TEACHING ENGLISH IN THE DIGITAL ERA

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Abstract:
The global use of technology might have influenced all of education institutions to follow the current trend of the technological usage. The use of information and communication technology or ICT become a key role in improving education.The study aimed to determine the digital tools utilized by the teachers and how the English teachers perceived teaching English in the digital era, how English teachers cope with the technological innovations and the way they look at the future of English teaching and learning with advent of digital learning. The study employed the qualitative method with interview as the instruments in gathering data among the 10 English teachers at USANT, Iriga City, Philippines.
Results show that the respondents or key informants the most widely used are mobile phone, laptop, tablets, computer, e-mail, and Google Translator, while the least widely used are Grammarly, MOOC and Kahoot!. Google Classroom, Edmodo, digital boards, and Quizlet. Moreover, English teachers cope with technological innovations in three ways: first, is by learning through self-discovery; second, by attending trainings and seminars related to technology and digital learning and third, by seeking help from peers.
This research concluded that the English teachers use digital tools for English language teaching as supplemental aids; that technology cannot substitute an English teacher; English teachers cope with the technological innovations gradually be learning by themselves, with others and by attending seminars; the English teachers are responsive to the changes in technology.

Keyword: *Digital Era, Digital tools, Teachers.*

A. INTRODUCTION

People now depend so much on digital tools in this digital and highly globalized world environment that almost, if not all use digital tools to be able to communicate, connect and relate with others. The dependence on digital tools has become enormous and widespread. The number of gadgets is equated to the number of heads at home, in school, in the workplace, inside the bus, an airplane or any environment because each one practically owns a gadget. It is something that men and women cannot live without. The digital era is characterized by the development of technology that increases in various fields.

Technology has a significant role in realizing changes and

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improvements in human life and its environment. The development of technology certainly creates strategies, products, or machines to make technology more advanced. Since a technology is not just an alteration to human lives but also alteration to its surroundings, so all the things around usthat we see or use in our daily lives are the consequences of the distinct technological breakthroughs over the ages. The development of technology encourages people to change their habit until it can be said that human cannot life without help of technology.

The global use of technology might have influenced all of education institutions to follow the current trend of the technological usage. The use of information and communication technology or ICT become a key role in improving education. The field of education has been affected by ICT, which means it is affecting teaching and learning.[1] ICT affects the all of people at school, workplace and the other educational place. The role of ICT in this digital era can improve and develop the quality of education. The use of ICT in English language teaching is expected to give more benefits for teaching English.

In the Philippines, most English teachers use technology in their teaching. Technology, as the newest instructional media developed in this digital era will help the teachers to create an innovative teaching strategy by providing interesting activities helping the students to improve their competence. Technology also helps the students to access the information that can engage their learning experience.

Besides, many people are afraid of the development of technology because they cannot keep up with the times where everything is becoming digital. In the field of education, the teachers and the students are affected by these unprecedented developments that changed the world as a learning environment powered by tools. Considering that schools take the burden of educating individuals, the administration is by all means, should invest in technology, retool its teachers, and transform the physical environment into a learning environment that will develop the students 21stcentury skills. Being able to speak English is a great advantage because the English language is a force of unity.

Teachers' readiness in technology and internet use are important issues in e-learning. Because, the long-term success of the internet use depends on the readiness of the teachers to integrate the application into the teaching learning process. The traditional English teaching has been drastically changed with the remarkable entry of technology, hence, technology in English language teaching has increased in popularity. In other words, the teachers are expected to be more expert by developing their competences, especially in technology because it provides so many options in making teaching, interesting.

The researcher feels the need to integrate technology in teaching. Now that digital natives form majority of the learners, the teachers should adjust, retool and innovate and learn ahead of the students in content and pedagogy

using the platform that learners today depend and use.

[1]Muhammad O. Yusuf. (2005). Information and communication education: Analyzing the Nigerian national policy for information Technology. International Education Journal Vol. 6 No. (3), Pp; 316-321.

