

ELT IN GLOBALISED WORLD

ITS SCOPE, PERSPECTIVES, AND CHALLENGES



EDITED BY

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Paradigm Shift in ELT: A 21st Century Viewpoint

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Foreword

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Language is at the heart of human connection, and English has emerged as a global *lingua franca*, shaping communication, education, business, and culture. As the 21st century unfolds, the English Language Teaching (ELT) field faces unprecedented challenges and opportunities. Shifts in pedagogy, technological advancements, and learners' increasing cultural and linguistic diversity compel educators to rethink traditional paradigms and embrace innovative strategies.

Paradigm Shift in ELT: A 21st Century Viewpoint is a timely exploration of these evolving dynamics, offering fresh perspectives and actionable insights for educators, researchers, and policymakers. This volume is not merely an academic exercise; it is a call to reimagine ELT in light of contemporary realities. The book traverses critical dimensions of language teaching, reflecting on how the field has evolved and what lies ahead. The chapters, penned by a diverse group of scholars and practitioners, collectively illuminate the changing landscape of ELT through empirical research, theoretical frameworks, and practical applications.

The journey begins with an exploration of the **efficacy of Dogme pedagogy on language learning at higher education**, where the authors employ a survey approach to evaluate this minimalist and conversation-driven teaching methodology. This chapter underscores the importance of fostering organic and authentic language use in higher education settings, particularly in a world increasingly dominated by standardized testing and scripted curriculums.

Emerging technologies play a pivotal role in reshaping ELT. The chapter on **emerging trends in learning technologies for English language teaching** explores how digital tools—from learning management systems to artificial intelli-

gence—are revolutionizing instruction. It offers crucial insights into how educators can harness technology to create more engaging and adaptive learning environments.

In **English Language Teaching in a Globalized World: Scope, Perspective, and Challenges**, the discussion expands to consider the broader sociocultural and economic factors influencing language education. This chapter highlights the implications of globalization on linguistic identity, intercultural competence, and the ethical responsibilities of English language educators.

The global perspective narrows to local contexts in **English Language Teaching in Non-English Environments—Perspectives and Challenges**, offering a nuanced examination of how non-native English-speaking educators navigate the complexities of teaching in linguistically diverse and resource-constrained settings, alongside practical strategies to overcome such hurdles.

Equally important is addressing disparities within English-speaking regions. **Enhancing English Language Skills among the Rural UG Students of Telangana Social Welfare Residential Degree Colleges (TGSWRDC) for Women** showcases targeted interventions aimed at empowering marginalized groups, highlighting the transformative role of education in bridging socio-economic gaps.

A focus on speaking skills is central to **Enhancing Speaking Proficiency in English: The Role of Task-Based Language Teaching—An Overview**, which presents practical insights into task-based learning and its value in fostering real-world communication.

In **Fostering Learner Autonomy through Identity Exploration: Pedagogical Strategies in ELT**, the interplay between language learning and identity is explored. The authors propose innovative strategies that empower learners to explore and express their identities, fostering a deeper sense of ownership and motivation.

The historical trajectory of ELT is revisited in **Growth and Evolution of English Language Teaching: A 21st Century Perspective**, providing an overview of how methods and priorities have shifted over time and helping readers contextualize current and future developments.

Illustrations for a Better Picture: Towards a Better Comprehension of the English Language investigates the role of visual aids in aiding linguistic comprehension, emphasizing how imagery and visual scaffolds can assist learners in retaining complex information.

Indian Students' Challenges in Acquiring English presents an in-depth examination of linguistic, cultural, and systemic barriers facing Indian learners, ad-

vocating for more context-aware and sensitive teaching methodologies.

The neuropsychological dimensions of language acquisition are explored in **Raising EFL Learners' Awareness of the Usefulness of Strategy Training: The Neuropsychological Facet of Language Learning**, bridging neuroscience with pedagogy and offering research-backed approaches for improving strategy-based instruction.

Finally, **The Role of Artificial Intelligence in Enhancing English Learning and Evaluation** projects a future-forward vision for ELT. This chapter investigates how AI can personalize instruction, enhance assessment, and support adaptive learning at scale.

