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Research Paper

CURRENT TRENDS IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

In this Article we will go through The paper is examined to present the current and popular trends in ELT that have been used practically in current years in the entire world

rld reviewing the past trends. Moreover, this is also an endeavor to encourage the ELT trainer to modernize their classroom arrangements (managements). The ELT trends that were very popular in the past have vanished today and have been substituted by others. Several factors have contributed to the adoption of new trends in ELT. The research found that the following trends are the very popular.

- **Teaching with Technology**
- **Teachers connect with web 2.0**
- **Blockbuster course books kept alive through "New" versions**
- **English as a Lingua Franca (ELF)**
- **Learner Centeredness and Needs**
- **Portfolio Development for Teachers**
- **Syllabus Design and Materials Development**

KEYWORDS :Web 2.0, English Language Teaching, Corpus Linguistics, English as

INTRODUCTION

This paper shows the ELT education trend has recently been gaining in significance in education systems throughout the world. English Language Teaching (ELT) has tremendously changed over the last one decade. Language teaching in the twentieth century underwent numerous changes and innovation. In the past ten years the crucial factors have combined to affect current perspectives on the teaching of English: (A) The decline of methods, (B) A growing emphasis on both bottom up and top-down skills, (C) The creation of new knowledge about English and, (D) Integrated and contextualized teaching of multiple language skills. TESOL has been and continues to be a dynamic field, in which new venues and perspectives are describing.

Overview of Historical Trends:

Generally every type of language teaching has its own technologies to maintain it. Language teachers who followed the grammar-translation method (GTM) (in which the teacher explained grammatical rules and students performed translations) relied on one of the most omnipresent technologies in U.S. education, the blackboard a perfect vehicle for the one-way transmission of information that method implied. The blackboard was later supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as by early computer software programs which provided what were known as "drill-and-practice" (or, more pejoratively, "drill-and- kill") grammatical exercises. On another side, the audio-tape was the perfect medium for the audio-lingual method (in which students were believed to learn best through constant repetition in the target language). University provided the lab facility, where students would perform the repetition drills. Late 1970s, the audiolingual method fell into disregard, at least in part owing to poor results achieved from expensive language laboratories. Whether in the lab or in the classroom, repetitive drills which focused only on language form and ignored communicative meaning achieved poor results. The1980s and 1990s have seen a fulscale shift in the direction of communicative language teaching, with an emphasis on student engagement with authentic, meaningful, contextualized discourse. Within this general communicative trend, we can note two distinct perspectives, both of which have their implications in terms of how to integrate technology into the classroom.

Modern Trends of Teaching through ELT:

Computers and language teaching have been walked hand to hand for a long time and contributed as teaching tools in the classroom. Computers and technology are still a source of uncertainties and anxiety for many teachers everywhere in the world despite the latest advances applicable to language teaching such as specialized websites, blogs, wikis, language teaching methodology, journals, and so.

Teaching with Technology:

Teaching with the technology, deal with the ICT in the language curriculum. According to the authors ICT have basic features that make its use a valuable source for input but some teachers may not trust technology or just be reluctant to include computer in their classrooms. Learning with technology, as distinct from learning about technology has the capacity to transform learning environments in ways that are difficult for most educators to imagine. Some adults have in using basic computer functions such as email, search engines, and presentation software is the much larger issue. The 21st century teachers integrate technology into their classroom and build the confidence to learn how to use technology in meaningful ways:

1. The pedagogical integration of technology in which they are placed for practicum experiences;
2. The future teacher's degree of computer literacy;
3. The pedagogical integration of technology by instructors during university education of future teachers;
4. A future teacher's expectations of success in integrating technology;
5. The value placed on technology by future teachers As laptop computers, interactive whiteboards and broadband internet became cheaper and more available around the world began to introduce them into classrooms, often and sadly without appropriate training. This was the decade that we learned of digital immigrants and digital natives, which created an extra gap between teachers and students who were often considered in separate camps. We also had to learn a bunch of new acronyms (IWB, ICT, URL etc), as if we didn't have enough already. Different features and uses of technology in to the classroom:

