



CURRENT TRENDS AND CHALLENGES IN TEACHING ENGLISH TODAY

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ABSTRACT

Learning a second language, such as English, is critical for emerging countries like India that want to expand their social, political, and commercial networks in an increasingly transnational global economy. Since its foundation, the English language has undergone constant change and evolution. Except for literature, English is the language of choice in the vast majority of subjects. As a result, it is vital that we place a strong emphasis on developing bilingual persons who are fluent in English. This essay discusses the most recent advances in English Language Teaching (ELT), the ways in which ICT (Information and Communication Technology) has enhanced traditional English teaching approaches, the various tools currently in use, and the challenges and complications that arise during the various stages of implementing a unified, cutting-edge method.

Key words: *Trends in ELT, ITC, e-learning, Barriers*

1.INTRODUCTION

English is obviously important in the twenty-first century, considering that it is spoken in every country. The fact that English is the most commonly spoken language franca in the world has a tremendous impact on a variety of vital fields, including but not limited to commerce, research, education, and daily contacts. English is an important language for sharing information about scientific developments and new discoveries, as well as understanding modern electronics and technology. The English language is most useful when it allows communication between people from different countries. It goes beyond plays, poems, and short stories, all of which are regarded types of literature. Over time, there have been various changes to the way English is taught. Native Americans learned their mother tongue successfully under the guidance of British professors. They left, however, and the language lost its richness and complexity as a result. Traditional methods of language training, particularly in India, are insufficient in quantity and quality, which may explain their low popularity. Despite challenging course offerings and

significant academic demands, students with a regional accent who want to thrive in English continue to be discouraged.

2.LITERATURE REVIEW

As a result of Bax's complete reevaluation and analysis of CALL, three new categories were formed in 2003: Restricted CALL, Open CALL, and Integrated CALL. The study's major goal was to "normalize" this technology by investigating the shift from Open to Integrated CALL. Parab (2015) demonstrated well acknowledged ELT developments that have been adopted globally in recent years by examining tendencies that were common in the last few decades. Sarica and Cavus conducted a thorough analysis of all available e-learning technologies in 2009, demonstrating how they could be cleverly used to aid the development of the four core language abilities. Shyamlee (2012), on the other hand, investigated the efficacy and usability of modern technologies in the context of language acquisition, especially English. In 2014, Samuel and Pulizala explored the role of ITC in English instruction and the tools currently used in traditional classes, with a focus on India. Through the use

of a questionnaire survey, Salehi and Salehi (2012) studied the issues and obstacles thirty high school English instructors from five notable school districts in the Iranian city of Isfahan had when attempting to use ICT in the classroom

3.TRENDS IN ENGLISH LANGUAGE TEACHING

English instruction is an ongoing process that must be modified on a regular basis. Teaching foreign languages, for example, is one area where technological advancement has been proved to assist teachers in meeting their objectives. The following are the eight most significant changes in learning English as a foreign language at the moment:

Change in the Goal of Teaching

The goal is to produce bilingual individuals who are fluent in English. The goal is not to become native English speakers because we already speak our mother tongue effectively. Instead, it is to prioritize the use of English as a means of communication. Second, studying English is viewed as a prerequisite for subjects like as math and science rather than an ultimate aim. English teachers can teach their students both language and topic matter at the same time by using cross-curricular materials. CLIL stands for content and language integrate learning.

Early Start in Teaching English

This strategy may function effectively when combined with the use of more current technologies, such as computer-based tasks in lower grade levels. Many countries have begun to provide primary education, and the outcomes have been positive.

Change in the approach to Teaching Culture

Aside from local and indigenous norms, global culture has a significant impact on English language training. Instead of only teaching native English, it would be better to focus on leveraging students' original languages as communication tools or teaching aids to assist them learn English more rapidly and without stress.

Changing view of an English Teacher

It is not necessary for an English teacher to be able to speak English as their first language. Language abilities, teaching knowledge, and understanding of various cultures are far more significant in determining how well and

successfully a teacher teaches.