Taken together, these chapters paint a comprehensive picture of a field in transition, grappling with rapid global change. As the writer of this foreword, I am honored to present the collective wisdom of scholars and practitioners who are at the forefront of this paradigm shift. It is my hope that this volume serves as both a resource and a source of inspiration for those committed to advancing the art and science of English language teaching.

This is an era of transformation—and with transformation comes opportunity. Let us embrace it with open minds, innovative spirits, and unwavering dedication to empowering learners worldwide.

Chapter 1

ELT in the 21st Century: Innovative Methods for Effective Language Instruction

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Chapter 1: Growth and Evolution of English Language Teaching: A 21st Century Perspective

Abstract

The 21st century has seen major advancements in English Language Teaching (ELT) due to technological innovations and evolving pedagogical theories. New methods, leveraging digital tools like online platforms, mobile apps, and artificial intelligence, have transformed traditional classrooms into interactive learning environments. Learner-centered approaches, such as task-based learning and personalized instruction, have effectively enhanced language acquisition and communicative competence. This paper explores the challenges and opportunities of these methods, highlighting the need for teacher adaptability and ongoing professional development. Through case studies and recent research, it aims to offer best practices for effective 21st-century language instruction.

Keywords: ELT, innovative methods, language instruction, digital tools, learner-centred approaches, communicative competence, teacher adaptability.

Introduction

The field of English Language Teaching (ELT) has undergone a profound transformation in the 21st century, driven by rapid technological advancements and the evolving demands of a globalized world. Today, over 1.5 billion people speak English to varying degrees of proficiency, making it the third most widely spoken language globally (Crystal, 2003). As English continues to solidify its role as the lingua franca of international communication, education systems worldwide are tasked with equipping

learners not only with linguistic proficiency but also with the communicative competence needed to excel in diverse, multicultural environments.

This shift has necessitated the adoption of innovative teaching methods that transcend traditional grammar-focused approaches, emphasizing a more holistic understanding of language as a tool for real-world interaction. The advent of digital technologies has played a pivotal role in reshaping ELT methodologies. Online platforms, mobile applications, and artificial intelligence-driven tools have introduced new dimensions to language instruction, providing students and educators with unprecedented access to resources and interactive learning experiences. These advancements have enabled more personalized and flexible learning pathways, allowing learners to progress at their own pace and engage with content tailored to their individual needs and interests.

Furthermore, the integration of digital tools has fostered the development of collaborative and task-based learning environments, where students actively participate in authentic communicative tasks that mirror real-life language use. However, adopting these innovative methods presents challenges. Educators must navigate the complexities of incorporating technology into their pedagogical practices, balancing the benefits of digital tools with the need to maintain a human-centered approach to language instruction. This requires ongoing professional development and a readiness to adapt to new teaching paradigms. Additionally, the diverse backgrounds, learning styles, and proficiency levels of learners necessitate flexibility and responsiveness in instructional strategies.

This research paper aims to explore the innovative methods that have emerged in ELT during the 21st century, examining their impact on language instruction and how they address the challenges of modern education. By analyzing current research and case studies, the paper seeks to identify best practices for effectively implementing these methods, contributing to the advancement of ELT in a rapidly evolving world.

Objectives of the Research Paper

- To examine the range of innovative methods and strategies that have emerged in English Language Teaching (ELT) during the 21st century, particularly those influenced by technological advancements and contemporary pedagogical theories.
- To assess the effectiveness of digital tools, such as online platforms, mobile

applications, and AI-driven technologies, in enhancing language instruction and facilitating learner engagement.

- To explore how learner-centred approaches, including task-based learning, collaborative activities, and personalized instruction, contribute to improving language acquisition and communicative competence among students.
- To identify the challenges faced by educators in incorporating these innovative methods into their teaching practices, including the need for ongoing professional development and adaptability to new teaching paradigms.