- Word processor
- Digital camera
- Digital video
- Internet
- Web page
- Email
- Video conferencing
- Presentation software
- Computer games

- Spreadsheets and database'

Portfolio Development for Teachers:
Every student teacher will prepare two types of portfolio first is Working Portfolio and second is professional portfolio as part of the student teaching experience. Working Portfolio: Your working portfolio will contain such more information and is larger and basically contains all of the information that you may include in a presentation portfolio, for example; it might contain several COMPLETE units. Professional Portfolio: This is the portfolio that you take with you to an interview and contains material specific to the interview.

Learner centeredness and Learner needs:
The English Language Teaching pedagogies which have focused on developing learners' communicative competence and on promote learning strategies and learner autonomy in language classrooms. Two key concepts of the learner centred classroom are first, placing more responsibility in the hands of the students to manage their own learning, and second, teachers taking roles as facilitators of knowledge to help learners learn how to learn rather than being the source of knowledge. The following qualities the learner should develop: (a) Showing a high degree of motivation; (b) having self-confidence; (c) demonstrating an awareness of learning needs and of the role of language learners; (d) being strategic and enthusiastic in learning; (e) being curious and creative in thinking; and (f) holding democratic, openminded, and critical attitudes were identified by the participants as essential attributes of positive language learners. The learners' needs motivation and confidence were positively affected by their awareness of learning: (a) a thorough orientation at the beginning of the program, (b) the teacher mediation in the process of learning, and (c) the self assessment of strengths and weaknesses, most of the students said that they knew what to learn and what to do in order to improve. They were aware that being involved in the learning process was crucial for successful learning.

Corpus Linguistics:
An approach to investigating language structure and use through the analysis of large databases of real language examples stored on computer. Issues open to Corpus Linguistics include The Meanings of Words across Registers, The Distribution and Function of Grammatical Forms and Categories, The Investigation of Lexico-Grammatical Associations (Associations of Specific Words with Particular Grammatical Constructions), The study of Discourse Characteristics, Register Variation, and Issues in Language Acquisition and Development.

Teachers connect with web 2.0:
Recent years have seen a trend towards the increasing popularity of Web 2.0 applications in education. Commonly, this is attributed to the social nature of these new developments on the Web. Unlike traditional Web 1.0 technologies, social software such as social networks, wikis, blogs and microblogging (Twitter, etc.) or virtual reality (VR) environments such as Second Life have opened up new opportunities of interaction and collaboration between teachers and learners as well as amongst learners. As central features of communicative language learning and teaching, interactive and collaborative elements have always been of vital importance in this field, in non-technological face-to-face teaching as well as in blended-learning approaches with early approaches to computermediated communication (CMC) manifesting in text chats and Email projects. What is different about CMC in general and Web 2.0 is the fact that communication in the latter case takes place directly on the Web. This is important because Web browsers are now so ubiquitous and easily accessible to almost anyone, regardless of background and specialist expertise: A learner can, for example, watch a clip from a new foreign language movie, comment on it in the target language in a blog and thereby start a discussion about the movie in a social network with his peers or even beyond the classroom context with native speakers. All this is possible without at any stage having to change tools or technologies: the Web is the platform throughout.

English as Lingua Franc Core: A new variety in a Expanding circle
The Traditional Tripartite (3 Dimensional) Model of English worldwide has so far ignored one of the most important functions of English today, namely that of a lingua franca between non-native speakers. In integrating ELF into models such as Kachru's, the question that arises is whether it can count as a variety. Evidence from a corpusbased study of lingua franca English as it is used between European speakers indicates that it is not a non-native variety in the traditional sense. It is suggested here that ELF could be conceptualized as a register, which can be integrated into the varietyand nationbased model only on a functional level. Lingua Franca means a language which is routinely used in some region for dealings between people who have different mother tongues. Lingua Franca Core is concerned with international intelligibility. It is a variety of English. The primary purpose is to learn and understand different variety of English, and to communicate with non native speakers from other countries. ELF interaction can of course include native (English) speakers, but what is distinctive about ELF is that, in most cases, it is a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication.

