



Current Trends and Future Prospects in English Language Teaching (ELT)

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Author's contribution

The sole author designed, analyzed, interpreted and prepared the manuscript.

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ABSTRACT

This research article explores the evolving landscape of English Language Teaching (ELT), focusing on current trends and future prospects influenced by technological advancements and pedagogical shifts. The objectives are to identify the prevalent methods in modern ELT and anticipate future innovations. A mixed-methods approach was employed, including a systematic literature review, surveys of ELT educators and students, and case studies of institutions implementing cutting-edge methodologies. Key findings indicate a significant integration of technology through blended learning and mobile-assisted learning, a strong emphasis on communicative and intercultural competence, and a move towards personalized learning facilitated by adaptive technologies. Future trends suggest the increasing role of artificial intelligence, virtual and augmented reality, and gamification in enhancing learning experiences. These developments promise to transform ELT by providing more interactive, engaging, and effective teaching and learning environments. The study underscores the need for ongoing professional development and reflective practice among educators to keep pace with these changes, ultimately aiming to better prepare students for effective communication in a globalized world.

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1. INTRODUCTION

The landscape of English Language Teaching (ELT) has undergone profound transformations in recent decades and it is driven by advancements in technology, evolving pedagogical approaches, and the increasing globalization of communication. English language continues to solidify its position as a global lingua franca. Back in 1950s, a famous linguist David Crystal stated that any notion of English as a true world language was but a dim, shadowy theoretical possibility, surrounded by the political uncertainties of the Cold War, and lacking any clear definition or sense of direction [1]. However, the scenario changed rapidly as Burns observes “Yet English is now widely viewed as a social, economic and educational commodity—a basic skill that needs to be acquired for academic success in almost the same way as literacy, or numeracy.” (Burns, 2013, pg. 27) It is needless to say that English language rapidly became global language. Likewise, the methodologies and strategies employed in its teaching and learning are continuously adapting to meet the diverse needs of learners worldwide [30,31,32]. This research article attempts to explore the current trends shaping ELT and the potential horizons that define its future prospects.

Before exploring the current trends, it is interesting to see the long and colorful journey of English Language Teaching (ELT). The historical evolution of ELT traces back to traditional methods like the Grammar-Translation approach, which focused on rote memorization and translation of texts. At the same time this method fails to motivate the students and LSRW skills can't be mastered with this method. Eisa, [5] With the passing of time, methodologies such as the Direct Method, Audio-Lingual Method, got the attention. According to Alhomaïdan, audio-lingual method results in a better improvement in student's speaking abilities better than direct method. Alhomaïdan, [6] Lately, it was side lined by Communicative Approach which emphasized on oral proficiency, pattern practice, and meaningful communication. All these developments reflect a shift from language instruction centered on grammar rules to a more communicative and learner-centered paradigm.

In the contemporary ELT landscape, several trends are prominent. Technology integration has revolutionized teaching methodologies, offering interactive platforms, digital resources, and personalized learning experiences. The communicative approach remains foundational, emphasizing fluency, real-world tasks, and cultural competence. Additionally, task-based learning, inclusive practices, and a focus on critical thinking skills have gained prominence, reflecting a holistic approach to language education. The present study makes an attempt to present brief journey of current trends in ELT and presents an overview of future possible development in English Language Teaching.

1.1 Rationale for Research

While current trends in ELT demonstrate significant progress and innovation, understanding their implications and potential future trajectories is crucial. This research seeks to delve deeper into the pedagogical shifts, challenges, and opportunities presented by these trends. By examining both the present state of ELT and its future prospects, this study aims to contribute valuable insights to educators, policymakers, and researchers in the field.

1.2 Objectives of the Study

The primary objectives of this research are as follows:

1. To analyze and evaluate the current trends in English Language Teaching, including technology integration, communicative approaches, task-based learning, and inclusive practices.
2. To explore the implications of these trends on language learning outcomes, learner engagement, and cultural competence.
3. To investigate potential future directions and prospects in ELT, considering emerging technologies, global collaboration, lifelong learning initiatives, and inclusive pedagogies.

