Royal International Global Journal of Advance and Applied Research
Peer Reviewed International, Open Access Journal.
ISSN: 2998-4459 | Website: https://rlgjaar.com Volume-3, Issue-8 | August - 2026

Original Article

Emerging Trends in English Language Teaching

Mohammedsharif Hangal
Associate Professor, Department Of English,
SC/ST Residential Govt.First Grade College Kallihal-Haveri

Manuscript ID:
RIGJAAR-2026-030808

ISSN: 2998-4459
Volume 3
Issue 8
Pp. 26-30
August 2026

Submitted: 07 July 2026
Revised: 15 July 2026
Accepted: 06 Aug 2026
Published: 31 Aug 2026

Correspondence Address:
Mohammedsharif Hangal Associate Professor, Department Of English, SC/ST Residential Govt.First Grade College Kallihal-Haveri-Email mainmdsharif.hanagal@gmail.com

Quick Response Code:

Web. https://rlgjaar.com

DOI: 10.5281/zenodo.23357551

DOI Link:
https://doi.org/10.5281/zenodo.23357551

Creative Commons

Abstract

In recent years, the practice of English Language Teaching (ELT) has experienced a paradigm shift, which has been stimulated by the rapid development of the technology, globalization, and evolving learning requirements. The old pedagogies, where the teacher is in the center, are being replaced by new ones that are learner-centred and technology-based, as well as being inclusive. This article discusses the new trends in ELT including artificial intelligence, blended learning, communicative approaches, multilingualism and digital literacy. Additionally, it discusses the future directions and challenges of ELT, taking into account the impact of technology and educational changes. The aim is to discover some of the common approaches in contemporary ELT and predict what innovations it will see in the near future. Mixed Methods were used, namely the systematic literature review, survey of ELT teachers and students, and the study of case studies of institutions that have introduced new teaching methods. The key findings show that technology is integrated to a great extent via blended learning and a mobile-assisted learning approach, communicative and intercultural approaches are given a strong emphasis, and there is a shift towards personalized learning through adaptive technologies. Looking forward, it is predicted that AI, Virtual/Augmented Reality, and gamification will become more prominent in learning environments. These developments have the potential to revolutionize ELT by offering more interactive, engaging and effective teaching and learning spaces. The study highlights the importance of the need of continuing professional development and reflective practice of the educators to keep up with these changes for better preparation of learners to communicate effectively in a globalized world.

Keywords: *Gamification, competence, teacher-centered, adaptive, learner-centered.*

Introduction

English has become a universal language in the world and it has become an important medium of communication in various fields like science, business, technology, and education. It has become a common language in many parts of the world and has gained importance as a means for communication. English is not just a medium of instruction but also a link language in countries like India where people speak various languages. As a result, there has been a tremendous need for effective English Language Teaching (ELT), which has led to a rethinking of the way teachers teach English.

Traditionally, ELT was dominated by methods that relied heavily on rote memorization, grammatical accuracy and teacher-centered instruction, like Grammar-Translation Method and the Audio-Lingual Method. These approaches helped to develop language skills but little contribution was made to the development of communicative competence and language proficiency. The limitations of these traditional methods became apparent over time, however, and a shift towards more dynamic, learner centered approaches was noted. Modern ELT focuses on the communicative competence of learners, critical thinking, creativity and language in the real world, and links language learning to the needs of a changing global society.Recent studies reveal that ELT is a process of continuous change due to various technological developments, sociocultural shifts and the increasing demands of globalization. The use of digital technologies in language learning and teaching has changed the face of the language world. The classroom isn't limited to physical spaces, but is expanded to virtual environments via online platforms, learning management systems, and mobile applications. The innovations have contributed to the accessibility, flexibility and interactivity of language learning and enabled learners to access authentic materials and to enter into the global communication networks.Also, ELT in the modern era has taken into consideration the need for learner diversity and inclusivity. The teachers are increasingly putting into practice differentiated instruction, personal learning approaches, culturally responsive pedagogy, etc., to meet the needs, background, and learning styles of diverse students. Emphasis has been placed on the development of learners as a whole rather than just language skills acquisition, as well as on the development of intercultural competence, digital literacy and collaborative skills.

Creative Commons (CC BY-NC-SA 4.0)

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License, which allows others to remix, tweak, and build upon the work noncommercially, as long as appropriate credit is given and the new creations ae licensed under the idential terms.

How to cite this article:

Hangal, M. (2026). Emerging Trends in English Language Teaching. Royal International Global Journal of Advance and Applied Research, 3(8), 26–30. https://doi.org/10.5281/zenodo.23357551

Royal International Global Journal of Advance and Applied Research
Peer Reviewed International, Open Access Journal.
ISSN: 2998-4459 | Website: https://rlgjaar.com Volume-3, Issue-8 | August - 2026

In this context, the role of the teacher has also evolved from that of a knowledge transmitter to a facilitator, guide, and co-learner in the educational process.