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Chapter 2

Indian Students' Challenges in Acquiring English

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Chapter 2: Fostering Learner Autonomy through Identity Exploration: Pedagogical Strategies in ELT

Abstract

In the technologically advanced and fast-paced world of today, students need to acquire communication abilities to meet industry needs. In this process, the English language acts as a bridge language, connecting people from one corner of the world to the other from many cultural origins. As a student from a non-native speaking country, such as India, it is essential to acquire English considering that it is the dominant language in international business, science, technology, and administration. In the process of acquiring the English language, students face many challenges, which include mother tongue influence (MTI), lack of coherence and cohesion, lack of opportunities, lack of pronunciation, and also errors in pronunciation, grammar, contextual vocabulary, lack of expression, usage of right metaphors or idioms, etc. This paper tries to represent the remedies, especially for a second language learner, to overcome the challenges in acquiring English to meet the standards in today's workplace.

Keywords: Cultural origins, International Business, Mother Tongue Influence (MTI), Workplace

Introduction

Language is our major means of communicating. It is the mechanism by which we communicate our ideas and thoughts to others. There are thousands of languages

on the globe, where they play a prominent role in transmitting the information but are limited to the regions. However, English not only serves as a communication tool in English-speaking nations, but also connects people globally. Learning English provides insights into English-speaking cultures, reducing cultural misunderstandings and establishing interactions with people from all backgrounds. With the bulk of the world's online content in English, mastering the language is essential for accessing information and enjoyment. There are many benefits of using English, which includes:

Benefits daily life:

- Improves cultural understanding
- Improves communication during crises
- Improves problem-solving ability
- Increases flexibility in thinking
- Builds confidence via exposure to diverse cultures
- Access to International Educational Opportunities
- Enhances understanding of global media

Benefits of using English Language

Learning English can have a variety of practical applications in our daily lives. It can help us improve our English skills, comprehend different cultures, and gain access to work prospects, among other things. Learning the language can also help us enhance our problem-solving skills and cognitive development, making it an excellent option for personal development.

For individuals trying to improve their business. Learning English as a second language has many benefits. It can increase communication with clients and coworkers while also leading to a greater awareness of diverse cultures in the global market. Learning English can lead to new career prospects and improve problem-solving skills, allowing for professional progress. Finally, invest in developing business English.

Languages contain the essence of civilization, and learning a language necessitates understanding about its culture, beliefs, and customs. English is no exception. Learning English exposes you to English-speaking cultures, values, and traditions. It provides a unique perspective from which to examine and contrast other cultures.

You can embrace variety and learn how to communicate effectively with people from various cultural backgrounds. The English language provides as a bridge to comprehending the diverse cultures and customs of native speakers, such as the US, UK, and New Zealand.

English, as a foreign language, is extremely valuable in today's globalized society. It acts as a link between people from various linguistic backgrounds, facilitating effective communication and building mutual understanding. Learning English as a second language provides several personal and professional prospects in various countries, including the United States, the United Kingdom, and New Zealand. Whether through a structured English course or online resources, studying this foreign language can substantially improve communication skills and extend one's horizons.

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Chapter 3

English Language Teaching in Non English Environment – Perspectives and Challenges

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Chapter 3: Enhancing Speaking Proficiency in English: The Role of Task-Based Language Teaching – An Overview

Abstract

Teaching English to students, particularly non-English speakers, necessitates the use of appropriate strategies and methodologies. As a result, each teacher faces unique obstacles. The purpose of this paper is to shed light on the rising challenging issues: inadequate learning resources that do not meet students' needs, socio cultural and financial background of the family, overcrowded classrooms and college environments, and students' low motivation, heterogeneous class, lack of infrastructure facilities, inappropriate methodologies etc faced by English teachers in teaching in non-English environment. Further paper focusses on suggestions: positive learning atmosphere, adapting lessons to the environment, utilizing technology, designing interactive and practical exercises, using visual aids, incorporating local cultures, continuous assessments, professional development etc for teachers to effectively teach English in less-than-ideal conditions.

Keywords: heterogeneous class, non-English environment, inappropriate methodologies, English language teaching, challenges, continuous assessments

In today's global world the importance of English language cannot be denied and ignored since English is the most common language spoken everywhere. English has an international status and can provide the best medium to interact with outside world and make you more employable in every country. English is a universal language because of its unity. English as a foreign language is adopted by many nations for

global communication therefore English language skills have become imperative due to globalization which brought considerable social and cultural changes in the world.

