in a pluralistic society, on the relationships between teachers and learners, social and attitudes about language and culture that affect students (Clair, 1998)

Current Trends in Teaching and learning English as a second language.

Boraie(2013) highlighted the following eight trends in teaching English and these are:

- * Change in the goal of teaching English,
- * Early start in teaching English,
- * Change in the approach to teaching culture,
- * Changing view of an English teacher,
- * Change in teaching content and test design,
- * E-learning,
- * Strategic teaching and learning,
- * Teachers as lifelong learners.

To Ur (2009),the purposes of teaching English is to produce fully competent English- knowing bilinguals rather than imitating native speakers. However, Boraie(2013) in consonance with this stresses that as ESL learners; we are not being taught to become imitators of the target language since the ESL learners' already have native languages rather the purpose is to focus on English as a means of communication. In addition, English is not viewed as an end to itself but as a means to learn content such as, science and mathematics and here it is referred to as Content and Language Integrated Learning (CLIL). CLIL is an approach where the English teacher uses cross-curricular content and English.

Much is expected of the ESL teacher in modern world because of innovations and technological advancements which impact every area of human life. Development is pertinent in every part of an individual's life therefore, the means to the achievement of this is vital for efficiency in the citizenry. Language changes as much as the society is dynamic. For instance, Oyetunde and Muodumogu (2004) asserts that education is a veritable instrument for building and sustenance of a nation. In addition, Ukeje (1999) opines that education is a process of nation building. This implies that classroom teacher is accountable for the destiny of every nation. The work also discovered that ESL has suffered set back and this Olaofe

(2013) stresses that teacher and learners at all levels need the mastery of the rudiments of English language and literature. The place of English language in Nigeria cannot be over stressed considering the heterogeneous nature of Nigeria (Akintunde 2015) English enjoys higher status even in other parts of the world. Imogie (2010) posits that man believes that education has the power to set him free, and in view of this, education should prepare us for a changing society and equally should itself, generate social change. In view of the above, Ene (2015) believes that teachers preparation for ELT should be thorough.

English language in Nigeria is a good choice for official and national language in agreement with this William (1983) puts forward the objectives of English language teaching and in Nigeria as: ability to speak fluent and acceptable English, ability to understand simple conversational English spoken at normal speed among other objectives. The ESL teacher who is adequately equipped at this era of Information and Communication Technology (ICT) in all ramifications will be able to carry the learners along to the desired level.

Conclusion

Designing opportunities for teachers to learn about language must link three essential elements: principles of effective professional development, appropriate content and skilled professional developers. Integrating these elements presents significant challenges. These professionals need to have extensive knowledge about language, school reforms and experience (especially with regard to the current global demands in technology in all spheres of life) providing long-term professional development in schools. One way to overcome this challenge is teaming school personnel who provide professional development with university faculty or others with expertise in applied linguistics. Working together in schools, these teams can explore how language affects learning in particular context and build knowledge about language and education.

Recommendation

Having seen the demand of the modern world with effect to the needs for development, it is important to note that the teacher is the major agent of change in every society being responsible for the training of the workforce required for the change agenda. This paper therefore suggests the following:

There should be on the job training for teachers from time to time especially the ESL teachers who are dealing with English the language of instruction which has become the world's major language of communication.

The ESL teachers should always work as a team to enable them share any acquired knowledge that will keep them abreast with the happenings around the world in their field for easy currency in teaching and learning situation.

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