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Abstract

This paper examines revamping strategies for the teaching and learning of English language to meet the challenges of the 21st century's classroom. It demonstrates the need to improve the teaching strategies especially the innovative strategies that can aid the teaching and learning of English in the 21st century's classroom. Revamping these innovative strategies such as; creative task-based, blended learning, collaborative, flipped learning etc can help to resolve the challenges involved in the teaching and learning of English in the 21st century's classroom**.** The paper draws attention to the new trends in the 21st century's classroom that will bring about the desired change for effective teaching and learning of English language**.** The paper through the literature finds out that revamping the strategies will enable learners to be independent; it enhances the students' centered classroom which is a desired strategy in the 21st century's classroom. The paper concludes with the following suggestions: English teachers should blend the innovative teaching strategies with the conventional teaching methods so as to enhance learners' effective participation in the learning of English. Strategies that can increase learners' interest be adopted into the teaching of English language in other to overcome the challenges of teaching English in the 21st century's classroom. For effective revamping of the strategies for teaching and learning of English, there should be training and workshop for teachers in other to meet the challenges of teaching English in The 21st century' classroom.

Keywords: *Revamping, Strategies, Teaching and Learning, English language*

1.0 INTRODUCTION

Revamping simply means an act of restructuring, reordering, or revisiting something overhauls to make a change. Over the years, several strategies/methods have been adopted in the teaching and learning of English language especially in countries where English language serves as second/foreign language. Looking at the role of English as a global language because of its present status and roles, there is needs to revamp the strategies for teaching to meet the challenges of the 21st centuries. Revamping the innovative teaching strategies has become inevitable in our modern classroom in other to improve the teaching and learning of English language (Ugboja & Omachonu, 2022). Revamping strategies for teaching English simply means integrating modern innovative teaching strategies into the teaching and learning of English. It has been proven that integration of these innovative strategies into teaching and learning of English language will help students to develop collaborative skills, critical thinking ability and creativity in problem-solving. It places the learners at the centre of learning activities which makes learning easy flexible for the learners.

Revamping teaching strategies will bring about collaboration between teachers and learners as well as among the researchers in many ways by doing so; it reduces the challenges of teaching of English to meet up the 21st century classroom challenges. It is observed that using innovative instructional aids in the classroom brighten up class activities and the students' independent learning. It is as a result of this that Pollock (2007) states that teachers now have multiple choices which open the doors of public schools to all children, despite their culture, socio-economic status or ability. As classrooms have been changed, curriculum has been expanded to meet all students' needs and teachers are striving to help their students in their classroom to learn and develop their language learning process. The author from the above believes that in order to be a successful teacher, there is need to incorporate different learning tools keeping in mind the effective teaching methods that meet the learners individual differences

Innovation can help students to learn spelling, speech sound and pronunciation at their own convenience as interactive activities (Ochoma & Ugboja, 2022). That is why it is important to restructure the innovative teaching strategies that can brightened up the interest of the learners in modern classroom to meet the demand of 21st century's which is the age of technology. This role of innovative teaching techniques in the learning processes includes speech sounds, pronunciation and spoken English are imperative. It makes learning active, authentic and interesting (Ochoma & Ugboja 2022).

Revamping the innovative strategies because of its impact can revolve critical issues relating to problem of pronunciation in English language teaching and learning especially using modern technology. No wonder Mynard (2007), states that the integration of technology in the teaching and learning is said to be highly effective in all aspect of learning including the use of technology such as, the internet, email, interactive board, web-based learning etc. To overcome the challenges of the 21st century's challenges of teaching of the English language, there is need to revamp innovative teaching strategies in the modern classroom.

Challenges of the Current Teaching Methods

The present situation in our classroom needs some restructuring in the application appropriate teaching methods/ strategies for the teaching and learning of English. There is no doubt that English is been taught in most all our classrooms using orthodox/conventional teaching method

which is more of teachers centered and limits students from exploring their potentials. Meanwhile, teaching the alphabet and formation of new word needs some level of tweak with the innovative strategies to complement the orthodox method in the teaching and learning of English to meet up the 21st century's classroom demand. More importantly, learners of English language should be able to speak the word of the language and understand the meaning before learning the writing skills. It is worthy to note that no one method is sufficient for effective teaching and learning of the English language as both the orthodox and innovative teaching strategies are needed in the classroom (Anburai, Christopher & Ni Ming, 2014).