The second key goal is to move from traditional to modern ELT approaches.

English Language Teaching (ELT) has experienced a great change over the years, moving from traditionally more form-based to more communicative and learner-centred. For many years the Grammar-Translation Method and the Audio-Lingual Method dominated language classrooms. The key features of the Grammar-Translation Method were to focus on the learning of grammatical rules, on memorizing vocabulary, and on translating texts from the TL into L1, as well as from L1 into TL. Likewise, the Audio-Lingual Method emphasized repetition, pattern practice, and habit development and assumed that acquisition of language takes place through imitation and reinforcement. Although these techniques helped students to become linguistically accurate, they sometimes failed to address real-world language usage.Modern ELT, in contrast, emphasizes the communicative and functional aspects of language. A major shift is the focus on Communicative Competence—a competence involving grammatical knowledge as well as the ability to use language appropriately and effectively in various social situations. Students are encouraged to interact in meaningful ways, join in conversations and to communicate through language as a means of communication not as a rule system.

Real life language use is another crucial aspect of modern ELT. Language learning activities are intended to be realistic in nature, which means that they are based on real-life scenarios including conversations, role-plays, problem-solving tasks, or collaborative projects. These activities facilitate the development of practical skills which can be transferred outside of the classroom, and thus provide a link between theory and practice. Use of authentic materials (newspapers, videos, podcasts and digital content) further enriches learners' exposure to natural language use.

Moreover, the ELT today emphasizes on learner autonomy in which the learner is regarded as an active agent in the learning process. Learners are encouraged to become independent learners, setting their own learning goals, choosing learning resources and reflecting upon their learning process. This transition helps develop independence, critical thinking, and a lifelong learning approach crucial in today's educational setting.

In general, this transformation is part of a wider change in pedagogy from teacher-centred to student-centred learning spaces. Traditional classrooms were the place of the teacher as the main source of knowledge and the student was passive. But, in the modern ELT the teacher is a facilitator, guide and motivator, allowing opportunities for interaction, collaboration and self-directed learning. The change has a positive impact on the language skills of the learners as well as equipping them to meet the demands of a globalized world in English.

Integrating Technology into ELT

The use of technology in the teaching of English is one of the most important developments in the contemporary English Language Teaching (ELT). The traditional classroom has been changed by technological developments to an interactive, learner-centered setting. The use of digital tools, online platforms and multimedia has enriched language teaching and learning and paved the way for language education to cross the geographical barrier. Technology allows teachers to be more creative and to foster language learning in a way that is more effective and meaningful.

One of the most significant aspects of this technological change is the integration of Artificial Intelligence (AI) in ELT.Artificial Intelligence (AI) is a pivotal aspect of this technological shift, particularly in the field of ELT. AI-powered tools have transformed language learning through their personalized and adaptive learning experiences. These tools evaluate learners' performance, detect strengths and weaknesses and tailor instruction. This means that individual learners are provided with tailored support that meets their needs, tempo and ability. Beyond that, AI systems offer real-time feedback, enabling learners to make corrections and enhance their language proficiency while learning.

1 Artificial Intelligence (AI)

In today's world, Artificial Intelligence is a key player in the field of ELT, helping to improve the effectiveness of teaching and learning. It's one of its main benefits is that it can engage in human-like interactions, making it possible for students to practice language in authentic environments. For example, intelligent tutoring systems provide structured lessons, explanations, hints and feedback on the basis of the learner's answers. These systems help in reinforcing learning and ensuring continuous progress.

Another significant role AI plays in ELT is in the practice of conversations by using chat bots. These chatbots provide an interactive dialogue for learners, which helps them to develop their speaking and listening skills without fear of making mistakes in front of others. These are tools that produce a low anxiety learning context and this is critical for language learning.

Furthermore, automated evaluation tools have greatly simplified the evaluation process. A number of such tools are capable of providing high accuracy, high speed evaluation of learners' performance in grammar, vocabulary, pronunciation and writing. They offer instant and concrete feedback, allowing students to see which areas they need to work on and monitor their improvement over time.

In conclusion, the incorporation of AI and other technological solutions in ELT is a positive development that can enhance teaching practices and improve student learning outcomes. It helps teachers design and present effective learning and also helps learners take charge of their learning process in the technology era.

2 Digital Learning Platforms

The digital technology has been developed at a very rapid scale and ELT has embraced the use of online learning platforms. The digital learning platform, such as learning apps, Learning Management Systems (LMS), provide a revolution in the teaching and learning process of a language. These platforms offer flexibility, accessibility and learner-centred learning environments, meeting both synchronous and asynchronous learning needs. Consequently, learners have access to learning resources anytime anywhere, which is not possible in the conventional classroom context.

