# Trends to Watch in English Language Teaching

# In 4.0, Can you afford to miss it?

# \*MADEEHA KHANAM

# Scholar, Dr.A.P.J.Abdul Kalam University, Indore, M.P

# Asst. prof, English Dept,

**Abstract**

The importance of English language instruction has shifted dramatically in the ELT industry. In this phase, acronyms have also morphed, such as TESL becoming TESOL (teaching English to second language learners) and CLT2 (communicative language teaching, contextualised language teaching). From Western English to English as an international language(EIL), research and discussions have concentrated on the concerns of "World Englishes" and English as a lingua franca (ELF).

English instruction is more than just preparing students to copy native English speakers as language learners; it should also generate fully proficient language users, critical thinkers, and constructive social change agents. Educators are increasingly aware that failing to teach global awareness or a social conscience will not result in success.

Keywords: Teaching,Learning, English Language Teaching, Communicative language teaching,English instruction

**Introduction**

In the twenty-first century, human beings have a front-row seat to the exponential development of technology and its effects on everyday life. Knowledge, competitiveness, entrepreneurialism, collaboration, multitalentedness, and so on are all desirable traits in a graduate. Education has undergone structural and practical improvements in preparation for the difficulties of the Fourth Industrial Revolution (IR4.0). The following are ten 21st-century skills that should be given to the students.

(ELF).

Fig: 1 10 C’S for 4.0

The 10 "must have" traits shown by all very successful students are what allow them to achieve strategic objectives, create cohesive teams, encourage creativity, and motivate in learning a language. These traits equip individuals to become leaders, great communicators rather than followers, in a world where everyone else is catching up to the 4.0 ISR's level of expertise.

Most successful students embody and exhibit the following remarkable language traits and practises in their daily lives. Despite the fact that English has become the primary catalyst in pioneering research and studies across a wide range of subjects, the study, and discussion of languages for particular purposes in educational settings is hardly new. There is widespread agreement that English is the language of discourse the scientific and professional communities. Meanwhile, ESP (English for Specific Purposes) emerged in the middle of the 1960s to meet the soaring demand for specialised English for professional or vocational settings. Since then, there has been an expansion in ESP writing (Isabel,2016).

The student-centered learning (SCL) approach is an example of a novel pedagogical method that was developed with the hope that it would boost students' interest in and motivation for learning. As a result, it will meet the demands of a wide range of students by allowing them to exhibit their own learning styles in a variety of contexts, including, but not limited to, research, analysis, and presentation (Ernest, 2014). "is an intercultural learner and consequently requires an intercultural approach to language instruction," as stated by Corbett (2003).

**Objectives**

1. In India, teaching English should not be about 'making bookworms' or 'producing linguistic robots'. It is important to motivate students by making them aware of English's importance around them.

2. Secondly, we must focus on graduation streams, particularly undergraduation streams with mixed abilities. Since most students study English as something to pass rather than something to learn, the future seems bleak for them.

3. Teaching English in India should also aim to produce efficient communicators by teaching the English language (in playway methods).

4. For real learning to take place, the barrier of hesitation or phobia in students' minds about the English language needs to be overcome.

5. The current curriculum of English language of graduation stream do not meet the demands and requirements of the learners.

**A paradigm shift in pedagogy and Assessment, curriculum, and content design**

Many academics refer to the twenty-first century as the "Post methods Era," in which the emphasis of teaching is on eclecticism. Eclecticism entails engaging in several language learning practices, each with distinct features and motivated by remarkable underlying ideas. There is a trend of incorporating L1 into L2 pedagogy and different accents in classrooms and exams.

The effectiveness of English teachers should be determined by their linguistic, instructional, and intercultural competence rather than simply by their linguistic identity. We want to make sure that our students are served by well-prepared and well-qualified teachers regardless of their first language background.

With so many new innovations, the position of today's educator is changing, and our duties have grown. Teachers have numerous functions and responsibilities in the 21st century. Classroom facilitators facilitate student learning and design a productive learning environment in which students develop 21st-century skills. A curriculum that focuses on collaboration, content, and project-based learning will prepare students to think in deeper and more productive ways, as well as to learn about technology more comprehensively. Professors are no longer teaching alone, another noticeable change. Educators from different disciplines can collaborate with one another, co-teach, and team-teach. Teachers need genuine institutional support, including funding and time off, now more than ever.

On the other hand, using real-world examples and scenarios in LSP classes is seen as a practical method to introduce students to the international business world, particularly in the era of IR4.0. When confronted with an abundance of data that can be accessed from many directions, such as the web and social media, it may be difficult to know where to begin. On top of that, it will open up new avenues of expression for educators and inspire students to develop their potential in specialised fields. One of the main advantages of using genuine resources is that they expose students to the language in its natural context, as it is really spoken and used by the group they are trying to join.