According to the authors, the foundation to teach English can only be established using the orthodox methods of teaching the alphabets and the words including teaching the rules of the target language. Meanwhile, teaching of the rules of the target language is found to be boring and difficult to most student when taught using only the orthodox method;

Learners as a result lost interest in learning the target language. It is therefore become very necessary to tweak innovative teaching strategies to accommodate all aspect of language learning in the 21st century's classroom. Revamping innovative teaching strategies is highly inevitable especially for students at the higher level who already have the background knowledge of the language to collaborate using revamp innovative teaching strategies.

In line with the above, Kannan (2009), in his own view states that students learn the basic grammar in schools with the focus of passing an examination or test and not for the purpose of acquiring competency in communication using the target language. This why proper attention must be given to revamp innovative strategies that can aid the teaching and learning of English language. This study emphatically argues that learners only study to pass examination in English language but not fully committed to the mastery of the language; probably because learners are only taught to regurgitate the experience rather than teaching them using some revamp innovative strategies that gives learners freedom for critical thinking ability which will result in creativity. On the other hand, Fatiloro (2015) expresses further that English as a Second Language (ESL) learners experience mother tongue interference phenomenon which deals with problems that learner encounters when transfers the acquired skills in his native or indigenous language to his second language. To overcome this mother tongue interference, revamp innovative strategies is needed to resolve the problem encountered in the 21st century's classroom.

Some Innovative Teaching Strategies

Some innovative strategies are discussed below in other to justify their effectiveness in resolving the challenges of 21st century's classroom.

Task-Based Instructional Strategy (TBIS)

Task-Based Instructional Strategy was propounded by Prabhu in Bangalore project (1979-1984), in Southern India (Rumicha, 2012). It is based on the belief that students learn more effectively when their minds are focused on the task, rather than on the language they are learning (Willis & Willis, 2001). In teaching ESL, teachers have been using tasks for many years. Traditionally, some teachers have used tasks as a follow-up to a series of structure/function or vocabulary based lesson; hence, in the past, task was a piece of translation often from a literary source (Skehan, 2001). TBIS is an innovative strategies needed in the modern classroom to overcome the challenges of 21st century's classroom since it help learners to focus their attention on the task while learning the

language, it also gives room for collaboration since it is the prerogative of the teacher to give the task either in group of three to five and above therefore allowing learners to collaborative in other to bring out the best in them.

Blended Learning Approach

It is also known as hybrid learning. It is an innovative teaching approach that blends technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experience (Ugboja & Omachonu, 2022). The learning approach is one of the most modern approaches of teaching and learning which helps in solving the explosion problem; that is, the growing demand for education and the problem of overcrowded classroom. Blended learning has expanded our modern classroom, it was introduced in distance learning, which has expanded the opportunities in education by educating and rehabilitates workers without leaving their jobs. It helps in teaching housewives at their convenience and therefore eliminating illiteracy to raising the literacy rate. Blended learning approach increases learning effectiveness to a large degree, decreases the time required for training, decreases training costs, allows the learner to study at his favorite time and place, allows for live interviews and discussions on the network, provides updated information suiting learners' need, and provides simulations, animations, practical events and exercises and practical applications (AlShunnaq, Bani, & Domi, 2010).

Blended learning is one of the contemporary trends of education and one of the new trends in teaching in the twenty first century. It can be described as an educational approach in which more than one means is used in transmitting knowledge and experience to learners to achieve the best of the learning outputs (Freihat, 2004); accordingly, this approach combines the advantages of e-learning and the benefits of classroom. It is based on the integration of the traditional learning and e-learning which is face-to-face as well as distance learning. Thorne (2003) suggests that blended learning is the integration between e-learning and face-to-face instruction. Blended learning because of its impact is recommended in the modern classroom for teaching and learning of English language to resolve the enormous crisis in the teaching of English.