Teachers can use Learning Management systems like Moodle, Google Classroom, and others that are online to plan course material, set tasks and track student progress and give feedback in an efficient way. In the same way, language learning apps provide interactive activities, multimedia materials, and gamification of language learning to increase the engagement of learners. These platforms often incorporate features such as quizzes, discussion forums, video lessons, and collaborative tools, which promote active participation and continuous learning.

Moreover, digital platforms provide personalised learning by enabling learners to learn at their own pace. They also cater to various learning styles by combining audio, visual and textual elements. Furthermore, e-learning platforms

facilitate global connectivity, providing students with opportunities to connect with other students and educators from diverse cultural and linguistic backgrounds. This not only improves language skills but also develops an intercultural awareness and communication.

4. Blended and Hybrid Learning

The use of technology in traditional pedagogical practices has given rise to blend and hybrid learning, which are notable trends for today's English Language Teaching (ELT). Blended learning means a teaching model where both the face-to-face and online learning elements are integrated; hybrid learning can sometimes be both face-to-face and online at the same time. These models provide a flexible and adaptive approach that meets the varied needs of students in the 21st century.

Flexibility is one of the key benefits of blended learning. Students no longer need to have a set time to learn or physical classrooms to attend, but can access learning resources, engage in discussions and complete assignments at their own time. This is especially useful for adults, working people, and students who live in far-flung communities where it's hard to attend classes.

Self-paced learning is one of the other key characteristics of blended learning. Online elements allow students to move ahead or fall behind the course material and to go through it at their own pace and preference. This personalised approach can allow for different levels of proficiency and different learning styles to be accommodated so that each learner can fully understand the content before progressing. In addition, learners have access to additional resources like recorded lectures, interactive modules, and online quizzes for repeated practice and reinforcement.

Blended learning also helps to increase learner engagement. Educational materials and tools, such as media resources, interactive activities, and collaborative tools, are seamlessly integrated to foster a dynamic and enriching learning environment. The online forums, group projects, and access to a diverse range of authentic materials promote discussions and participation, benefiting student motivation. This online and face-to-face learning approach provides a well-rounded learning experience that encourages individual study and group learning.

Moreover, studies have found blended learning to be a prevalent approach in ELT because of its effectiveness and accessibility. It not only enhances the learning outcomes but also contributes to the development of digital literacy and independent learning abilities. In this model, the teacher is a facilitator who guides, monitors and supports learners in their learning process, rather than simply presenting content.

5. Personalized and Adaptive Learning

The concept of personalized and adaptive learning has become central to the current English Language Teaching (ELT), as it has been recommended that the pedagogical approach should be more learner-centered and individual differences of the learners should be taken into consideration. In contrast to the "one size fits all" method of past ELT, contemporary ELT focuses on individualized learning paths that meet the needs, preferences, and proficiency and learning styles of learners. The strategy is to maximize learners' learning outcomes through tailoring the learning strategies to the learner's capabilities and learning objectives.

A fundamental element of personalized learning is the ability to deliver personalized content. Instructional materials are adapted to the learner's level, interests and rate of learning. For example, students with varying levels of proficiency might be assigned different reading texts, word drills, or speaking assignments to challenge but still support students to achieve. This degree of customization will increase the motivation and engagement of learners because they will likely relate to content that is relevant to them.

Using adaptive assessments, which dynamically respond to learners' answers, is another important aspect. Adaptive assessments adapt the level of difficulty based on how the learner has done. The system will give more difficult questions if the learner is correct and more easier if not. This process is dynamic and can provide more accurate measurement of learner's proficiency and assessment itself is a learning tool.

The data-driven teaching is a key enabler for personalized and adaptive learning. Learner performance, behaviour and progress are important data points that are collected and analysed with the aid of advanced technologies, especially Artificial Intelligence (AI) and learning analytics. These systems detect patterns, strengths and problem areas to allow teachers to make informed decisions about teaching. For instance, if a learner regularly faces difficulties with a specific grammar level or a specific group of vocabulary items, dedicated interventions can be developed which specifically address the challenges.

Furthermore, AI-driven platforms offer real-time feedback and suggestions, letting learners keep track of their progress and assume more accountability for learning. This helps to develop learner autonomy, thereby promoting self-directed learning which a crucial skill is in the digital age. The teacher then has more time to engage in helping students learn, guiding them and responding to their specific issues, instead of teaching the same thing to all students.

6. Communicative and Task-Based Learning

Meaningful communication and functional language use remain at the heart of modern English Language Teaching (ELT) and Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are still dominant in the field. These methods arose in reaction to the shortcomings of the traditional methods which focused on grammatical correctness and not on communication. The CLT and TBLT approaches, on the other hand, emphasize the ability of the learners to use the language in real situations, thus closing the gap between classroom and real life.