Moreover, English has become the language of technology and communication. English for professional purposes like facing interviews, writing resume, report writing, formal and informal letters, participating in meetings, seminars, conferences, workshops, CSP presentations, and internship presentations has become mandatory for students as well as lecturers.

The usage of English for communication is further expanded when the number of occupational contents has increased. Thus in exchanging the ideas in different fields like science, technology, business, medical, research, finance, trade, industry and higher education English plays a vital role.

Hence English teaching and learning process has become quite enthralling and demanding. But to teach English in non-English environment is quite a matter of concern. There are many problems in teaching and learning process which need to be addressed by the teachers as well as learners. This paper would explore the challenges and perspective for the teachers to teach in non-English environment. In order to substantiate my points this paper would be based on some major issues observed in our practical life but the fact remains that learning of English is inevitable for the success in this globalized world.

Teaching English language to students from rural background and non-environmental conditions is still a thought provoking and tough task to people in general and students in particular. To suit the changing scenario, text books are designed with activities at the end of each lesson but lecturers are not trained in language teaching methodology. Further, lack of infrastructure facilities for the enhancement of communication skills in the students is a great obstacle. Hence, it is difficult for the teacher to teach students in such non conducive environment. The present text books expect the lecturer to conduct many activities such as role plays, group discussions etc and many things related to soft skills to be developed in the students. For the conduction of all these activities a teacher should be competent enough and should even have a psychological bent of mind. But due to lack of knowledge and orientation the teacher finds it difficult to conduct the above mentioned activities. Even if teachers make an effort to conduct the activities by updating their skills, the infrastructure does not permit.

Further, there are no guidelines provided to the lecturers about the procedures to be followed for conducting the activities in the classroom. Hence the faculty resort

to lecturing, translates text, and dictates notes leaving no scope for any interaction in English classrooms. Moreover, the functional aspects of the grammar are not considered rather it is taught as separate entity creating an inappropriate picture of the language. A skill oriented subject cannot be mastered by memorizing the rules it is only practice that makes student proficient. The textbook thus becomes a constraint for the teachers to carry on classroom activities. Due to the above stated reasons the students do not develop the natural flair for learning English.

The students learn language as one of the subjects hence the development of skills will not take place. The teacher is not aware of the right or wrong methodology to be adopted for teaching English. Methodology adopted also is not suitable to the present generation of students. Lecturers adopt lecture method and use mother tongue unscrupulously leaving no scope for the development of English proficiency. Thus the objectives formulated, the syllabus designed and the methodology followed seem to be inappropriate.

Another challenging factor for the teacher is the large heterogeneous classrooms with many diversity and disparity in their language proficiency. Teaching English in a heterogeneous class, where students have varying levels of proficiency, backgrounds, and learning needs, can be a rewarding but challenging task. There are many challenges faced by teacher. One of the most common challenges is that students in a heterogeneous class will have different levels of English proficiency. Some may be beginners, while others are more advanced. It can be challenging to create lessons that cater to everyone's needs.

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Chapter 4

English Language Teaching in India: Issues and Remedies

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Chapter 4: English Language Teaching in Non-English Environments – Perspectives and Challenges

Abstract

Language is not only a mode of communication, but also a mechanism of creating, sharing and reinforcing social and cultural beliefs and ideologies. It is the means of understanding and expression. Without language, there is no human society and culture. It is the mirror of culture. Culture is the human made part of the environment and language is the medium through which culture is transmitted. Language is a system of communication, a medium through which we communicate with others, and it is the vehicle through which culture is transferred from one generation to another. India is a land of multiple languages and dialects, and as such, it poses significant challenges for English language teaching. English Language Teaching (ELT) in India is marked by several issues and concerns, which need to be addressed effectively in order to improve the overall quality of education. This paper makes an attempt to discuss the issues and suggest remedies.

Keywords: communication, language, culture, challenges, English Language Teaching (ELT)

Introduction

Language is one of the most important components of communication. It is through language that humans express their thoughts, emotions and feelings. It is a well-known

fact that language plays a vital role in our everyday life and it is a powerful instrument of communication. English has become a global language, and its importance has increased in every field of life. In India, English has become the second language and is widely used in all walks of life such as education, business, media, science, technology and administration. English is taught as a compulsory subject in most of the schools and colleges in India.