The field is acknowledging the rising relevance of discipline and subject expertise. Because of the rising emphasis on CBLI, CLIL, SIOP, and ESP, an increasing number of programmes demand English instructors integrate cross-curricular, cross-disciplinary material in their teaching and teach both the topic and English. There is an increase in the inclusion of multicultural content in textbooks and learning materials, focusing more on local and global resources in order to assist students in developing diverse viewpoints and cultural understandings. Rather than being entirely subject-based, the curriculum emphasizes language and content experience in addition to language proficiency. A broader set of learning goals and standards are in place, with an emphasis on critical thinking, learning techniques, material knowledge, and language skills applicable to real-life situations. Standards, accountability, and assessment are now commonplace.

The very definition of ESP is functioning in a given situation utilising the actual languages spoken there. Specifically, "the content and purposes... are set by the individual demands of a particular group of learners," as stated by Richards and Schmidt (2010). Statements by Evans (2012), Greer (2012), Trinder (2013), and Trinder & Herles (2013) on some instances for the languages used, for instance in a corporate environment, were summarised by Garcia and Mary (2015). Here you will find the vocabulary and skills that are most likely to be put to use in everyday scenarios like business meetings, client interactions, and presentations.

In education, the curriculum is a hot topic since it is often seen to be the most important part of the profession as a whole. Curriculum planning and textbook creation revolve on the idea of targeting a particular language. When creating a course outline, it's important to keep a few things in mind. Each subject's standards, fundamental competencies, learning goals, indicators, assessment, time allotment, and learning resources at a school or educational institution (Eny Syatriana et al., 2013).

There is no question that if a class had been conducted without reference to any appropriate and methodical course book, it would have provided students with the chance to freely explore the world. They will be given a great deal of visibility out on the field. It is believed to be a sensible escape from being tangled with rules and rigorous procedures, having free dialogue with learners, and broadening the breadth and viewpoints on the themes that are being discussed. This is in the context of educators. It is possible that the best way to describe the characteristics of learners in the 21st century is to use a student-based learning approach. This type of approach gives students the ability to have choice in their own learning landscape, and it also takes students' opinions into deliberate consideration during the learning process.

Definition of Curriculum Planning, Delivery, and Assessment that leads to a Curriculum Map (Lunenburg, 2011). Analysis, planning, creating, implementing, improving, learning, and technology are all components of the process that are often shown as a cycle (Wiles &Bondi, 2011). This is shown by the way in which curriculum and instructional plans for schools represent a well-thought-out strategy for imparting knowledge to students. Meanwhile, Grundy (1987) defines curriculum as a set of activities (by instructors and students) planned to ensure that students achieve certain learning goals and engage in other curricular pursuits to the greatest extent practicable.

**Challenges in using ICT Tools in ELT**

As an ESL (English as a Second Language) teacher, you must continually adjust to your students' requirements and address a variety of issues in the classroom. Overdependence on the teacher is a common problem, as are pupils who are bored, inattentive, or uninspired, and students who are bored or uninterested. To achieve success, the teacher should make language learning as enjoyable as possible by connecting the topic to everyday duties and experiences.

Teachers should encourage introverted and less confident pupils to answer questions and make instruction enjoyable. It is critical to encourage individual engagement while concentrating on shared learning experiences. Teachers should watch the classroom and look for students who aren't engaging, functioning as the classroom spark.

The use of the mother tongue is critical in foreign language education because it produces a sense of security and relaxation that is conducive to learning. However, it is also believed that if a student clings on to the apron strings of the mother tongue, the ability to think in English cannot be learned. In language lessons, the bilingual technique is used, which only benefits slow learners and lowers the overall learning process.

Another difficulty is the fear of feedback, as teachers must allow children to learn the L2 and correct their faults in the same way as a parent corrects a kid learning the mother language. It is critical to remember that a student is like a turtle, moving ahead only when necessary.

There is a widespread lack of clarity in India concerning the goals and purposes of teaching English, since students study English as a subject to be passed rather than a subject to be learnt. As a result, pupils become addicted to low-cost bazaar guides, which might result in a cram and forget virus and short-term superficial learning condition. This creates a lengthy black tunnel for many pupils, making English teaching and learning tough in India's schools and institutions.

Overcrowded courses can be challenging for English teachers to manage, since they frequently have difficulty in handling big classes of 60 to 70 students, particularly at degree institutions. It is critical to pay close attention to individual pupils and assure their success.