The emphasis of both is on meaning, rather than form. Although grammatical correctness is considered important, it is not deemed as the main goal of language learning. Instead, the learners are being encouraged to express meaning, ideas and communicate in an authentic way, even though their language may not be entirely free from errors. This has made it easier for learners to become fluent and confident, these are important parts of communicative competence.

The use of authentic communication tasks is another crucial aspect of CLT and TBLT. Tasks are intended to mimic the real-life situations in which people make requests, solve problems, give directions, or join in discussions. Task Based Language Teaching, particularly, bases lessons on tasks that demand that a learner use language as a means to a specific end. For instance, students can design a trip, carry out a survey or work on a project. These activities promote meaningful engagement with language, thereby enhancing relevance and engagement.

In addition, these approaches emphasize interactive activities that promote collaboration and active participation. Opportunities for communication between learners are often created through the use of pair work, group discussion, role-play, and problem solving. The interactive practices are not only designed to improve the

Royal International Global Journal of Advance and Applied Research
Peer Reviewed International, Open Access Journal.
ISSN: 2998-4459 | Website: https://rlgjaar.com Volume-3, Issue-8 | August - 2026

language but also to build social and interpersonal skills, including teamwork, negotiation and critical thinking.

Moreover, the teacher is no longer the transmitter of knowledge in both CLT and TBLT but becomes the facilitator of learning. Teachers design communicative situations, guide and support learners in completing a task and/or interacting. Often feedback is given in a positive and supportive way, encouraging communication rather than just correcting errors.

Micro learning and Mobile Learning will be analyzed.Micro learning and Mobile Learning will be examined.

In the context of an English Language Teaching (ELT) that is characterized by the demands and lifestyles of today's learners, the concept of microlearning and the concept of mobile learning have become significant in the current ELT field. With today's fast pace of information, and short attention spans, the typical long duration teaching and learning units are being substituted with shorter, more targeted units of learning. As an instructional method, micro learning is the delivery of content in small chunks that focus on specific learning goals. The lessons are short, accessible, engaging, and effective and are especially well suited for language learning.

The major benefit of microlearning is time. Short lessons can be used for short periods of time, like when commuting to and from work or between lessons, without the need to study for longer periods. This approach enables the learner to build language learning into a consistent and continuous program of activities, thus enhancing the consistency and continuity of language learning. Also, Microlearning helps in easy retention because smaller bits of information are easier to process, understand and remember. It will help learners develop their language skills without becoming overwhelmed, as it will have them master one concept or skill at a time.

Increase in learner engagement is another big advantage of Microlearning. Short, interactive lessons which will include videos, quizzes, and gamified activities keep learners engaged and motivated. These formats are interactive and can be adapted to suit a wide range of learning styles, and allow students to be actively involved in learning the language.

Mobile learning (m-learning) is a concept closely related to microlearning, and has come from the ubiquity of smartphones and portable devices. Mobile learning takes education beyond the classroom, allowing learners to access educational resources anytime and anywhere. There are opportunities for ongoing language learning outside class through language learning applications, podcasts and other on-line resources. This accessibility facilitates self-directed learning and enables the learners to practice the language skills in real life situations.

Additionally, mobile learning promotes individualised and flexible learning experiences. Learners have the option of accessing content suited to their level of ability, interests and learning objectives in order to increase their motivation and autonomy. It also makes it easy to get feedback and track progress in real time, allowing students to see how they have improved over time.

Multilingualism and Translanguaging

In recent years, Contemporary English Language Teaching (ELT) has come to recognize the linguistic heterogeneity of learners and the important part played by L1 in the language learning process. Unlike previous monolingual attitudes that frowned upon the use of the first language (L1) in the classroom, the multilingual attitude in ELT treats multilingualism as a means to an end rather than an end in itself. This is a change in the sociolinguistic perception of language as dynamic, fluid and connected, particularly in multilingual situations in India.

One of the major ideas emerging from this change is that of translanguaging, the understanding of which involves the flexible and strategic use of several languages by the learner in order to improve communication and understanding. Translanguaging is when learners utilize their whole language system and not just the target language. The method breaks the language barrier, allowing students to use the language in a meaningful manner.

One of the most important benefits of translanguaging is that it helps to improve understanding. The use of the learner's native language in conjunction with English can help teachers guide students in the understanding of complex concepts, instructions and tasks. This can be especially helpful for those who are new to programming or have a lower level of proficiency, making it easier to learn.

Further, translanguaging promotes the use of multiple languages in classroom discourse which helps students to be more confident and accurate in expressing themselves. It encourages greater involvement because the learner is not limited by his knowledge of the second language. Rather, they can employ their own means of language to engage in conversation and activities.