As a future English teacher, the researcher wishes to embark in knowing what and how the English teachers perceive the future of English language education, and these teachers cope with the advances in technology to meet the emerging needs of the learners.

B. METHOD OF THE RESEARCH

The descriptive qualitative method was employed in this research to gather and document the perception of teachers in English on English teaching and learning in the digital era.

The qualitative data analysis is organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.[2] It means that qualitative data is making or describing something into sentences and paragraphs. Qualitative type of research describes, reports and creates key concepts, theory and ideas.

That qualitative research explores and understands the meaning by individual or group.[3] The researcher uses descriptive design in this research because this focused on a certain phenomenon. The researcher describes the phenomena as in the fact as clear as possible without manipulation.

The researcher needed qualitative method to find out the digital tools utilized by the teachers and English teachers' perception on teaching English in digital era. The researcher described the phenomena as in the fact as clear as possible without manipulation.

The research was conducted at the University of Saint Anthony, (USANT), Iriga City, Philippines for a period of two months. USANT is a nonsectarian, nonstock and nonprofit university located South of Manila, Philippines. It is located in Iriga City, within the Province of Camarines. USANT is the biggest educational institution in Iriga City, with more than 6,000 population. It offers basic education, college, graduate school programs and vocational courses. English is the medium of instruction in the University in all levels. All teachers are Filipino citizens. The Grade School and Junior High School departments operates e-learning classes in all grade levels. The researcher chooses Iriga City, Philippines to conduct the research is because the researcher stayed there for 2 months to finish her study.The researcher stayed at the graduated school dormitory of University of Saint Anthony (USANT). So, the researcher will meet the respondents directly.

There were 10 key informants or respondents in this research. The respondents came from the Junior High School, Senior High School, College Department, and Graduate School who are fulltime to teach English and they

are connected to the USANT more than 2 years and are recommended by her adviser and the head of the department as interviewees.

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[2]Cohen L, Manion L & Morrison k. (2007). Research Methods in Education. NY: Routledge.

[3]John W. Creswell. (2015). Research Design Qualitative, Quantitative, and Mixed Method Approaches. Third Edition. SAGE Publications. California.

The researcher used interview guide as the instrument to help the researcher obtain relevant information. The type of interview used in this research is open-ended question. An interview guide was used found on Appendix A and a recorder to document the key informants' statements. The interview is the flexible tool for data collection because the interviewer can press not only for complete answers but also for responses about complex and deep issues. The researcher will record the data and make a transcription to complete the data record. The researcher interviewed the respondents by record them to assure the real information about their perception of teaching English in the digital era. The researcher cannot do the observation because during the summer holiday, so there is no class.

C. THE RESULT AND DISCUSSION OF THE RESEARCH
1. Digital Tools Utilized by the Respondents

Digital tools mean software and platforms for teaching and learning that can be used with computers or mobile devices to work with text, images, audio, and video.[4] In short, digitals can be used in classroom instruction to support the teaching and learning process.

As a teacher in the digital era, the teacher needs to know how to use digital tools in the classroom. When the teacher uses digital tools, it will engage the students, drawing their interest and collaborative skills considering the learners nowadays find it comfortable to use digital tools because of everything is there. The teachers connected the students to the world by using digital tools.

Table 1 lists down the type of digital tools utilized by the key informants of this research.

Table 1
Digital Tools Utilized by the Respondents

Digital Tools	FREQUENCY	PERCENTAGE
Mobile Phone	10	**100%**
Laptop	10	**100%**
Tablets	10	**100%**
Computer	10	**100%**
Email	10	**100%**
Power Point	10	**100%**
Internet	10	**100%**
E-books	9	**90%**
Online chat (whatsapp, line ……..)	9	**90%**
Facebook (social media)	9	**90%**

Instagram (social media)	9	**90%**
Pinterest (social media)	9	**90%**
Twitter (social media)	9	**90%**
Youtube (social media)	9	**90%**

[4]Shona, Whyte. (2017). Digital tools for Interactive Teaching in Languages with Technology. ITILT mini-guide.