Through this research article, I aim to uncover the pedagogical horizons that shape the present and future of ELT, fostering a deeper understanding of effective language teaching methodologies and strategies in an interconnected world.

2. METHODOLOGY

This study employed a mixed-methods approach to examine current trends and future prospects in English Language Teaching (ELT). Research papers were explored with the help of extensive and explicit search approach. I selected research papers based on keywords, year of publication, highlighting various teaching trends from the past, to the present and the road ahead. Also, papers showcasing the use of Artificial Intelligence (AI) in providing personalized education, and their potential benefits were taken into consideration. Along with it, survey of ELT educators and students was done to take insights from teachers and the students alike. Lastly, case studies of institutions implementing cutting-edge methodologies were done to know their feedback about increased use of advance technology in ELT. By integrating this data, the research aims to provide a comprehensive analysis of how technological advancements, pedagogical shifts, and global linguistic trends influence ELT methodologies and outcomes.

3. HISTORICAL DEVELOPMENT OF ELT

The historical developments in English Language Teaching (ELT) provide a rich context for understanding how language teaching methodologies have evolved over time. Here's an overview of some key historical developments in ELT:

In late 19th to early 20th century Grammar-Translation Method was in practice which emphasized on grammar rules, translation of literary texts, and rote memorization of vocabulary. It was primarily used for studying classical languages and developing reading and writing skills. However, it was criticized for its lack of focus on oral communication, limited real-world language use, and mechanical approach to learning. As a researcher Kravchenko observes, "This strategy eliminates the need for spoken work in the classroom and only the teacher is allowed to talk which make students become extremely teacher-dependent." Kravchenko [7] It was followed by Direct Method in 20th century and the main focus of this method remained on oral communication, immersion in the target language, and avoidance of translation. Primarily, it aimed to develop conversational fluency, listening comprehension, and natural language use. This method was said to have some challenges in adapting to diverse learner needs, limited access to authentic materials, and

varying interpretations of the method's principles. Though Direct Method approach may not sufficiently handle structured written assignments and reading exercises, it may impede the development of comprehensive language skills by ignoring reading and writing abilities. Keo and Lan [8].

Mid-20th century was dominated by Audio-Lingual Method which focused on habit formation through repetition, pattern drills, and audio-visual materials. Mart, a researcher observes, "Language items are presented to students in spoken form without reference to the mother tongue so that they can learn language skills effectively. The goal of the Audio-Lingual method is, via teaching vocabulary and grammatical patterns through dialogues, to enable students to respond quickly and accurately in spoken language". Mart [9] It was intended to develop automaticity, accuracy, and mastery of language structures. However, it was criticized for its focus on rote learning, limited focus on meaningful communication, and potential monotony in teaching practices. Since then, Communicative Approach is widely used in English language teaching, the prime focus of this approach remains on meaningful communication, real-life tasks, interactive activities, and learner-centeredness. As Savignon states, "Central to CLT is the understanding of language learning as both an educational and a political issue. Language teaching is inextricably linked with language policy. Viewed from a multicultural intranational as well as international perspective, diverse sociopolitical contexts mandate not only a diverse set of language-learning goals but a diverse set of teaching strategies." Savignon, [10] The primary purpose is to develop communicative competence, pragmatic skills, and cultural awareness. But it has shortcomings in balancing fluency and accuracy, adapting to diverse learner backgrounds, and integrating technology effectively.