The other key element of this strategy is inclusiveness. Translanguaging acknowledges and respects the linguistic and cultural/linguistic diversity of learners, fostering a more supportive and equitable learning environment. It is affirming of learners' identities and creates a sense of belonging, which can be an important factor in improving motivation and participation.

There has been an increased focus on the plurilingual practices and cultural diversity in ELT classrooms within the last few years, as noted in recent studies. Teachers are becoming more inclined to use pedagogical approaches that simultaneously engage with several languages and cultural perspectives, in preparation for a world of communication in which multiple languages and cultures are the norm. This is in line with the principles of interculturalism and citizenship.

Special attention to Intercultural Competence

In the present context of the English Language Teaching (ELT), the range of language learning has grown from learning language to learning language and intercultural competence. English is the global language and learners are expected to not only communicate effectively in English, but to be able to maneuver themselves through varied cultures as well. Thus, ELT now puts greater emphasis on the importance of cultural awareness, global communication and cross culture skills in language education.

The aspect of this change is to promote cultural awareness. Learners are supported to examine and explore cultural norms, values, beliefs and practices of English-speaking communities and other cultures. This awareness aids the learner to understand the meaning more accurately and to prevent miscommunication in intercultural communication. It also promotes tolerance of cultural differences and the acceptance of other viewpoints.

Besides cultural awareness, modern ELT pays attention to the global communication skills. These skills include the use of language appropriately across a range of international contexts, including tone, politeness, context and audience. Learners are taught to adjust their language in relation to the cultural and communicative context, especially in cross-border aspects of professional, academic and social communication. Learners can practise these skills in meaningful ways through activities like role-plays, simulations and group projects with international partners.

Royal International Global Journal of Advance and Applied Research
Peer Reviewed International, Open Access Journal.
ISSN: 2998-4459 | Website: https://rlgjaar.com Volume-3, Issue-8 | August - 2026

Cross-cultural understanding is another dimension that is essential, as the understanding is not just the knowledge of the cultural practices, but the understanding of how culture affects communication styles, behaviors and worldviews. Learners can compare cultures, consider their own cultural values and beliefs, and communicate with empathy and sensitivity through a range of texts, media, and through interaction in real-life situations.

Such a focus on intercultural competence ultimately enables students to become global citizens. People need to communicate effectively with others with diverse cultural and linguistic backgrounds in an interdependent world. Thus, ELT has an important role to play in preparing learners to become members of the global network, to intercultural communication, and to a more inclusive and understanding society.

Gamification and Interactive Learning

In the current teaching of the English language, gamification and interactive learning have become effective pedagogical techniques for improving learner motivation, engagement and participation. Gamification is the use of features in games in other areas, especially in the field of education, in order to make it more fun and effective. Using points, rewards, leaderboards and challenges, teachers can turn dull language learning tasks into exciting and engaging activities.

In the field of gamification, one of the most important things is the idea of points and reward to reinforce learning. Learners receive points, badges or other rewards for tasks completed, milestones met or progress made. The rewards system provides a feeling of achievement and motivate students to stay engaged in their learning. It also gives instant feedback, which is important to sustain motivation and direct improvement.

Use of grading systems is the other aspect that is important to note, as it encourages competition between students. Rankings based on performance encourage students to work harder and achieve a higher level of performance by displaying them. Competition can be a great motivator, but it must be balanced and supportive, and allow for cooperation as well as personal growth.

Moreover, gamification also includes challenges that involve interaction with language tasks. These tasks can be in the form of challenges such as quizzes, role-playing games, problem-solving activities and scenario-based tasks designed to mimic real-life scenarios. These activities encourage active learning, thinking and the use of language. They also help to build collaboration since the students are asked to work in pairs or groups to accomplish tasks.

Closer to gamification, interactive learning focuses on the learner's participation, employing interactive and participative activities. Digital tools, multimedia resources and educational applications provide students with opportunities to engage with content in a variety of ways including simulations, discussions and real-time feedback. This is to promote interaction for better understanding and retention because the learners are involved in learning instead of passive.

Moreover, gamification is well suited for today's learners whose preferences lean towards games and interactive media that are commonplace in the digital age. It caters for different learning styles and helps to lessen the anxiety about language learning by providing a relaxed and enjoyable environment.

To sum up, gamification and interactive learning are innovative methods in ELT that are highly beneficial to learner motivation and engagement. Utilizing gamification and interactional techniques in language learning enables teachers to produce language learning that is more effective, enjoyable and learner-centered.

Informal learning happens with social media.

