



MAJOR TRENDS IN ELT IN 21ST CENTURY

Dr. Nidhi Mishra

Assistant Professor English, Govind Sarang Govt Law College, Bhatapara, Bhatapara, Chhattisgarh

Corresponding Author- Dr. Nidhi Mishra

Email- redsonja2580@gmail.com

Abstract

English Language teaching has a vast and dynamic domain. This is so because it can be associated with the social function as the English language teachers and learners interact with different types of social, cultural and cross-cultural ideologies. The advent of Corona Pandemic in the end of the year 2019 and subsequent spread in early months of 2020s, took a toll sector. In this scenario, there is a new and changed role of English language teachers. They are now engaged in disseminating information and teaching in a new environment. After Covid pandemic and advent of subsequent 'waves', have created new modalities and teaching paradigms all over the world. There should be a shift from the paradigm of 'teaching – learning' to 'learning – sharing.' Now the focus should be on virtual classes, innovative contents, curriculum, contexts and learning space.

Key Words – English, Teaching, Learning, Covid, Information

Introduction

English Language teaching has a vast and dynamic domain. This is so because it can be associated with the social function as the English language teachers and learners interact with different types of social, cultural and cross-cultural ideologies. The advent of the Corona Pandemic in the end of the year 2019 and subsequent spread in the early months of the 2020s, has overshadowed the twentieth century. The Covid 19 pandemic took a toll in the educational sector. Teachers and students have not experienced such disruption in the instructional process with long duration of school, College and University closures in the history of the academic field.

According to the Report of the United Nations, the global pandemic of Covid-19 has been affecting the world's education system and continuous learning process. All over the world more than 1.60 billion students from pre-primary to higher education in more than 200 countries had been stuck at home for months due to the lockdown in the first phase of Covid 19. With the onset of the global pandemic of Coronavirus (COVID-19), the educational sector has been facing various challenges like Students stuck at home, teaching-learning programs and examinations of primary, secondary, and tertiary levels have been postponed in many countries. In this scenario, there is a new and changed role of English language teachers. They are now engaged in disseminating information and

teaching in a new environment. Some of the changes are as follows:-

New Perspectives on English Teaching and Learning.

We have witnessed a changing perspective on English teaching and learning. Right from the mode to subject matter to nomenclature, everything is gradually changing. It has been witnessed that over the last five decades, and notably during the last 20 years, the ELT field has seen a noticeable change in the views of the role of English language teaching. English teachers have realized that many language learners know more than two languages. English is not simply their second language. Hence various domains have gradually evolved.

For example, —from TESL (teaching English to second language learners) to TESOL (teaching English to speakers of other languages), from Western English to English as an international language (EIL). The term TENOR (teaching English for no obvious reasons) has been replaced by TESR (teaching English for social responsibilities) and CLT2 (communicative language teaching,

contextualized language teaching). These days a new concept of "World Englishes" has evolved. Academicians and researchers are now discussing and are concerned with the issues of "World Englishes" and English as a lingua franca (ELF) rather than simply referring to any English spoken outside of the United States, Canada, the United Kingdom, and

Australia as EFL. Significantly, majority of the population of the world reside in the countries other than the above mentioned.

New Aims and Goals of English Teaching and Learning

Gone are the days when the sole aim of ELT was merely learning English skills and mimicking native English speakers. Acquiring fluency in English was the only goal of English language teaching and learning. In Twenty first Century, English Teachers have recognized the fact that they can't achieve success in teaching, no matter how fluent our students become, if they are ignorant of world issues, have no social conscience, or use their communication skills for international crime, corruption, or environmental destruction (Cates, 1997; Brown, 1994).

With this growing awareness of the importance of producing responsible citizens for society, teachers now well recognize that the teaching of English is not simply a project to prepare students to imitate native English speakers as language learners but that it should produce fully competent language users, critical thinkers, and constructive social change agents (Crystal 2004 and Cook 2005).

Changes in Teaching Content, Curriculum Design, and Assessment

In 21st Century there has been change in creation of Teaching Content, Curriculum design and Assessment techniques. These days English teachers are using a multidisciplinary approach to create useful content for their students. Their approach and views are cutting cross cultural and cross disciplinary. These days the concept of ELT is getting multicultural in approach. English teachers are drawing heavily not only local resources but also global resources. Similarly, Curriculum design is more content based and theme based with emphases on both language and content knowledge. Learning outcomes and learning standards are broader and pursue the development of not only language skills, but critical thinking, learning strategies, and related content knowledge and skills in the real world.

Integration of Information Technology in ELT especially after Covid 19 Pandemic

We have seen an unprecedented surge of rapid integration of Information technology during the corona pandemic. Use of technology which was limited to Western countries and to some extent in developing countries like India, saw major integration in majority of countries all over the world in pursuance of continuance of studies during pandemic. Web based technologies, Online Classes through Zoom, Google Meet, Webex, Social Media like

Whatsapp, You Tube, Digital Contents all developed rapidly. Right from Institutional level to individual level, Academicians used Information Technology to disseminate the information.

The New Era English Teacher

The Twenty First Century English Teacher has changed roles and increased responsibility. The new era teacher is trying to create a productive classroom environment for his students aiming not only to teach English but also to develop life skills among its students. These days the teachers are also trying to overcome the problems faced in "World Englishes" ' region. They have ensured that they don't teach in isolation but their approach, view, and technology cuts across disciplines. These traits are imperative if we aim to prepare our students to be "effective users of English and responsible global citizens, and also prepare ourselves to be reflective practitioners and critical social agents in this world of globalized Englishes" (Sun, Yilin 2016)

Conclusion

After Covid pandemic and advent of subsequent 'waves', have created new modalities and teaching paradigms all over the world. There should be a shift from the paradigm of 'teaching – learning' to 'learning – sharing.' Now the focus should be on virtual classes, innovative contents, curriculum, contexts and learning space.

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