English as an International Language: This debate relates to almost everything: Who owns English? Which English do we teach? Who are the best teachers: natives or non native speakers?

Can you separate language from culture? Do you see English as an international language, or as a lingua franca? And What about linguistic imperialism? Arguments are often accompanied by statistics that show, for example, that non-native speakers of English greatly outnumber native speakers, and that of the native speakers of English, those who speak RP English or Standard American are greatly outnumbered by speakers of other varieties.

Syllabus Design and Materials Development (Global and Local Publishing):
Some people say that the majority of 'blockbuster' courses indicate that there is not much innovation, but there have been noticeable and significant developments in content (becoming less ethnocentric, more intercultural; less stereotyped, more critical), in syllabus (reflecting new descriptive information about language) and in methodology (reflecting ideas of student learning style and self direction). There has also been an increasing tendency towards more locally relevant non-global publishing of courses and materials. For example, SCOPE Program book (BULATS)

Locally produced Materials:
Today, the countries around the globe have realized that the instructional materials produced in one country may not be effective in other countries. Unlike in the past, different countries are producing the teaching materials (textbooks and other reference materials) on their own, and that suit to their own soil, culture, and values. Imported language teaching materials are in no way practicable in the context where they are not produced keeping into consideration the local needs.

Reflective Practice and Teacher Learning:
This is about teachers' questioning and exploring their own practice of teaching. It is a sort of systematic curiosity about going beyond the edges of what we know and do, to find out how we could do things

differently or better (Underhill, 2007). Reflecting upon our own way of teaching tremendously helps the teachers to improve the practice. The basic idea about reflection is that a teacher learns about his/her teaching and how to improve it by trying to observe and understand what is happening in his/her own classroom, reflecting on it, learning from it and trying out something slightly different and so on.

Bottom-Up and Top-Down Skills in L2 Learning:

- Interactive Processing: A theory of reading comprehension that sees reading as involving both the accurate and sequential understanding of text based on identification of the meanings of words and sentences in the text (i.e. BOTTOM-UP PROCESSING) as well as the experiences, background information, and predictions that the reader brings to the text (i.e. TOP-DOWN PROCESSING). Both kinds of processing are involved and they modify and act on each other.
- Comprehension: The identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (BOTTOM-UP PROCESSING) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (TOPDOWN PROCESSING).
- Listening Comprehension: The process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. PHONEMES, WORDS, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It therefore includes both TOP-DOWN PROCESSING and bottom-up processing. While traditional approaches to language teaching tended to underemphasize the importance of teaching listening comprehension, more recent approaches emphasize the role of listening in building up language competence and suggest that more attention should be paid to teaching listening in the initial stages of second or foreign language learning. Listening comprehension activities typically address a number of listening functions, including recognition (focusing on some aspect of the code itself), orientation (ascertaining essential facts about the text, such as participants, the situation or context, the general topic, the emotional tone, and the genre), comprehension of main ideas, and understanding and recall of details.533

CONCLUSION

There is no single most excellent way of teaching foreign languages. The successful language teacher will notconfine himself to only a single method. A method which is appropriate with one .
class on one occasion will not necessarily suit to the same class at another time. Likewise, a method which is suitable for one language teacher while teaching a particular language item may not be applicable for other teacher in the same or similar context. There has been a gradual shift from a literature based foreign language to equipping learners with communicative skills for interaction globally. Most English language teachers and more significantly most teacher trainers adhere to communicative methodology today. A large number of articles and conference talks have been devoted to exploring precisely the communicative approach of language teaching. Nonetheless, ELT practitioners have not remained reliant on fixed prescribed and imposed practices. Instead, ELT practitioners around the globe put into practice a great deal of diverse activities to keep themselves uptodate and enhance their practices which have been dealt above.

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