LinkedIn	8	**80%**
Skype classes	7	**70%**
Google Translator	7	**70%**
Grammarly (Plagiarism Checker)	5	**50%**
MOOC	4	**40%**
Kahoot!	4	**40%**
Google Classroom	3	**30%**
Edmodo	3	**30%**
Digital Boards	3	**30%**
Webinars	3	**30%**
Quizlet / Quizlet Live	2	**20%**
Kindle	2	**20%**
HelloTalk	1	**10%**

Nowadays, the students are techsavy. They can do several things in one setting or what we call multi-tasking. For as long as there is internet, children can work independently with supervision from their parents, making their parents so multi tasks as well. So how then should an English teacher be like, do, and adapt to the changing work and classroom environments? Will an English teacher in a class still function despite the digital tools of the learners?

Digital learning is technology-based learning that uses gadgets such as laptops/netbooks and mobile phones to store information/content of textbooks, activities, exercises, reports, games, illustrations to deliver classroom instruction.

Digital tools are powered by batteries, and are connected with the internet. There are 27 digital tools mentioned in Table 1 are used by the English teachers in the University of Saint Anthony.

Based on the Table 1, the digital tools that are always used by the teachers English in the classroom are mobile phones, laptops, tablets, computers. The teachers also send communication via email, connects to the internet regularly through the wifi or data and use PowerPoint presentation in classroom instruction.

Data show that 100% of the respondents or key informants use mobile phone, laptop, tablets, computers and are familiar with e-mail, how to connect in the internet and use power point in teaching-learning process. A total of 90% of the respondents use E-books, Online chat, Facebook, Instagram, Pinterest, Twitter and Youtube to connect with their students. Eighty or 80%

of the respondents use LinkedIn, 70% use Skype Classes and Google Translator. Moreover, 50% of the respondents use Grammarly, 40% knows MOOC and Kahoot!. Furthermore, 30% of the respondents use Google Classroom, Edmodo, digital boards, and webinars. However, only 20% respondents utilize Quizlet and kindle while 10% use HelloTalk.

Upon interview of the respondents, one respondent is familiar and actively use HelloTalk. HelloTalk is a mobile and computer app for learning foreign languages. The app connects native speakers from around the world to chat and interact with each other for free. It is a good application for the teachers to develop their knowledge about language. In Philippines, English is a second language and this application helps the teachers and the students to learn the English language with native speakers. So, they can connect with native speaker directly. The teachers need to know more about HelloTalk.

The researcher found out that all of the respondents use laptop to teaching English in the classroom. There are beneficial behaviors of using laptop in the classroom which include note-taking activities, in- class laptop-based academic tasks, collaboration, increased focus, improved organization and efficiency, and addressing special needs.[5] In-class academic- based activities were reported almost as frequently as note-taking behavior, possibly reflecting attempts by the instructor to meaningfully integrate laptops into the class by using online surveys, web-based searches, interactive case-studies, online videos, and published articles on the web.

The teachers bring their own laptop and use the projector in the classroom. Based on the interview, the 8[th]respondent expressed that he uses laptop to show his power point presentation, videos on the Youtube, and his own podcast to draw students' attention. The 3[rd]respondent and 9[th]respondent have the same activities for the students in the classroom by using laptop. They play short film or movie for the students, then the students summarize the story. Guide questions are also provided by the teacher. Truly, classroom instruction is made interesting using these applications. The 9[th]respondent also divulged that in her school, there is only one projector available. Teachers seek permission from the principal before they can use the projector. Better than using the projector in the classroom, the AVR is also available for large classes.

Based on the interview that the researcher conducted, there are 9 teachers that allow the students to use their mobile phone in the classroom. The students can use their own mobile phones for internet surfing, using digital dictionary or online dictionary like google translator. But, the teachers do not allow the students to use their mobile phone in the classroom for their personal purposes. Moreover, there is one of ten teachers that allows students to use their mobile phone in teaching-learning process.