Flipped Learning

Flipped learning was developed by Jonathan & Aaron (2012). The two scholars were high school chemistry teachers. The authors agreed on some factors that teachers should consider in flipped learning classroom. According to the authors, flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space   to the individual learning space, where individual can watch video ahead of the classroom activities which have been transformed into an interactive learning environment where teachers guide learners as they engage in learning through collaboration, critical thinking and creativity on the subject matter

Teaching methods can be broadly split into two categories consisting of the teachers-centered and learners-entered approaches. Whereas, the teacher centered approach uses the traditional lecture method to transmit knowledge to students, the learner based approach facilitates the learning process by encouraging students to discover knowledge using revamped strategy. According to Ochoma & Ugboja, (2022) the flipped classroom "also known as the inverted classroom is one of the learner centered approaches that depends on active techniques and modern technologies to engage students in the learning process. Flipping allows students to engage more deeply with the learning materials thereby building their analytical abilities as the means for knowledge

acquisition. Using the flipped classroom approach, students take responsibility of their learning. The approach frees time for gainful engagement between students and teachers in the class: it creates the opportunity for teachers to address the unique learning need of students

In the view of Bennet (2005) technology has changed the way of doing everything, and education is no exception. Flipping the classroom can be as simple or as elaborate as the teacher wants to make it. Low tech teachers can flip classroom instruction with a simple made video he or she makes, or choose one from shared files. High tech teachers will explore software and technologies to enhance the flipped classroom learning experience. Students can post and form groups for working on projects together. Files too large to share by email can be sent. Videos can be viewed on computers, laptops, iPods, smart phones, e. t. c. Students with no computer access (rare these days) can be given a spot in the classroom, computer lab or media center. This is also a good place for students who may need to review the material while in school. Flipping the classroom also makes significance differences in instruction based, it makes learning easier for the students since everyone does not necessarily need to do the same task in class therefore create room for individual difference in the class since learners are placed at the centre of the learning activities.

Collaborative Learning

Most innovative techniques embrace the four Cs in education that is; communication, collaboration, creative thinking and creativity (Ochoma & Ugboja, 2022). Collaborative learning is a strategy of teaching and learning that involves group of students working together to solve a problem, complete a task, or create a product. Learning flourishes in a social environment where conversation between learners and teachers takes place. Collaborative learning can be made available by certain technologies, such as e-mail, weblogs, message boards, chats, and teleconferencing (Ruiz, et al. 2006).

There are several advantages of collaborative learning. For example, collaborative learning allows the fostering of a spirit of cooperation among the students; it enhances the potential of the students and increases their writing ability. In addition, the mission of the students' collaborative learning design is to provide opportunities for students to communicate effectively to encourage mutual support in order to master the purpose of the lesson. Bower and Richards (2006) states that there are large benefit of collaborative learning, such as the evolution of the overall connection among the learners, sympathy and cooperation among them. The robust advantages of this strategy is what the present study advocates be incorporated into the teaching and learning of English to increase the interest in learning the target language among learners of ESL .

Challenges in Revamping the Innovative Strategies in the 21st Century's Classroom

Teaching the English language has faced a lot of challenges in the 21st century's classroom as a result of changes in the society. Though some changes are quite beneficial but not devoid of challenges. These challenges arise from the availability of technology, man power, government policies, conducive environment etc. Some of these are identify below:

Availability of Technological Facilities

There is high demand for the use of technology in 21st century's classroom to meet up the challenges. This demand brought so much to the classroom teacher whose responsibility it is to implement the curriculum in the classroom. The need for use of digital technologies is very crucial in the 21st centenary's classroom since it enhances learning flexibility which leads to learners

autonomous and student centred (Ertmer, 2010; Lim et al., 2013). Management of schools negligence towards the use of technology has significant effect towards implementing revamped strategies in the 21st century's classroom. This is a situation where the school management have negative attitude towards adapting the change by providing the technological facilities need for the 21st century's classroom. Revamping strategy for teaching English language is difficult without the management giving pedagogical support and adequate training including providing technological tools that can aid implementation of revamp strategy for teaching the English language.

