

RECENT TRENDS AND ISSUES IN ENGLISH LANGUAGE TEACHING

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Abstract: The article dedicated the worldwide challenge of teaching English to 21st century students has created a global crisis in terms of reconsidering language instruction standards. A modern orthodoxy will rise, as “The World English Project” takes hold.[5] This article discusses briefly the most recent trends in English language teaching and learning.

Key words: effectively, participation, culture, curriculum subjects, performance, significantly, outcomes, learner-centered, collaborative, and technology-focused.

English language teaching (ELT) has used many decades ago. ELT tendencies in the past that were widely used by educators, have vanished today and have been substituted by others. So, language teaching in the twentieth century underwent a variety of modifications and innovations. Teachers must comprehend the demands and obstacles of their students in order to engage in English language learning (ELL) with them effectively. Investigate current ELL concerns and trends, including as student participation, culture, and core curriculum.

Core Curriculum Issue

According Patrica, who is an English as a Second Language (ESL) teaching candidate, “English language learners might be academically behind their peers. This is partly because English language instruction overall does not concentrate on core curriculum subjects like math, reading, and science. If a student is trying to learn basic English at the same time they're trying to learn the specific terminology associated with core curriculum subjects, the student may feel overwhelmed.” [4]

“Therefore, a new trend in English language instruction is becoming more actively involved in guiding students not only in English but also in the context of the core curriculum.” Authorities in charge of amending educational regulations are thinking about integrating ESL programs into the basic curriculum while study in the topic is still ongoing. For instance, the academic performance of students in the core curriculum is used to evaluate public schools. [4]

Culture and Language

As an American and a native speaker of English, Patricia believes that the most interesting classroom discussions have to do with American culture, like food, holidays, and music.

Patricia is right since teaching the culture associated with language is one of the challenges that effects the field of teaching English language. Consequently, there is a trend to encourage EFL teachers to teach culture, which may prompt policymakers to include intercultural competency as a quality educator trait. Proponents argue that learning a language is easier and more enjoyable if students are interested in the culture.

Individualized, customizable, learner-centered approaches.

Jacobs and Farrell consider that, “If teacher-centric instruction is out, then student-centered approaches are definitely in, as is recognizing the need for learner autonomy and cooperative learning.”[1, p38] In the 21st century, individualized instruction is becoming the norm. Teachers and schools recognize the knowledge of students clearly and specifically.

According Pauk “Not only is learning becoming more student centered, but also student participation the development of outcomes for learning is on the rise.”[2,p116]. Although this may be disconcerting to teachers and administrators accustomed to using their power to determine student outcomes, the trend toward a learner-centered approach and student involvement in developing outcomes is likely to continue.

Today's language classroom is significantly different from the language classroom of the mid to late 20th century. The focus is no longer on grammar,

memorization and note-taking, but on the use of language and cultural knowledge in communication in various parts of the world. Technology transcends geographic and physical boundaries as students learn to engage with the world around them, using their language and cultural skills to facilitate connections. It is justified to create a reconceptualized field that is more learner-centered, collaborative, and technology-focused. The trends in language education push us forward so that our students can interact with others around the world in real time.

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