**Communicative competence: a broader perspective**

The broadening of the framework of communicative competence has been a major focus of current research and publications. Some researchers have offered a new perspective on second language acquisition (SLA) as "multi-competence" (Cook, 2012), while others (Byram, 1997, Kohn, 2013) emphasise the relevance of intercultural communicative competence. Thus, instructors must teach intercultural communication skills both within and across cultures. Instead of producing language users who replicate the languages and cultures of the nations in the "inner circle," the goal is to develop efficient language users who can use English as an international language.

**Integration of IT in ELT**

The current fast growth of technology, as well as the usage of mobile phones and other multimedia devices, has provided instructors with limitless opportunities to teach English and obtain services. The Internet, YouTube, Web.2.0, e-books, and other webpages have altered how professionals design courses and educate pupils. With ready-made resources at the press of a keyboard button, it is much simpler to bring real-life concerns into the classroom and have a meaningful conversation. New ICT integration in the classroom encourages learners to utilise language in a variety of ways. Furthermore, learners from all over the world may interact and share ideas through the Internet and other media devices. The students may have more knowledge of technology than the professors, but they need assistance in selecting, analysing, and using the tool efficiently and effectively.

E-learning, or "web-based learning," has supplanted "technology-based" and "distance" education, as well as a "online" study in recent years. Web-based language learning activities may assist build a wide range of fundamental linguistic competencies. Generally, fluency in hearing, speaking, writing, and reading are the four most essential components of English proficiency. In several ways, these abilities may be brought online and made interactive. These technologies include mobile learning, e-mail, blogs, and chat rooms. These resources provide a more cohesive classroom for both instructors and students to learn. When web-based learning tools meet the following criteria, students have a favourable impression of them.

* When technology helps supplement rather than replace lectures
* The use of a variety of tool features (e.g., chat, bulletin board) is appropriate and effective only when they are integrated into and enhance the overall design and content of a given course (Storey et al., 2002)
* Furthermore, the integration of web-based learning tools also allows for greater flexibility in terms of time and location. Students can access the materials and resources at their own convenience, whether they are studying from home or on the go. This flexibility not only accommodates different learning styles and preferences, but it also promotes self-paced learning and independent thinking. Students are no longer bound by the constraints of a traditional classroom setting, but instead, they have the freedom to explore and learn at their own pace. This autonomy can lead to increased motivation and engagement, as students feel a sense of ownership and control over their learning journey

**Sample and Data Analysis**

For testing, a group of 20 first-semester students from a degree college in the data science stream were chosen at random. They were handed a questionnaire with Twenty English grammatical questions to answer. Their mistakes were analysed and categorised to determine their sources.

Course: Artificial Intelligence and Data Science

Place: Hyderabad

Strength: 64

The sample size is 20.

Number of quick learners: 13

Number of sluggish learners: 7

Total number of questions -10

During the examination, numerous different types of mistakes were discovered in the majority of the phrases. The frequency of mistakes produced by students in the first semester of the AIDS stream reflects the learners' inadequate learning conditions. It also offers a significant challenge to the current academic system, which has failed to produce satisfying outcomes.

A quiz was shared on Quizziz.com with passcode to enter into the test hall. It was conducted online. The students were thrilled to complete the test on this tool available free of cost for everyone.

Such exercises will assist pupils in having fun with language. Such tasks will help kids appreciate the significance of grammar while also strengthening their abilities. Aside from such practises, we may make language training more exciting and enjoyable by using games and music.

Students were unable to get the tenses correctly and mostly got confused with the verb patterns. Some errors were also spotted in their spelling. The common mistake was in the usage of indefinite and definite articles while writing sentences.

**Conclusion**

The teacher and learner are the two eyes on the teaching and learning process. This analysis between instructor and student should be maintained at all times for growth and advancement. As Abdul Kalam puts it:

Winners don't do things differently, but they do things differently." We don't have to teach a new concept every day, but we can teach the same subject in a creative way using games and music that children will like and learn from.

The teachers' own energy and excitement are critical, because neither techniques nor materials can compensate for inadequacies in human attributes. Learners have an amazing and exceptional aptitude to acquire languages, which diminishes with ageing until they reach their late teens. Unfortunately, it is generally when we start teaching them L2. As a consequence, the secret to success behind the quickly increasing culture of spoken English institute demanding exorbitant fees from their naive prey is revealed.

Perhaps we had spent too much time studying the principles and not enough time practising their application in real life. There is currently a need for change in the topic of language education and to modify the syllabus to meet the current needs of the learner, with a greater emphasis on practical everyday English and suitable teaching methodologies used at different levels.

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