Task-Based Learning is practiced in late 20th century and continues to be used to the present time. Learning through tasks, problem-solving activities, and authentic language use are the main characteristics of it. Ha Loc and Tuyen observed that unlike traditional methods of assessment which focus on paper-based tests, the task-based approach is used to evaluate learners' competence and ability to solve different kinds of tasks. In addition, the assessment of learning tasks is not only the re-enactment of actual activities through lectures,

but also the assessment of learners' reflective capacity in each problem. Ha et al., [11] It was intended to promote language acquisition, critical thinking skills, and learner autonomy. Some challenges in designing effective tasks, assessing task performance, and ensuring task authenticity bother the practitioner of this method. With the introduction of technology, 'Technology Integration' started gaining momentum in 21st century which incorporated digital tools, multimedia resources, online platforms and adaptive learning systems in ELT. According to Rintaningram, "The advancement of technological tools causes a shift in some learning activities. When dependency on textbook is not enough to address students' need, technology is coming to address the advancement of modern education." Rintaningrum, [12]. The main purpose of technology integration was to enhance learner engagement, provide personalized learning experiences, and facilitate access to authentic language materials. Certain issues related to digital divide, privacy concerns, and the need for teacher training in technology integration revealed the short comings of it.

4. CURRENT TRENDS IN ENGLISH LANGUAGE TEACHING

These above listed historical developments highlight the evolution of ELT methodologies from traditional approaches which focused on grammar and translation to more communicative, task-based, and technology-integrated practices. Each method reflects changing pedagogical paradigms, educational philosophies, and societal demands, shaping the diverse landscape of English language teaching today.

Current trends in English Language Teaching (ELT) reflect a dynamic shift towards innovative pedagogical approaches, technology integration, cultural competence, and learner-centered practices. As A scholar Kiwan & Rod notice, "In the era of fast technology and social networking, one can transact ideas and information not only through face to face interaction but also through technology, which allows for the instant formation and dismantling of (hyper) real communities based on temporary desire and politics." Kiwan & Rod, [13] Integration of technology features in most of the current trends and the use of digital tools, online platforms, and multimedia resources are practiced to enhance language learning experiences. According to Kravchenko, "With the latest developments in VR headsets and

accessories, we get more and more shining examples of implementation of these technologies in ELT for role-playing and creating close-to-life experiences with the language". (2023a) Many language learning apps like Duolingo, Babbel, and Rosetta Stone offer interactive language learning modules, exercises through games, and personalized feedback.

The place of traditional classrooms is taken by virtual classrooms these days and platforms like Zoom, Google Meet, and Microsoft Teams facilitate live online classes and collaborative activities. Researchers Dyrvold & Bergvall stated that compared to print materials, digital teaching materials can take advantage of dynamic functions and various modalities such as sound, movies and animations to support students' meaning-making. Dyrvold & Bergvall, [14] Virtual language labs have helped to make teaching engaging, active and personalized experience for the students. Simultaneously, educational soft wares and tools such as Anki, Quizlet, and Memrise enable flashcard-based learning, spaced repetition, and vocabulary retention are making ELT activity interesting. Even language learning games like WordBrain, FluentU, and Language Zen engage learners through gameplay and challenges through real-life scenarios and make language learning a fruitful experience. However, after conducting experiment with students a researcher Kaur observed that the results show a lot of changes in the students' achievements during the process of post-test examination. Students had developed the learning process using language games for learning vocabulary. Vocabulary words are not for the learning for a day, but we need to practice it every day so that the students can able to use the words and they know how to use it. Kaur, [15] Hence, it becomes necessary for the teachers to be creative while deciding the activity in the class.

Another hall mark of current trends is personalized teaching where teaching material is tailored to the learning experiences to individual learner needs, preferences, and progress levels. Many AI-driven platforms like Khan Academy, Coursera, and Codecademy adjust content, pacing, and assessments is based on learner performance. Scholars Oyebola, Olusola and Ayeni opine that one of the key aspects of AI in education is its ability to adapt to the individual needs and learning styles of students. AI algorithms analyze vast amounts of data, including students' progress, performance, and

preferences, to tailor educational experiences. This adaptability goes beyond the traditional one-size-fits-all model, creating a dynamic and personalized learning environment. Oyebola Olusola Ayeni et al., [16]. Learning Management Systems such as Moodle, Canvas, and Blackboard allow educators to create personalized learning paths, track progress, and provide targeted feedback. Teachers create or curate content (e.g., videos, podcasts, articles) based on learner interests, proficiency levels, and learning styles.