Change in Teaching Content and Test Design

When conducting creative projects and listening activities, English schools emphasize the importance of using your native language, a range of English translations or local materials, and diverse dialects.

E-Learning

Tablets, smartphones, and Kindles that do not require paper will undoubtedly outnumber texts in the near future. The World Wide Web has tremendously increased the flexibility and portability of information retrieval by placing information at our fingertips.

Strategic Teaching and Learning

English language programs place a strong emphasis on helping students enhance their critical thinking skills in addition to teaching language skills. Students and instructors have crucial and complex connections both within and outside of school. The practice of making language learning more enjoyable and helpful for younger people is known as "gamification."

Teachers as Lifelong learners

Teachers are required to do professional development or learning assignments throughout their tenure, from the beginning to the conclusion, in order to remain competitive and obtain work. Educators, like everyone else, are expected to take more responsibility for their own professional development and to constantly improve their skills and knowledge.

4.ROLE OF ICT IN ENGLISH LANGUAGE TEACHING

A variety of electronic devices and tools can significantly improve the way classes are typically presented in schools. Information and communication technology (ICT) makes it easier for teachers and students to experiment with new ideas, resulting in a more welcoming learning environment for all. This could imply that there are more opportunities for students and teachers to engage in beneficial exchanges. The use of digital technologies is critical in computer-assisted language learning (CALL), a well-established and acknowledged field that is becoming increasingly significant in the broader field of English language teaching (ELT).

For the following reasons, a unified strategy could be used:

Getting kids interested in learning and assisting them in improving their communication skills so that they can learn more and gain a better understanding of western civilization.

To improve teaching effectiveness by fostering greater interaction between teachers and students.

to devise a strategy for teaching languages

To make the training content more adaptable,

TOOLS OF ICT FOR ENGLISH LANGUAGE TEACHING

Here is a selection of just a few of the various ICT tools available:

Power Point Presentation

These days, LCD projectors and PowerPoint presentations are frequently used in the classroom. It is probable that using audiovisual aids in PowerPoint presentations will pique students' interest in learning new things more than using chalkboards alone. Organizing and delivering a talk can also help students gain confidence and enhance their speaking and listening abilities.

Web-based learning

This instrument, often known as e-learning or online learning, is well-designed, simple to use, and intuitive. The four fundamental talents that everyone must be able to employ are speaking, writing, listening, and reading. There are numerous ways to include interaction into these skills. These resources make it easier for teachers and students to collaborate in the classroom. In schools, the following forms of technology can be used:

E-mail

Email, the most popular internet program, is a terrific way for students to communicate with their teachers because it is convenient and simple to use. It can be used by teachers to assign a variety of tasks to pupils, preparing them for group brainstorming sessions in the classroom. Writing articles and other things via email is an excellent approach to develop your writing skills and vocabulary.

Blogs

Blogs, which serve as a digital portfolio and an online personal record, can help students keep track of their progress and showcase their work. Contributing actively to the content and upkeep of a personal blog, such as by producing posts, reviewing other writers' posts, and responding to criticism, can pique

people's interest in reading it. When students self-publish, they assume more responsibility and ownership over their work. They may be more deliberate and thoughtful about the topic and organization of their writing if they are aware that others are reading it.

Online Tests and Quizzes

With testing software, you may create interactive multiple-choice, short answer, scrambled sentence, crossword, matching, sorting, and gap-filling jobs on the internet. The use of this application allows teachers to easily create their own assessments and provide tailored feedback to each student.

Instant Messengers and Skype

Students can enhance their reading and writing skills in real time by working and reading with teachers and other students. A large component of the messaging software also uses webcams, allowing users to see each other and conduct short video chats. One of the most well-known instances is Skype. Students can converse with native speakers of the target language and receive feedback on how they pronounce words. This app facilitates the improvement of your speaking and hearing talents.