English Language Teaching in India

English language teaching in India has a long and complex history. It has been influenced by political, social and cultural factors. During the British colonial period, English was introduced in India as a medium of instruction in schools and colleges. After independence, English continued to be taught as a second language, and its importance has only increased over the years. English language teaching in India is primarily aimed at developing the four basic language skills, i.e., listening, speaking, reading and writing. However, the teaching of English in India faces several issues and challenges.

Issues in English Language Teaching

- **Lack of qualified teachers:** One of the major issues in ELT in India is the lack of qualified and trained teachers. Many teachers who teach English do not have the required qualifications and training in language teaching. They follow traditional methods of teaching which do not help students in acquiring language skills.
- **Overcrowded classrooms:** Most of the schools and colleges in India have overcrowded classrooms. It is difficult for the teacher to pay attention to individual students and to conduct interactive activities in such classrooms.
- **Lack of resources:** Many schools and colleges do not have adequate resources for English language teaching. They do not have language labs, audio-visual aids, or even proper textbooks and reference materials.
- **Traditional methods of teaching:** English is taught in a traditional manner in most of the schools and colleges. Teachers focus on grammar, translation and memorization. There is little emphasis on developing communication skills.

- **Students' background:** Most of the students come from rural and semi-urban backgrounds where they do not have exposure to English. They do not have a proper environment to learn and practice English.
- **Fear of English:** Students are afraid of English. They feel that it is a difficult subject and they cannot learn it. This fear prevents them from learning the language.

Remedies

- **Teacher training:** Teachers should be provided with proper training in English language teaching. They should be trained in modern methods of teaching such as communicative language teaching, task-based language teaching, etc.
- **Use of technology:** Technology can play an important role in English language teaching. Teachers can use audio-visual aids, language labs, and computer-assisted language learning tools to make teaching more effective.
- **Creating English environment:** Schools and colleges should create an English-speaking environment. Students should be encouraged to speak in English inside and outside the classroom.
- **Interactive methods of teaching:** Teachers should use interactive methods of teaching such as group discussions, role-plays, debates, presentations, etc. to develop communication skills among students.
- **Motivating students:** Teachers should motivate students to learn English. They should remove the fear of English from the minds of the students and encourage them to learn the language with interest and enthusiasm.
- **Use of local context:** English should be taught using local context and examples. This will help students to understand the language better and to relate it to their own experiences.

Conclusion

English language teaching in India faces several challenges. However, with proper planning, training and use of technology, these challenges can be overcome. Teachers,

students, parents and policy makers should work together to improve the quality of English language teaching in India.

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Chapter 5

Growth and Evolution of English Language Teaching: A 21st Century Perspective

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Chapter 5: English Language Teaching (ELT) in a Globalized World: Scope, Perspective, and Challenges

Abstract

English Language Teaching (ELT) has undergone significant transformations over the years, adapting to the changing needs of learners, advancements in technology, and evolving pedagogical approaches. The 21st century has brought about a paradigm shift in the way English is taught and learned, with a focus on communication skills, learner autonomy, and the integration of technology. This paper explores the growth and evolution of ELT, highlighting key developments, trends, and challenges in the contemporary context. It examines the role of technology, the importance of learner-centered approaches, and the need for continuous professional development for teachers. The paper also discusses the impact of globalization and the changing role of English in a multicultural and interconnected world. By understanding the historical evolution and current trends in ELT, educators can better prepare learners for the demands of the 21st century.

Keywords: English Language Teaching, communication skills, learner autonomy, technology integration, globalization, professional development

Introduction

English Language Teaching (ELT) has come a long way from the traditional grammar-translation method to the modern communicative and technology-integrated approaches.

The evolution of ELT reflects the changing dynamics of society, the needs of learners, and the influence of globalization. In the 21st century, English has become a global lingua franca, necessitating a shift in teaching methodologies to equip learners with effective communication skills.

Historical Background of ELT

The history of ELT can be traced back to the classical methods of language teaching, such as the grammar-translation method and the direct method. These methods focused primarily on reading and writing skills, with limited emphasis on speaking and listening. The mid-20th century saw the emergence of the audio-lingual method, influenced by behaviorist theories, which emphasized repetitive drills and pattern practice.