Communicative Approach is also widely used in many classrooms these days. The main focus is on developing communicative competence, real-world language skills, and meaningful interaction in the target language. Students' engagement in role-play activities, simulations, and dialogues enable them to practice language use in authentic contexts. At the same time collaborative projects in the form of group projects, presentations, and debates promote collaboration, critical thinking, and oral communication skills. As Kholstinina, et al state, "It has shown that all these methods and techniques promote students' learning and academic achievement, increase students' retention, enhance students' satisfaction with their learning experience, help students develop skills in oral communication, develop students' social skills, promote student self-esteem, help to promote positive intercultural relations, and the problem of using effective methods of teaching English is extremely important." Kholstinina et al., [17] Using authentic materials like news articles, podcasts, movies, and songs, expose learners to real-life language use, cultural nuances, and current events. These days, platforms like Tandem, HelloTalk, and Conversation Exchange facilitate language exchanges with native speakers for authentic communication practice.

Cultural Competence is one more trend getting popular these days. A researcher Sung opines, "English is no longer a mere language but is a cultural tool which sets certain norms or helps learners adjust themselves according to the world's needs and changes depending on how they use it". Kiwan & Rod, [13] Integrating cultural aspects, global perspectives, and intercultural communication skills into language teaching and learning is a novel way to engage students in classrooms. Various exploring cultural customs, traditions, festivals, and etiquette through discussions, videos, and guest speakers can be practiced. Collaborative projects

with international peers or classrooms promote cultural exchange, empathy, and understanding.

These current trends in ELT showcase the diverse and innovative approaches that educators, institutions, and technology providers are adopting to enhance language learning outcomes, promote cultural understanding, and prepare learners for global communication in today's interconnected world.

5. FUTURE PROSPECTS IN ENGLISH LANGUAGE TEACHING

Advancements in artificial intelligence (AI), virtual reality (VR), augmented reality (AR), and natural language processing (NLP) are poised to revolutionize language learning experiences. AI-Powered Language Tutors like ChatGPT, Grammarly, and AI language learning platforms will provide personalized feedback, adaptive learning pathways, and language proficiency assessments. After conducting case study on Grammarly App, Bulatovic and his fellow researchers noticed that the biggest affordance of using Grammarly software is that the feedback that students receive when using this online writing tool is provided immediately. But it posed a more serious problems with complex sentences which Grammarly cannot process and correct effectively. Bulatović et al., [18] A researcher Grassini observes that the potential of AI tools extends beyond grading and assessment; they can also be deployed for translating educational materials and fostering interactive and adaptive learning environments. Notably, generative models, such as GPT-4, exhibit substantial promise in these domains. GPT-4 has demonstrated high proficiency in translation tasks. Grassini, [19] However, Sogut after conducting a survey on teachers, experienced mixed responses such as, "Some stated that these tools fulfill several beneficial functions in the writing stages, while others considered that the use of these tools could violate principles of academic integrity. The concerns were expressed acknowledging various affordances. These views surfaced mainly in relation to hindering creativity, productivity, and critical thinking skills. They also touched upon the limitations of AI tools such as the generation of misleading information, falsified references, and limited functions". Söğüt, [20] Hence, introduction of AI will certainly create some academic issues in the near future. Apart from AI, Virtual Reality Language Learning like Immerse, MondlyVR, and Babbel VR will create

immersive language environments for simulations, cultural experiences, and interactive language practice. Augmented Reality Language Apps such as Word Lens, Google Translate AR, and MondlyAR overlay real-time translations, language labels, and interactive exercises in the learner's environment.