Mobile Devices

Mobile learning refers to any service or facility that provides students with general computer information and learning materials to assist them in learning, regardless of where they are or what time it is. It simply implies that people can learn anywhere and whenever they want by using PDAs, cell phones, and other comparable technological devices. iPods, iPhones, and other smartphone models can be used to teach English to students of all levels. These could include text messaging or email services, voice recording technologies that aid improve both speech and listening abilities, and access to real-world resources such as English news, songs, poems, vocabulary, and translations.

Language Lab

Language Lab has proven to be an invaluable resource for students learning how to communicate formally in English. They have successfully grown, evolved, and enhanced their technological skills, allowing them to use technology more effectively in their personal and professional life. Reforms and new programs in the technical education system are

intended to provide students with the strength and abilities necessary to apply their professional knowledge and skills, as well as leadership attributes such as a willingness to collaborate with others.

By combining traditional teaching methods and with modern tools, language learning can continue long after pupils leave the classroom without putting teachers under undue stress. Learning a new language, such as English, may be both exciting and enjoyable at times. People who work in ICT should strive for "normalization," which means that technology is no longer seen as a marvel or a frightening thing. Bax states that normalization is going to occur when "language students and teachers incorporate ICT tools into every lesson on a daily basis, as if they were a pen or book... without fear or inhibition, and equally without an exaggerated respect for what they can do." They will be present in practically every class, but they will not be the primary topic of discussion in any of them. They will then be fully integrated into every other aspect of the classroom, including the professors, course materials, and... (Bax (2003)

5. CHALLENGES & BARRIERS

Incorporating ICT into traditional classrooms is a demanding endeavor that is not always successful. In an academic atmosphere, there are practically infinite ways to obtain information, which can lead to an overload of information. It is the responsibility of qualified teachers to remove unneeded material. It is likely that both students and teachers lack the necessary skills to learn, analyze, and apply what they have learned. In addition, there are other issues that could stymie expansion. Many educators have devised many forms of barriers. Some researchers have separated the barriers even further into two categories: extrinsic and intrinsic. Institutions create extrinsic barriers, whereas teachers, supervisors, and other institution employees create intrinsic barriers. At the school level, issues included insufficient instruction and a lack of relevant equipment. Problems at the teacher level included a lack of confidence, a lack of time, and a refusal to change. You could also categorize obstacles as material or non-material. One material challenge is that there aren't enough computers or software copies available. Many educational institutions

around the world are currently experiencing this issue. Teachers' limited teaching time, lack of ITC expertise and experience, and difficulty to successfully incorporate ITC into their classes are some non-material hurdles. These issues frequently arise with language teachers who have been in their positions for a long time yet still employ outdated teaching methods and have not kept up with recent advances. As a result, they require specialized training in order to understand things from a new perspective and blend modern and traditional ways. Another concern that is growing is how the internet has affected the English language. Many Nobel Prize winners in literature believe that employing electronics to promote the English language is detrimental to its progress. They believe that utilizing slang and acronyms on social networking sites would harm the language in the long run, which contradicts the site's initial objective of promoting learning.

6. CONCLUSION

In India, where we reside today, being able to speak and write English well is considered as both a show of social standing and a way to engage with individuals from other nations. It seems like every day more and more people decide to learn English. People who choose to do so may find ITC technologies useful since they can assist create an environment in which the learner is more involved and in charge of the process. This strategy is superior than the typical style of teaching in the classroom, when pupils with normal intelligence lag behind and the teacher stays in charge of the learning process. In the classroom, traditional approaches are still employed most of the time, but over the past ten years, there has been a slow shift toward a blended approach. When teachers have the necessary skills and information, earned through new methods like these, they will be better able to help their students. Students can utilize smartphones and other mobile devices to conveniently access information thanks to ITC's unique solutions, even while schools set constraints on the use of certain building resources. Using these new tools in sensible ways will undoubtedly impact the way we study in the near future.

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