After the researcher's interview, the researcher found that one of ten teachers do not use social media. The teacher never communicates with her students by using social media. But, the other teacher, nine teachers, use social media to keep connect with their students. The teachers use social

media to give the task or information to the students. The teachers and the students have facebook group chat to give any information, announcement and even assignments through private messaging.

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[5]Robin H. Kay & Sharon Lauricella. (2011). Exploring the Benefits and Challenges of Using Laptop Computers in Higher Education Classrooms: A Formative Analysis. CJTL RCAT.

Talking about the 4C's in the classroom which are communication, collaboration, critical thinking and creativity, the 2nd respondent said she encourages the students to communicate orally especially during the presentation or oral discussion. She always provides the students group activities so that students can collaborate with their friends. Collaboration is very important as it draws student's ability to share and connect, much more that students have various learning styles and limited attention span. The example activities of collaboration are group work, work in peer, make a dialog, and so on.

A teacher therefore should be innovative in many ways by initiating simple to complex activities. Creativity is another 21st century skills of 21st century learners. The learners should be exposed to various ways of exploring information, develop projects and outputs in collaboration with others and share the results to their peers.

Different with the 2nd respondent, the 3rd respondent talked about the 4C's based on the student's activity. According to the 3rd respondent, to develop communication skills, the teachers should talk less. More activities should be given to the students to communicate and think of how to solve the problem by collaborating with each other. To develop the student's critical thinking skills, the teacher gives the students challenging questions to allow them think critically. Along with developing critical thinking skills is creativity. The teacher usually asks the students to write essays, poems and even songs. To develop the 4C's in the digital era, the teacher should continuously innovate the teaching-learning process that takes place in the classroom. Twenty-first or 21st century skills refer to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

2. Coping with Technological Innovations by the English teachers

Based on the casual interview made by the researcher to the ten (10) English teachers, table 2 presents the results on how teacher cope with the

technological innovations. The results provided the researcher wide array of information as to what the teachers are doing to develop holistic learners equipped with the 21stcentury skills.

Table 2
Coping with Technological Innovations by the English Teachers

No.	Respondents	Teachers' Perception
1.	1st	*"I ask the help from those who digital literate. Aaaaa, looking at me, I'm not so new to the aaaa what I mean, old and so what I do is asking help from them, the younger one, they are so really good in using this, the technology. And then for sometimes we have also, seminars for teachers."*
2.	2nd	*"So, hmmm.. to cope, I have to attends some training. So that I can use effectively the technology."*
3.	3rd	*"Hmm... I tried my best to know more technology that I can use, so as much as possible, I research what can be applied to the students and so that I can also know what are the interest of the students, so I research."*
4.	4th	*"The teaching learning process of English is changing. Aaaaaa... I involved myself to attending seminars, trainings, and of course higher level of studies."*
5.	5th	*"As much as possible I tried to adapt myself in the innovations, because I as I digital native, I have to be in aaaa close to this era as much as possible, so that I can probably interact with the students more effectively because the students more use the internet as much and they use gadgets, and so it would be difficult to me to understand them if I don't even know how to approach them."*
6.	6th	*"Since aaaa as a teacher, we usually undergone trainings, I personally undergone trainings, we have already trainings with the basic, its miscrosoft and then we have undergone the training of presentation, photoshop its basic photoshop. It is very important for our teaching learning."*
7.	7th	*"I'm not a millennial teacher like you, aaaaa, and the, before I have a negative impression with the technology, before it, I ask my secretary to do this to print this to do all the things in technology, but in teaching, I have to do this by myself, so I learn more. And in this university, I have trainings, it's like twice a year, we have our own training."*
8.	8th	*"Well, this is the trend of teaching, I really have to cope with this innovation, because if I not, hmmm.. I will be left behind, and this is how a teacher should be like."*
9.	9th	*"Because I don't have training, I just discover by myself, I don't have the financial to attend trainings hehe and also, I don't have time to attend training. So, what I did just discover myself and I learn by myself. After that, I will use the technology."*
10.	10th	*"Hmm.... by using the different technologies and I learn by using different digital technologies."*

Based on the results of the interview, there are three 3 points of how the English teachers' cope with the technological innovations. First is by self-discovery. The English teachers cope with the technological innovation by

self- directed learning as technological gadgets nowadays provide self-directed instruction. The teachers learn different technologies and apply them in the teaching-learning process. Six of ten teachers do this way to this by self-learning first before teaching the students. The 5th respondent said the teachers should adapt to the technological innovations, understand them, develop positive approach and embrace these innovation with optimism. Doing so would let teachers understand the value of digital learning as an innovative approach applicable to 21st century learners.