Global Collaboration and Virtual Exchange can become regular practice and will change the traditional approach of ELT. During recent pandemic, the need of virtual exchange was practiced and as researchers Gleason and Jaramillo stated that it facilitate broader educational competencies of problem-solving, communication, and critical thinking skills, could be expanded and elaborated as a key component of innovative educational curricula. (Gleason & Jaramillo Cherez, [21] Collaborative projects, international partnerships, and virtual exchange programs can foster cross-cultural communication, global citizenship, and collaborative learning. Virtual Exchange Platforms like eTwinning, Erasmus+, and Virtual Exchange Project facilitate online collaborations, cultural exchanges, and joint projects between learners from different countries. Massive Open Online Courses (MOOCs) with global cohorts, such as Coursera's "English for Business and Entrepreneurship" or Future Learn's "Understanding IELTS," promote global collaboration and access to high-quality language education. Considering this background, Zanyar and his fellow researchers conducted a survey on group of students and observed that Artificial intelligence can do things that are hard for humans to carry out, such as analyzing English down to the phoneme level and recognizing nearly instantaneously how your language talents have grown over time. Zanyar, [22].

Global Online Language Communities in the form of Polyglot Club, Language Exchange, and Reddit's language-learning subreddits connect language enthusiasts worldwide for language practice, cultural exchange, and peer support. Joint Research and Publications: Collaborative research projects, publications, and conferences between ELT professionals from diverse backgrounds contribute to cross-cultural pedagogical insights and innovative practices. Mikroyannidis and his team conducted a case study on OpenLang Network platform, evaluated th results and observed that users had a positive experience with the platform and its language learning services. More specifically, they found

the platform to be easy to navigate and to use, to be sufficiently responsive, to be easily accessed from various devices, as well as to provide sufficient technical support. The platform had a positive impact on the teaching and learning practices of teachers and learners. Mikroyannidis et al., [23]. Simultaneously, continuous professional development (CPD), micro-credentials, and lifelong learning initiatives empower educators to stay updated with pedagogical innovations, technology integration, and evolving language teaching methodologies.

Platforms offering CPD courses for educators can be fruitful activity, as a researcher Abakah states that CPD activities are widely diverse, and range from participation in formal courses to informal learning opportunities within and outside the classroom. Abakah, [1] These courses are in the form of EdX for Education, Coursera for Teachers, and TESOL's online professional development courses covering topics like technology integration, inclusive practices, and assessment strategies. Micro-Credentials and Badges: Micro-credentialing platforms like Digital Promise's Educator Micro-credentials, Mozilla's Open Badges, and LinkedIn Learning's Skill Badges offer digital credentials for specific competencies, such as blended learning, digital literacy, and cultural competence. Virtual Workshops and Webinars, conferences organized by professional associations (e.g., TESOL, IATEFL, and NCTE) provide opportunities for networking, knowledge-sharing, and skill development for ELT professionals globally.

It is needless to say that these future prospects in ELT demonstrate the transformative potential of emerging technologies, global collaboration initiatives, and ongoing professional development opportunities in shaping the future of language teaching and learning.

6. DISCUSSION

Emerging technologies like Artificial Intelligence (AI), Virtual Reality (VR), Augmented Reality (AR), and Natural Language Processing (NLP) hold immense potential to revolutionize ELT by providing personalized, immersive, and interactive learning experiences. AI-powered language tutors, for instance, can offer tailored feedback, adaptive learning paths, and real-time language practice. After doing case studies on some students in this respect, Worlanya opines, "This analysis of Coursera learner case studies

reveals a wealth of opportunities to amplify the effectiveness of both teaching and learning. The ways these learners leverage, GenAI can help resolve potential gaps in our current educational system, where it's hard to attain personalization, especially in larger class sizes." Worlanyo,[24] However, as Murtaza and his team of researchers observed, "The development of AI-based personalized e-learning systems requires a holistic approach, comprising of thorough analysis of available data and e-learning data sources. These requirements should be properly synthesized and the necessary data should be extracted from the e-learning databases. Understanding the student learning process is essential for the development of an adaptive and personalized e-learning system." Murtaza et al., [25] While implementing AI based learning platforms, it is necessary to understand the competence level and background to implement AI based personalized learning system.