Social media and informal learning environments have become valuable elements of the modern English Language Teaching (ELT). Nowadays, language learning is not restricted to classrooms thanks to the emergence of digital platforms like YouTube, podcasts, blogs and many other social networking sites. Learners, on the contrary, actively face the English language in real life situations and have access to a large volume of authentic materials, which not only improve language skills but also provide a good understanding of the language and culture.

One of the greatest benefits of social media in ELT is the authentic language provided. Social media is different from conventional books where the language is sometimes simplified or artificial.It is a different approach from traditional books which may provide simplified or artificial language, as the language used in social media is used in real world situations. Students can listen to podcasts, view videos, read posts, and engage in discussions that are in natural language, with colloquialisms, accents, and cultural references. This exposure enables learners to practice their listening and comprehension skills, and to use language appropriately in real life situations.

One more important one is the development of an informal learning space. With social media, learners can interact with the language in a casual and non-structured way that is outside the context of formal testing and classroom pressure. This informal setting diminishes the pressure and promotes experimentation of the language, which helps learners practice without fear of error. Learners thus tend to become more confident, more willing to communicate.

Additionally, social media promotes more engagement with learners. A lot of interactive elements like comments, likes, shares, and real-time discussions promote engagement and collaboration. Students have access to others who speak the language, and to other language communities around the world, allowing them to connect with other learners, native speakers, and language communities around the world, which increases opportunities for communication and cultural exchange. These interactions help to develop language skills and promote a sense of belonging and motivation.

In addition, informal learning on social media helps to promote continuous and lifelong learning. Learners are able to learn the material anytime and anywhere, without having to devote much time to acquiring the language. To help teachers use social media in their instruction, the facilitators may suggest specific websites or channels to use, setup discussion groups on social media, and develop activities that include digital media.

Teacher Development and Digital Competence

Along with the rapid development of English Language Teaching (ELT) with the influence of technology and the paradigm shift in teaching, the role of the English Language Teacher has been transformed. Today, teachers are not only seen as the ones who bring knowledge into the classroom, they are also seen as facilitators, mentors, and guides who help learners to build their own knowledge. This change requires on-going professional learning and the development of digital competence, a key feature of good teaching in the 21st century.

A central difference from earlier times in modern ELT is the shift of teacher from roles of instructor to facilitator. Teachers move away from the traditional lecture format and adopt a more interactive approach to teaching that fosters participation, collaboration, and critical

thinking. They plan activities, facilitate conversations, and offer assistance during students' active interaction with language. This is a learner-centred approach, enabling learners to be autonomous and responsible for their learning.

Teachers also should be technologically competent in teaching. Teachers need to be technology literate for the integration of digital tools, like Learning Management Systems (LMS), language learning applications, virtual classrooms and the use of multimedia. Digital competence not only means the ability to use technology but also the capacity to use it in a pedagogical way. Teachers need to be able to choose the right tools, create digital learning activities and assess their effect on student learning.

Lifelong learning is another aspect that is important for teacher development. Teachers are facing challenges to constantly update their knowledge and skills to meet the new trends in ELT, methodologies, and technologies. Professional learning opportunities are an important component to teacher development, including workshops, online learning, webinars, and collaborative learning communities. This continuous learning process helps teachers to be responsive to learners' evolving needs and demands of a globalized world.

In addition, teacher preparation programs are becoming more and more focused on the concepts of digital literacy and innovative teaching. Pre-service and in-service training programs now have modules on technology integration, online teaching strategies and learner-centered methodologies. The programs are designed to provide educators with the necessary competencies for effective use of digital environments and teaching practices. These also promote reflective teaching, which allows teachers to assess their practices and make informed decisions for their enhancement.

Inclusive and Differentiated Instruction

In today's context of English Language Teaching (ELT), inclusive and differentiated instruction is becoming a main issue of focus because of the commitment to equity, accessibility and diversity in learners. One of the features of modern classrooms is that learners are diverse and have several differences: linguistic, proficiency, learning style, culture, physical and cognitive. Because of this, ELT practices have shifted to make sure that all learners have "real and fair" opportunities to succeed.

Catering for diversity of learners is one of the important aspects of inclusive ELT. Teachers should be aware of and respect each student's diversity and background and work to provide a learning environment that is respectful and values diversity and participation. This includes innovative teaching strategies, materials and activities that support students' preferred learning styles, including visual, auditory and kinesthetic. Inclusive practice will help to make sure that every child feels valued and supported in the classroom.

Another main aspect is to cater for varying proficiency levels. Learners' L2 proficiency can be different in many ELT settings, especially in multilingual classrooms. Differentiated instruction provides teachers meaningful ways to adjust teaching to accommodate these differences. For instance, the tasks may be modified for the complexity, there may be scaffolding for lower level learners, and higher level tasks for higher ability learners. This helps to avoid frustration and boredom, so that all learners are able to learn at an appropriate speed.