Secondly, the English teachers cope with technological innovations by attending trainings and seminars designed for this purpose. Four of ten teachers do this way to cope with the innovation. The 2nd respondent emphasized that trainings empower them and enhances the technological skills so they can match with the learners' abilities in use of digital tools as a learning platform.

The teaching-learning process of English is changing. According to 7th respondent, she attends trainings twice a year. All teachers are required to attend. Moreover, one of ten teachers disclosed that he was invited as speakers in of the seminars on digital learning and teaching improvement.

Several seminars and trainings had been attended by the teachers such as on Kahoot!, E-learning by Quiper, 21st century learning and on digital learning. However, there was one teacher who revealed that he has never attended a single seminar on digital learning/instruction.

The third way on how English teachers cope with the technological innovation is by asking help from their co-teachers. Two of ten teachers do this. In so doing, these teachers will be able to share their knowledge, build camaraderie and promote an atmosphere of learning together. After all, technological innovations change so fast. Usually, the approach is for the older teachers to consult the younger teachers. Sometimes, the students teach the teachers in terms of technology. This is just but normal in today's environment where the digital natives are being taught by the digital migrants.

The English teachers cope with the technological innovations gradually. Because if the teachers cannot cope with the technological innovations, they would not know what their students thinking about. Because, nowadays, in the digital era, the students are the generation z, they learn by using the technology or with the use of digital tools. The technologies make teaching-learning process easier than before.

On the challenges of teachers, four challenges were mentioned by the teachers. The first challenge is the students revealed by six out of ten teachers. The students have many types or are individually different. As a teacher, we must know what students need. The English teacher needs to know how to align his thinking with the students. The 5th respondent, who is an old teacher, expressed that it is indeed hard to understand the students nowadays because the students differ significantly with the students 10 years ago in terms of their attention span, interest, mode of learning and focus.

The 3[rd]respondent said that an English teacher in the digital era must prepare the students each day because the world will change every year. Communication skills should be developed among 21[st]century learners. And according to the 7[th]respondent, the students are better in terms of technology than the teachers because they tend to explore more than the teachers and they started learning technology since childhood.

The second challenge is the teacher herself. There is a need to accept with optimism the advances in technology, learn to cope gradually and accept the positive impacts of technology I the teaching and learning process. The teacher herself should develop self-confidence, self-interest and motivation to learn new things because there are so many things to learn from. The teacher should accept the fact that technology and sophisticated instruments are important tools in the classroom. Two of ten teachers said if their challenge is from themselves. The 9[th]respondent expressed that learning technology is a matter of choice. Teachers should learn from the students as well in terms of technology.

The third challenge is the availability of technological resources. One of ten teachers said if her challenge the supply of technology. Usually, the teachers lack the necessary gadgets or tools and the internet connection is poor. Thus, the teacher should not depend too much on technology. Because if these fail, the teacher should always be ready and available.

And the last challenge is the technical skills of the teachers in creating meaningful activities using the computer. The 4[th]respondent expressed that it is indeed a challenge for teachers to create meaningful activities because he lacks the expertise in presenting her lecture with the aid of computer.

Based on the interview, the English teachers have their own way of coping with the challenges in this digital era. The English teachers need to be creative to solve the challenges. They need to know the students' thought, the students' need and the students' feelings. The English teachers must take a leap in terms of adapting to the technological innovations that changes exponentially. There is a need to retool themselves by trying to learn every single day, ask their friends and even their students, engage with their co-teachers and capacitate themselves to advance digital learning without fear. With the help of the administration, these challenges will turn into opportunities.