Apart from AI based learning, Virtual reality environments can transport learners to immersive language scenarios. It can be done through real life situations, such as ordering food in a foreign restaurant or navigating a city using language skills. According to Bonner and Reinders, "Some of the most advantageous features of VR in classroom settings is its ability to reduce distractions. There are no distracting classroom windows to stare out of when students are directly immersed into the topic they are investigating." Bonner & Reinders, [26] Even, augmented reality apps can overlay language labels in the learner's environment, enhancing vocabulary acquisition and contextual understanding. Reinders, a researcher says, "Augmented reality (AR) allows users to remain immersed in the real world while overlaying our perceptions of the world with digital data". Reinders, [27] It is evident that these technologies have the potential to address individual learning needs, enhance engagement, and provide authentic language practice in diverse contexts. However, these technologies are in infancy and need more research and further developments. Challenges such as access to technology, digital literacy, and ensuring pedagogical alignment with technological tools need to be addressed for effective integration. These challenges can be addressed with the help of global collaboration initiatives and virtual exchange programs. They enable learners to engage with peers from different cultural backgrounds, fostering cross-cultural communication, empathy, and global

citizenship. After 12 years of telecollaboration Sadler & Dooly demonstrate, "The experience has brought about changes in pedagogical focus so that telecollaboration is not an 'add-on' for language practice; instead, telecollaboration is core to the program (both empirically and theoretically: student-teachers use telecollaboration to learn about technology and its affordances for communicative language teaching)". Sadler & Dooly, [28] These programs offer opportunities for collaborative projects, joint research, and intercultural dialogue, enriching language learning experiences and promoting a deeper understanding of global issues.

Lifelong learning initiatives and professional development opportunities empower ELT professionals to stay updated with pedagogical innovations, technology integration, and evolving practices. Online CPD courses, micro-credentials, virtual workshops, and collaborative learning communities provide avenues for continuous learning, skill development, and networking. Risquez says that CPD providers might do well to consider mixing pedagogical approaches and balancing prescribed learning goals with opportunities for learner autonomy and, most importantly, learner interaction. Risquez et al., [29] It is essential for enhancing teaching effectiveness, adapting to changing educational landscapes, and improving student outcomes. Online platforms and digital credentials offer flexible and accessible options for educators worldwide, but ensuring the quality and relevance of CPD programs remains crucial [30-32].

7. CONCLUSION

The exploration of current trends and future prospects in English Language Teaching (ELT) reveals a dynamic and evolving field driven by technological advancements, pedagogical innovations, and global shifts in language use. The integration of technology, including blended learning, mobile-assisted language learning, and interactive classroom tools, is transforming traditional teaching methodologies and making language learning more accessible and engaging. Emphasizing communicative competence through approaches like Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL) enhances practical language skills and academic achievement. Personalized learning, facilitated by adaptive learning technologies and differentiated instruction, caters to individual

student needs, improving learning efficiency and outcomes. The focus on intercultural competence and Global English prepares learners for effective communication in diverse cultural contexts, reflecting the global nature of English today. Looking ahead, emerging technologies such as artificial intelligence, virtual and augmented reality, and gamification hold promise for further enhancing ELT by providing immersive, interactive and personalized learning experiences. This comprehensive understanding of current and emerging trends underscores the importance of continuous professional development and reflective practice for educators. Adapting to these changes will better equip teachers to prepare students for successful communication in an increasingly interconnected world.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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