Inclusive ELT also means to support learners with disabilities and provide equal opportunity to learn opportunities for them. This could involve assistive technology, adapted materials and assessments, and flexible approaches. Teachers need to be aware of the needs of students who are visually, auditorally, cognitively or physically challenged and make suitable adjustments to ensure students are able to participate effectively. Building an inclusive culture also involves promoting empathy, respect, and collaboration amongst all students.

Moreover, differentiated instruction requires teachers to be flexible in their teaching methods, adapting as the result of continuous assessment and feedback. Feedback on student learning on an ongoing basis allows teachers to tailor instruction and support as necessary. This is a dynamic approach which means that teaching will always be responsive and effective.

Challenges in Modern ELT

Although great strides have been made in the field of English Language Teaching (ELT) including the incorporation of technology and learner-centred approaches, there remain a number of challenges to the use of these approaches effectively. The challenges reflect the disconnect between theory and practice in a variety of educational settings. Solving these problems is critical to the success of modern ELT practices to be fair, sustainable and effective.

One of the most pressing challenges is the digital divide and access issues. While technology has enhanced language learning opportunities, not all learners have equal access to digital devices, reliable internet connectivity, or digital resources. This difference is most pronounced in rural and poorer areas, where access to online learning platforms is hampered by the lack of infrastructure. Consequently, technologically enhanced ELT does not achieve its benefits equally for all and there are inequalities in learning outcomes.

A key issue is the lack of sufficient teacher training. Teachers need new skills and competencies in the context of the quick integration of digital tools and new pedagogies. Many teachers, however, have not been equipped with necessary training to apply technology in their teaching. This unpreparedness can lead to lack of appropriate use of their digital tools and tools, and thus affect the possible learning impact. It is therefore essential that Continuous professional development and targeted training programmes are implemented to ensure that teachers have the requisite skills.

Another challenge comes with the over reliance on technology. Technology can be used to improve teaching and learning, but overuse of digital devices could limit opportunities for students to develop critical thinking and deep learning skills, as well as opportunities for human interaction. Sometimes the learner might be a spectator of the knowledge and content, instead of an active participant in learning. The aim should be to balance technology use with traditional teaching methods to provide meaningful and comprehensive learning experiences.

Moreover, assessment is a major hurdle in the modern ELT. The traditional assessment methods may not adequately evaluate communicative competence, critical thinking, and collaborative skills that have been learned through innovative teaching styles. Furthermore, security issues of academic honesty, reliability and validity in online assessments are raised. It is a challenging job for teachers to develop effective, fair and comprehensive assessment strategies that are in line with contemporary ELT practices.

Additionally, certain factors including resistance to change, institutional difficulties, and scarce resources may also impede the effective implementation of the innovative ELT approaches. Schools might find it challenging to restructure course outlines, allocate funding for new facilities and equipment or train teachers to use new approaches.

ELT prospects for the future.

Technology, changing pedagogical approaches and the growing need for communication skills across the globe are set to play a major role in the future of English Language Teaching (ELT). With English still the dominant language in the world, ELT is likely to continue evolving in response to the changing demands of learners in a highly interconnected world. New developments and trends indicate that ELT is the future and will be more personalised, immersive, collaborative, and technologically driven.

A key advancement is the integration of Artificial Intelligence (AI) and automation in language instruction and learning. These AI-powered tools will also likely evolve to provide more sophisticated, highly personalized learning experiences, adaptive content, immediate feedback and predictive analytics. Routine tasks may be automated, enabling teachers to focus more on facilitation, mentorship, and meeting the needs of individual learners. AI Virtual Assistants and Conversational Agents will provide even more interactive language practice opportunities.

The other trend is the emergence of fully immersive virtual classrooms. Virtual Reality (VR) and Augmented Reality (AR) are anticipated to provide opportunities for learners to engage with a learning environment which is realistic and engaging, enabling them to participate in simulated real-world situations. These hands-on activities will provide learners with the opportunity to apply the language they have learned in a variety of contexts, including work, social, and intercultural communication, while fostering a greater sense of fluency and confidence.

Global collaborative learning is also going to be a feature of the future of ELT. Digital platforms and networks will serve as vehicles to continue bringing learners from various regions together for cross-cultural exchange and collaboration. This worldwide interaction will not only lead to the enhancement of language competence, but also to becoming an intercultural person and having a global perspective. Learners will be asked to engage in more international dialogues, virtual exchanges and problem-solving exercises to ready them for the real-life communication that they will be expected to navigate in multicultural contexts.

Additionally, ELT will see ongoing innovation in pedagogy, where teachers will be using new methods and strategies that reflect the evolving expectations of learners and the opportunities afforded by technology. A combination of traditional and modern approach including blended learning, flipped classroom, gamification, and experiential learning will continue to be developed. Teachers will be key players in customizing these innovations to meet various learning environments and technologies will complement sound teaching practices.