3. **The Future of English Teaching and Learning as perceived by the English Teachers**

When asked the question about how the English teachers' look at the future of English teaching and learning, the respondents answered the following presented in tabular form, written by the researcher translated from the voice record. Permission from the interview was obtained by the researcher. Table 3 shows the results.

Table 3
The Future of English Teaching and Learning as perceived by the English

Teachers

No.	Respondents	Teachers' Perception
1.	1st	*"Yes of course, we're still needed."* *"Robot should not, it's different. Because when we teach we use emotion. Perhaps the robot, no."* *"For me today is easier than maybe in the future. Future, it's difficult or hmm I don't know."* *"He'ee I don't have idea for that future."*
2.	2nd	*"Of course, we still need English teacher, even we are using the technology, but, we need English teacher and the students will be more aaaa because some information in online are not giving the right information."* *"So, if I'm going to compare English teaching today, so for today I can see that some students are not, okay, for teaching for my teaching, so it's for me, in the class not only use books and also needs e-book because I'm teaching grade 9, so we are reading a literature. It is more advance, but in the future, I think it will be more different strategies, to apply it. So that the, our teaching as a teacher will be more effective for the students, because we are focused on the learners not the teachers. Because we do need to help them."*
3.	3rd	*"Teachers will always needed to guiding the students, even there is a robot teacher, can the robot teacher know how the students feel right? Hahaha so if the student is shy, the robot teacher will not understand it."* *"Maybe, we talk about five years, in the future, I think it will be far from what we know today. When I was young, we do not have projector, but when I teach we have projector. So, maybe five years from now, it will be different. We can have holograms, right? Hahaha anything crazy you can put in the classroom, or maybe the students are not there actually, they can be at their home, and by video calls only."*
4.	4th	*"Yes. Of course. I think in the Philippine context we cannot get a way yet, because the technology aaaaa in terms of progress of the technology in the Philippine its slower than the other country."* *"For today, the trend is we are still more on aaaaa grammar drills, that the teachers still focused on the rules of grammar, so that's how I described English teaching today. We're slowly getting away from that. And the teachers are the facilitator of the learning process, and the other hand English teaching in the future is more of the meaningful content the teacher, I mean, the discussion will be meaningful content, which the learners in the real world. And the teachers still facilitate but with the aid of technology. the technology will dominate."*
5.	5th	*"Hmm, I think we still need an English teacher because aaaaa.... I think machine cannot be an alternative for actual teaching because I think given that English as the second language is probably most of the countries in the world, so I think that would be still comfortable understanding English or studying English with an actual person rather than probably speaking to a machine. So, I think we still need an English teacher and English class."* *"I couldn't say if there is much difference because we are now probably using technology, so hmm the comparison I think would be very slim in terms of the instruction of the learning."*
6.	6th	*"Of course."*

		"In teaching English, we need to go back to the basic, even we already have a technology it is still better for the, especially for the Filipino learners, to start of the basic of English language." *"Hmm, in the future there will be more resources of course, plus since the world already more accessible for the information because the technology, it's going to be easier to teach the language, although today we starting to do it, we begin to do it, but in the future, I know, it will be easier."*
7.	7th	*"There is no technology can replace the teacher."* *"Because the robot cannot teach the value to the students."* *"We always changing, before is different, now is different, and of course in the future that will be different too. That's the evaluation of teaching, we can always go with the evaluation and go with the changes, if we cannot, we will leave behind."*
8.	8th	*"Of course, no one will replace humans, in terms of teaching."* *"Because I believe the teacher has a heart. Human teacher still the best teacher as ever. Because they have the values, which the technology cannot teach to the students."* *"Today, English teaching its always challenging of course, and hmmm in the future I can't really see, but I think it more challenging because of more technology. for me, the more technology which is can be more challenging, I'm afraid the values of our student will be conformance. Teacher must always value the humanity and the heart. Because knowledge can be learned, skills can be taught, but the humanity cannot."*
9.	9th	*"In reality, we already have tutorial online, so in reality maybe in the province we still need English teacher because they do not have access to the technology and internet, but in the city, we can do it online."* *"We still need English teacher but maybe not in the classroom, but online. Lot of online teacher."* *"English teaching today is easier, English teaching in the future is hmmm easier than now. We can just download video, explaining with the online sources."*
10.	10th	*"Of course."* *"Teacher is still very important to the students. English teacher is really important."* *"English teaching today? It is very much advanced, but if the future I don't know. If in the future will be with the robot or what…."* *"Yeah, I can't imagine what in the future hahaha."*

