The greatest gift that God has given us language. It is hard to imagine what will happen to the world if there is no language used. Perhaps, the world will remain using sign language, and in terms of printed language, the symbols, drawings and sketches will remain in use. Presumably, the world will slowly discover progress and development. At present, language teaching in various schools all over the world, especially in the field of foreign and second language teaching, has undergone many fluctuations and shifts over the years. Language teaching is a field in which fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in youth culture. Let us take a look on these changes—Code switching in various countries is prevalent, social media lingo is heavily used, new coined words come into open, newly-invented words are now part of the teenage lingo, in addition, gay lingo is spreading like wild fire; more so, in the field of show business; and not to forgotten is the lingo used in the world of Short Message Service (SMS) or the text messaging. Only recently, the most used words are “load”, “low battery” (low bat), and this year it is “selfie” (for self-picture).

Truly, language is alive. Language teachers must be aware on how to deal with the frequent swings of the pendulum that have been taking place until fairly recently. Such knowledge must be given perspective on the so-called innovations in approaches, strategies or methodologies in teaching English as a second or Foreign Language (ESL/EFL) both in the elementary and secondary level. Language teachers should not forget that these processes take place in a social milieu, and that is because of the way language functions between individuals, these processes cannot be totally separated from the social climate which develops among the students and between teachers and students. Therefore, language teachers must also be engaged in self-evaluation, which is also a way of development as a language teacher. Crookes and Chaudron (1991) suggested some guidelines in classroom second language teaching:

**Plan for Lesson Objectives.** The teacher must decide which elements of language should be undertaken. Two aspects must be given considerations; the physical aspects which includes materials or equipment; and those concerning the inductive or deductive procedures that learners will be engaging in.

**Students Do the Talking.** Class time is so valuable for drills or practices. The teacher should move on to practice phases of a lesson as soon as possible in manner consistent with an adequate presentation of material and the giving of clear instructions for some practice exercises.

**Rule Presentations and Explanations.** Based on the claims of most theorists that some focus on form can be required by learners or by given classroom sequence, it is reasonable for teachers to be aware of options on how he/she should involve a deductive or inductive presentation. Teachers must ensure the clarity and sufficiency of their explanations by checking student comprehension.
**Choice of Instructional Materials.** As a language teachers, one must prepare and validate the instructional materials he/she will utilize. Teachers of language must realize that still many more knowledge, strategies; approaches, strategies; methodologies can be acquired through researches, trainings and journal readings. New approaches can be combined with old classroom methodologies for action researches on language teaching.

*Reference:*