Teacher's inability to manipulate digital technologies can bridge the implementation of revamped strategy for teaching English language in the 21st century's classroom because it brought about lack of confidence in managing the class (Ochoma & Ugboja 2021). Computer illiteracy is a huge challenge since it have negative effect on learners professional competence in this present age because teachers cannot give what they don' t have.

Poor Internet Services

The absence or inadequate of internet facilities in our schools is also a bridge to the effective teaching of English language using revamped strategies. The federal government needs to conduct a review of the national backbone infrastructure to manage the country's national frequency spectrum resource as well as encourage infrastructure sharing among telecommunication operators in order to improve internet penetration in the country for teaching English language because revamped strategies for teaching English language depends so much on the internet and technological tools. According to Nigeria Communication Commission (NCC), plan to attain 90,000km and 120,00km of non-overlapping fibre infrastructure by 2023 and 2025, from 40,000km in 2020. This is to say that the deployment of internet is not yet enough across the country, this narrative must improve to enable good interment for the teaching and learning of English language using the revamped strategies in the 21st century classroom.

Inadequate Power Supply

Power supply is one the key factor in the application of revamped strategies for teaching and learning of English language in the 21st century's classroom. The current status of electricity generated in Nigeria with regard to its populations is grossly inadequate. This is because Nigeria with a population according to United Nation has rising from 216 million in 2022 to 223.8 million in 2023 of 205.87 million and 8000 megawatts, generated electricity as at the middle of 2023 is not enough for the population. This is basically not enough for effective teaching of English language in the 21st century's classroom. It therefore become a major constrain for total application of revamped strategies in the modern classroom in Nigeria

Poor Funding

Funding is another major setback in the effective use of revamped strategies for teaching English in the 21st century's classroom. Most schools in Nigeria are underfunded to create a conducive atmosphere for teaching and learning. Teachers and students are not provided with adequate facilities needed to effectively apply revamped strategies for the teaching and learning of English language therefore coursing a bridge in application of revamped strategies.

2.0 CONCLUSION AND RECOMMENDATIONS

Conclusion

A lot has changed in our society and teaching and learning cannot be left out of this change. Various innovative techniques have been employed into the 21st century's classroom. Application of revamped strategies has revised the classroom from teachers-centred to learners- centred. The strategies placed learners at the center of classroom activities since it gives them room to communicate, collaborate, critic ideas and come out with creative idea. It enables teachers to focus on providing variety of activities that can result in improving language learning skills of the learners in the 21st century's classroom. It is necessary to note that the conventional teaching method cannot be ignored in the face of the revamped strategies because one method or strategy is not sufficient for effective teaching and learning in the modern classroom. Application of revamped strategies for teaching English in the classroom will equip students to learn the language meaningfully as they participate actively in the classroom. It is therefore necessary to crave for this innovation, no matter the challenges, effort should be made to apply this revamped strategies for teaching and learning of English in the 21st century's classroom to resolve enormous challenges of teaching the English language

Recommendations

Based on the literature and the discussion in this study, the following recommendation are therefore made:

➢ Revamp strategies should be adopted in the teaching and learning of English language in other to overcome the 21st century's classroom.

➢ Teachers of English language should be introduced to the necessary innovative strategies that can lead to the 4Cs in education that is; Communication, Collaboration, Critical thinking and Creativity. With that, the challenges of language teaching in the 21st century can be minimized.

➢ The revamped strategies should be blended with the conventional teaching method since no one strategy/method is sufficient for effective teaching and learning

➢ School management and government should endeavour to train teacher on the new trend and teachers and school management should also be ready to accept the change to fit in the 21st century's classroom.

➢ The necessary technological facilities needed in the 21st century's classroom be supply to schools to be able to implement the revamp strategies for the teaching and learning of English language to overcome or resolve the challenges of the modern classroom.

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