Based on the interview, the researcher found that all of the respondents have the same views on the future of English teaching and learning. The future still needs an English teacher to teach English. Robots cannot place the passion, expertise and motivation of English teachers because the robot do not have a heart and emotion. Robots cannot even teach students with values.

The 8th respondent said, "a human and humane English teacher is still the best teacher ever". And the 6th respondent said, "in teaching English, we need to go back to the basic, even we already have a technology, it is still better to start from the basics of English language teaching".

According to 5th respondent, a machine or robot cannot be an alternative

for actual teaching because it would still be more comfortable understanding English or studying English with an actual person rather than probably speaking to a machine or robot.

The 3rdrespondent said, "robots would not know what and how students feel. If the students are shy, the robot will not understand it". So, the researcher concluded if the English teacher is very important to teach the students. In this digital era, we already have online tutorial, it means if the English can be learned by watching online tutorials. But, of course it cannot replace the human teacher. By watching the online tutorial, the students can learn English and get any information from the tutorial, but the students cannot feel free to ask in the online situation. So, the English teacher is still needed to complete the students' knowledge.

If we compare English teaching today and English teaching in the future, most all of the respondents have the same view that is will be easier teaching English in the future than today. And two of ten respondents have no idea about teaching English in the future.

The 6threspondent said that in the future, there will be more resources since access to information is easy. The future of teaching and learning will be on a faster rate. Students will learn activities at home via online learning or by electronic means. Teach the English language will be easier because of the availability of learning resources online.

According to the 2ndrespondent, there will be more digital tools and strategies. So, teaching English in the future will be electronically driven. The teacher will be more of a facilitator than a lecturer. Teaching will be learner-centered.

Teaching English today is easier than teaching English in the past. Nowadays, teachers can download videos and explains online sources. We can have holograms in teaching English as explained by the 3rdrespondent. Because the development of technology is very fast, change is the name of the game. The English language shall be a force of unity for all people, across all boundaries, if people can communicate in English. The teachers are greatly challenged indeed. According to the 8threspondent, English teaching in the future will be more challenging because of advances in technology. Therefore, the teacher must always give value to the students learning about the humanity and the values of life, in order to survive. Because knowledge can be learned, skills can be taught, but the humanity cannot be taught. The English teacher is someone who has the important role in the teaching-learning process.

Teaching English is a good career choice for people with strong language and communications skills. People with a broad knowledge of literature, a passion for reading, a writing for essay writing, and a devotion to education are well suited for career as English teachers. The times are changing. Being an English teacher no longer consists of standing in front of a classroom, lecturing day after day. Language is at the core of everything. Language is insight and language connects people. As an English teacher in

the future, adapting to the latest is essential.

D. CONCLUSION

The following conclusions were drawn based from the findings:

The English teachers use digital tools for English language teaching as supplemental aids. The English teachers believe that technology cannot substitute an English teacher. The English teachers remains as the focal person in English language education despite the advances in technology.

By learning by themselves, with others and by attending seminars that deal with technology updates and 21stcentury teaching and learning. The English teachers are responsive to the changes in technology. The future of English language learning will center on the teachers' capability, passion and patience to teach with the aid of digital technology. Learning English in the future will be supplemented by online and tutorial sessions in gadgets connected to the Internet in school or even at home.

A teaching guide in English using digital tools shall capacitate teachers on the use digital technology and computer applications towards a more responsive, relevant and sensible English language learning.

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