The communicative language teaching (CLT) approach, which emerged in the 1970s, marked a significant shift in ELT. CLT emphasized the use of language for meaningful communication and encouraged interaction among learners. This approach laid the foundation for modern ELT practices, focusing on fluency, functional language use, and learner engagement.

Trends and Developments in 21st Century ELT

1. Technology Integration: The integration of technology has revolutionized ELT. Digital tools, language learning apps, online platforms, and virtual classrooms have made language learning more accessible and interactive. Technology enables personalized learning, real-time feedback, and access to a vast array of authentic language resources.

2. Learner-Centered Approaches: Modern ELT emphasizes learner autonomy, catering to individual learning styles and preferences. Teachers act as facilitators, guiding learners to take ownership of their learning process. Task-based learning, project-based learning, and flipped classrooms are some examples of learner-centered methodologies.

3. Focus on Communication Skills: The primary goal of ELT in the 21st century is to develop learners' communicative competence. Emphasis is placed on speaking and listening skills, pronunciation, and the ability to use language in real-life situations. Interactive activities, role plays, and discussions are commonly used

to enhance communication skills.

4. Multicultural Awareness: With globalization, ELT now incorporates cultural competence, preparing learners to communicate effectively in diverse cultural contexts. Cultural elements are integrated into the curriculum to promote intercultural understanding and sensitivity.

5. Professional Development for Teachers: Continuous professional development is essential for ELT practitioners to stay updated with the latest trends, methodologies, and technological tools. Workshops, webinars, online courses, and collaborative learning communities support teachers in enhancing their skills and knowledge.

Challenges in 21st Century ELT

Despite the advancements, ELT faces several challenges:

- **Digital Divide:** Not all learners have equal access to technology, creating a gap in learning opportunities.
- **Teacher Preparedness:** Some teachers may lack the training or confidence to effectively integrate technology and modern methodologies into their teaching.
- **Assessment Practices:** Traditional assessment methods may not align with communicative and learner-centered approaches, requiring a shift towards formative and performance-based assessments.
- **Curriculum Rigidity:** In some contexts, rigid curricula and examination-focused education systems hinder the implementation of innovative teaching practices.

Conclusion

The growth and evolution of English Language Teaching reflect the dynamic nature of language education in the 21st century. By embracing technology, fostering learner autonomy, and promoting communication skills, ELT can effectively meet the needs of contemporary learners. Teachers play a pivotal role in this transformation, and their continuous professional development is crucial for the success of ELT initiatives.

As English continues to serve as a global language, ELT must adapt to the changing educational landscape, ensuring that learners are equipped with the skills and competencies required for the future.

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Chapter 6

Raising EFL Learners' Awareness of the Usefulness of Strategy Training: The Neuropsychological Facet of Language Learning

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Chapter 6: Raising EFL Learners’ Awareness of the Usefulness of Strategy Training

Introduction

Strategy training has long been a recurrent research concern in applied linguistics and SLA. Despite its obvious benefits, its usefulness remains underexploited in practical EFL/ESL classrooms, especially in non-native English speaking countries such as Algeria. Strategy training is often confused with strategy use or simply ignored in syllabus design, teacher training and material development. Its usefulness lies in its potential to empower learners and to maximize their performance by fostering learner autonomy. This paper attempts to provide insights on the implications of strategy training in the EFL context. It presents the rationale behind strategy training, the theoretical framework it draws upon, and the main models used for implementation.

Strategy Training: Definition and Scope

Oxford (1990:1) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.” Strategies are steps taken to accomplish learning objectives. Strategy training, in this sense, involves the explicit teaching of such strategies to students so they can apply them when required.

Wenden (1991) points out that strategy training is the process by which learners become aware of their strategies, understand how to use them appropriately and transfer them to new contexts. Faerch and Kasper (1986) emphasize that strategy training should not be restricted to linguistic content but must also develop metacognitive

awareness. It is therefore an important component in developing learner autonomy and self-regulated learning.