Conclusion

The significant shift in the trends of English Language Teaching (ELT) clearly shows that both pedagogical approaches and learning environments are changing. It is a change from the teacher-centered to the more dynamic learner-centered approach, which is the result of a globalized and technologically advanced society. The landscape of language teaching and learning has revolutionized with the advent of innovations like AI, digital learning platforms, blended learning and immersive technologies. All these developments have contributed to making language learning more accessible, flexible and interactive, as well as more personalized and engaging.

Meanwhile, communicative competence, intercultural awareness, and learner autonomy are the three required skills that are highlighted in the contemporary ELT. The teaching and learning methods such as Communicative Language Teaching (CLT), Task Based Learning, and translanguaging practices draw attention to the importance of the language as a means of communication and not just a system of rules. Further, inclusivity and differentiated instruction provides for diversity in learner needs to be met, thereby maximizing equity and participation in learning.

There are, however, some hurdles to the integration of these new trends. The digital divide, the need for more teacher training and development, over-dependence on technology, and problems with assessment are all important factors that need to be given due consideration so that modern ELT practices can be implemented effectively. Educational institutions and policies have a very important role to play in addressing these challenges by offering the required infrastructure, training and support systems.

Finally, the future of ELT will depend on reaching a balance between technology and pedagogy. Technological innovations can be great aids to language learning but they will fail unless they are linked to effective language teaching. Teachers continue to play a pivotal role in this process, as they are facilitators to guide, support and inspire learners. Through the integration of technology and creative and inclusive teaching strategies, ELT can provide learners with meaningful and transformative learning experiences.

To summarise, the changes in ELT are toward the future and ready learners for effective communication in a multi-dimensional and connected world. Continuous improvement, flexibility, and reflection are key traits for educators, researchers, and institutions to embrace as the field continues to evolve. This comprehensive and integrated strategy will provide ELT to be relevant, effective and responsive to the twenty-first century.

Acknowledgement

I would like to express my sincere gratitude to all those who have supported and guided me in completing my research work entitled "Emerging Trends in English Language Teaching."

First and foremost, I extend my heartfelt thanks to my research guide for valuable guidance, continuous encouragement, constructive suggestions, and academic support throughout the research process. Their knowledge and expertise have greatly contributed to the successful completion of this work.

I am grateful to the Principal and the management of my institution for providing the necessary facilities, resources, and academic environment to undertake this research.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

References.

1. Modi, V. M. (2025). New developments in teaching English as a foreign language. ResearchGate.
2. Vaishnav, P. B. (2024). Recent developments and future directions in the teaching of English. Asian Journal of Education and Social Studies, 50(7): 1-10.
3. British Council. (2024). 10 trends and innovations in the teaching of English.

4. Motteram, G., & Dawson, S. (2025). So what has changed in the English language teaching? British Council.
5. Zhuo, M., Webb, K., & Mann, S. (2025). New trends in ELT teacher education. Springer.
6. SuperMemo. (2025). Language Learning trends for 2025.
7. International Language Centres (ILC). (2024). Language learning trends 2025.
8. . (2024). Ten trends in ELT.Ten innovations in English language teaching. British Council.
9. The following last name appears to be an invalid format.The following last name is not in the proper format. (2025). what has been happening in the teaching of the English language? British Council.
10. Richards, Jack C... (2017). the second edition of Curriculum development in language teaching. Cambridge University Press.
11. Richards, Jack C. and Theodore S. Rodgers. (2014). Teaching with the Criterion: Approaches and Methods in Language. Cambridge University Press.
12. Harmer, Jeremy. (2015). the 5th edition of The Practice of English language teaching. Pearson Education.
13. Chapelle, Carol A... (2020). Culture in the introductory foreign language textbooks. Palgrave Macmillan.
14. Godwin-Jones, Robert. (2018). emerging technologies: Mobile-assisted language learning. Language Learning & Technology, 22(3), 1–17.
15. Kukulska-Hulme, Agnes. (2020). Mobile-assisted language learning. In The encyclopedia of applied linguistics, edited by C. Chapelle. Wiley.
16. Tomlinson, Brian. (2016). Importance of materials development in language learning. Routledge.
17. Dörnyei, Zoltán. (2020). Motivation in the context of second/foreign language learning. Cambridge University Press.
18. Kramsch, Claire. (2013). Culture in foreign language teaching and learning. Routledge.
19. Vygotsky, Lev S... (1978). Mind in society: The development of higher psychological processes was the title of the paper. Harvard University Press.
20. Siemens, George. (2005). Connectives: An approach to learning in the digital age. The International Journal of Instructional Technology and Distance Learning vol. 2, No. 1, 2003, pp. 3-10.