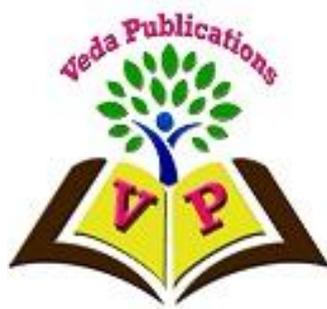


## ENGLISH LANGUAGE TEACHING: AN IMPLICATION IN 21<sup>ST</sup> CENTURY

Ch. Srinivasa Rao

(GMR Institute of Technology, RAJAM, Srikakulam, Andhra Pradesh.)

### ABSTRACT



This paper analyzes the appearance of a new stage of global capitalism, called informationalism, and its consequences for English language teaching, focusing on three grave issues. First, globalization will result in the further spread of English as an international language and a transfer of authority to non native speakers and dialects. This change will call into question basic notions of language, culture, circumstance, and the relationship between ESL and EFL. Second, economic and employment trends will change the way English is used. All the time more, nonnative speakers will need to use the language daily for appearance of complex ideas, international alliance and negotiation, and location and critical understanding of rapidly changing information. Finally, new information technologies will convert notions of literacy, making on-line navigation and research, interpretation and authoring of hypermedia, and synchronous and asynchronous on-line communication decisive skills for learners of English. The growing prominence of regional and local varieties of English has several implications for English teaching in the 21st century.

© Copyright VEDA Publication

Globalization is unfolding in a two-stage behavior. In the first phase, global media and businesses enlarge their new domains throughout the world. In a second stage, these same businesses and media are relocalized in order to best congregate the economic and social imperatives of execution in unusual regions of the world. Just as businesses and media have experienced globalization and relocalization, so has the English language. The past few decades have seen intensification in the role of

English about the world as the lingua Franca for economic and scientific exchange.

This explains in part the shift to a communicative approach in ELT mentioned above: It would be rather unusual to insist that all learners adapt to a British or North American replica when L2 speakers gradually more use English to speak to other L2 speakers rather than to native speakers of the language. At the same time, the imperatives of



international communication demand that some level of common transparency be upheld.

The linguistic correspondent of the more common dynamic mentioned above: the struggle between global networks and local identity. Increasing numbers of people around the world turn to English as a prerequisite of international communication, but in order to venture their identity and values, they accentuate their own local assortment of English rather than submit to colonial standardized norms.

The growing eminence of regional and local varieties of English has numerous implications for English teaching in the 21st century. Culture remains an essential part of language learning, but the approach on the way to culture must become comprehensive, taking into account the assorted cultures of the various people who speak English around the world. There is no distinct procedure for how to handle issues of culture in teaching. Teachers will need to vary their approach depending on the scrupulous audiences being taught and their purposes in learning English.

The growing role of diverse varieties of English will also impose a new reverence for bidialectalism and multidialectalism, again taking into version the needs of the learners. Even native speakers may need to learn new dialects, not only to fully comprehend what people are saying in different parts of the world, but also to correspond successfully in international settings where the use of North American, British, or Australian colloquialisms may be improper.

This change in the role of unlike varieties of English will influence the way teachers think about and phonetic standards and the immense substance placed on use of "correct" language. In the 21st century, speakers of English may more and more need to deviate from what they have been taught is correct in order to make them implicit to interlocutors from around the world. In such circumstances, narrow emphases on the observance of decontextualized rules will provide learners scantily.

In summary, in the 21st century there will be a growing basis for learners around the world to view English as their own language of additional

communication rather than as a foreign language controlled by the "Other." Teachers would do well to exploit this situation by creating opportunities for communication based on the values, cultural norms, and needs of learners rather than on the syllabi and texts developed in England and the United States.

English language educators ought to also come to grips with the social, economic, cultural, and linguistic consequences of the comprehensive spread of English. A second most important way that informationalism will affect ELT in the 21st century relates to trends in employment. Merely put, the jobs that existed in the industrial era are becoming extinct and are being replaced by new types of job and work requirements.

Thus new work skills of figurative scrutiny are emerging as decisive for success in the 21st century. And, as a result of globalization, these skills are gradually more applied in English language contexts. Not only U.S. and British firms but also many other large-scale firms based in Europe and Asia use English for international communication and even for national communication.

A large and escalating number of people, even if they never set foot in an English-speaking country, will be essential to use English in extremely complicated communication and alliance with people around the world. They will need to be able to inscribe convincingly, perilously understand and evaluate information, and carry out multifaceted negotiations and collaboration in English. Sophisticated skills of argumentation and affiliation may not enthusiastically emerge from the syntactic syllabi or basic functional syllabi evident in most English classes. Instead, teachers will have to find new, project-based approaches that give students the opportunity to learn and observe the kinds of analytic problem solving and argumentation that they will need in English if they are to contend for the better jobs in society.

Beyond the condition of symbolic analysts is that of the much larger group of employees in in-person service and regular production work. Their needs for English will diverge significantly depending on local circumstances. As a consequence of increased tourism, international business travel, and the use of telecommunications to farm out routine



work, there will be an escalating need for English among workers in these sectors as well. However, the types of English requisite are far more constrained than those for representational analysts. One plausible outcome is the growth of the English for Occupational Purposes (EOP) industry, a branch of English for definite purposes dedicated to the needs of scrupulous vocational groups. EOP courses will focus on basic conversation skills for hotel workers, basic reading skills for definite factory workers, and business writing skills for secretaries. These kinds of skills will also increasingly be incorporated into vocational secondary schools that train such workers and be obtainable by employers at work sites.

It may seem unlikable to consider a future world of English teaching in which a privileged cluster of students learns how to review literature and fabricate complicated multimedia reports while the vastness of students' focal point on slender vocational skills, but that is the imbalanced state of education in the informational era. Today, however, the consequence of information technology for language use and learning must be seen as broader. Simply put, information technology is quickly posing itself as the medium of a fourth revolution in human communication and cognition, matched in significance only by the previous three revolutions of language, writing, and print.

The increase of world Englishness, changes in employment patterns, and the appearance of new technological literacy's are equally enforcing trends of the global informational economy, and some ordinary approaches can be adopted to retort correctly to them. The kinds of complicated communication skills required in the 21st century will rarely develop through perform alone. Students need the prospect to step back under the supervision of a teacher or counselor to seriously examine the content, consistency, organization, pragmatics, syntax, and lexis of communication.

The shift toward a global informational economy will exaggerate as well, integrating more countries and regions into the global market and further spurring the need for workers wide-reaching in varied occupations, from Webmaster to food server, to learn English. The most far-reaching changes will come in the area of technology, with the

Internet becoming omnipresent in the developed world and commonplace in urban areas elsewhere. In summary, if the central inconsistency of the 21st century is between global networks and local identities, English is a tool of both. It connects people around the world and provides a means to resist and to give implication to those connections.

Culture remains an essential part of language learning, but the approach on the way to culture must become multifaceted, taking into account the assorted cultures of the many people who speak English around the world. There is no single formula for how to handle issues of culture in teaching. Teachers will need to vary their approach depending on the particular audiences being taught and their purposes in learning English. The growing role of different varieties of English will also necessitate a new respect for bidialectalism and multidialectalism. The final outcome of informationalism, and the one that under-lies all the other changes discussed in this article, is the development and broaden of information and communications technology (ICT). The rapid development and dispersion of ICT is both a provider to and as a result of the broader socioeconomic changes discussed in this abstract, and it affects the entire context and ecology of language teaching today.

#### REFERENCES

- [1]. Braine, G. (Ed.). *Non-native educators in English language teaching*. Mahwah, NJ: Erlbaum. 1999.
- [2]. Crystal, D. *English as a global language*. Cambridge: Cambridge University Press. 1997.
- [3]. Crystal, D. *The future of English*. *English Today*, 15(2), 1999. (Pp.10-20).
- [4]. Graddol, D. *The future of English*. London: The British Council. 1999.
- [5]. Kachru, B. *The alchemy of English: The spread, functions, and models of non-native Englishes*. Urbana: University of Illinois Press. 1986.
- [6]. Morgan, B. *The ESL classroom: Teaching, critical practice, and community development*. Toronto, Canada: University of Toronto Press. 1998.