The Rationale for Strategy Training

The basic premise behind strategy training is that good learners use a wider range of strategies more effectively. If weak learners are taught to use similar strategies, they can improve their learning. Chamot et al. (1999) argue that learners who are aware of how they learn are more likely to succeed academically. Strategy training thus contributes to enhancing metacognition, motivation and performance.

Models of Strategy Training

One of the most cited models is Oxford's eight-step strategy training model (1990), which includes:

1. determining learners' needs and goals
2. selecting appropriate strategies
3. integrating strategies into existing materials
4. conducting explicit strategy instruction
5. providing multiple practice opportunities
6. monitoring students' strategy use
7. evaluating the effectiveness of the training
8. revising the strategy instruction as needed

Dörnyei (1995) also proposes an extended procedure with phases such as raising awareness, modelling, general practice, personalization and transfer.

Types of Strategy Training

Wenden (1987) distinguishes between descriptive and interventionist studies. Descriptive studies attempt to identify strategies used by learners, while interventionist studies aim to improve strategy use through training. Strategy training can be embedded (integrated into classroom tasks) or separated (delivered as isolated instruction).

Implications for the EFL Classroom

Despite extensive research, strategy training is not systematically implemented in classrooms. Teachers often lack training in how to teach strategies. Moreover, learners may resist strategy training if they do not see its immediate value. Raising learners' awareness of how strategies affect their language processing, retention and performance is a prerequisite for effective training.

Conclusion

Strategy training, as an approach to developing learner autonomy and academic achievement, is indispensable in modern EFL pedagogy. Although underused, especially in EFL contexts like Algeria, it remains a key to improving learner success. Teachers should therefore be trained to incorporate strategy instruction into their teaching practices and curriculum developers should consider embedding strategy training into instructional materials.

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Chapter 7

The Role of Artificial Intelligence in Enhancing English Learning and Evaluation

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Chapter 7: The Role of Artificial Intelligence in Enhancing English Learning and Evaluation

Abstract

This paper explores the significant impact of Artificial Intelligence (AI) on English learning and evaluation. AI technologies are transforming traditional language education by offering personalized, adaptive, and interactive learning experiences. This study delves into various AI applications such as intelligent tutoring systems, natural language processing tools, and automated assessment platforms that are revolutionizing English language teaching and evaluation. The paper also examines the benefits, challenges, and future prospects of integrating AI in English language education.

Keywords: Artificial Intelligence, English learning, language evaluation, personalized learning, adaptive technology

Introduction

Artificial Intelligence (AI) has emerged as a transformative force in various sectors, including education. In the realm of language learning, particularly English, AI technologies are reshaping the traditional approaches to teaching and evaluation. With the increasing demand for English proficiency in global communication, academia, and professional domains, there is a growing need for effective and innovative methods of language instruction. AI addresses this need by providing personalized and adaptive learning experiences that cater to individual learners' strengths and weaknesses.

AI Applications in English Learning

AI-driven applications in English learning encompass a wide range of tools and platforms. Intelligent Tutoring Systems (ITS) use machine learning algorithms to analyze student performance and provide customized feedback and guidance. These systems adapt to the learner's pace and style, ensuring a more effective learning experience. Natural Language Processing (NLP) tools enable learners to engage in real-time conversations with virtual assistants, enhancing their speaking and listening skills. Additionally, AI-powered language apps offer vocabulary building, grammar correction, pronunciation practice, and interactive exercises that make learning more engaging and efficient.

AI in Language Evaluation

One of the critical aspects of language education is assessment. AI has revolutionized language evaluation by introducing automated grading systems that provide immediate and objective feedback. Essay scoring engines, speech recognition tools, and chatbots are examples of AI applications that assess writing and speaking skills with high accuracy. These tools not only save time for educators but also help learners identify their areas of improvement through detailed analytics.

Benefits of AI in English Education

The integration of AI in English learning offers numerous benefits. It enables personalized learning paths, fosters learner autonomy, and enhances engagement through gamified and interactive content. AI also supports inclusive education by catering to diverse learning needs and providing assistance to students with disabilities. Moreover, the data-driven insights generated by AI tools assist educators in refining their teaching strategies and curricula.

Challenges and Considerations

Despite its advantages, the use of AI in English education comes with certain challenges. Privacy and data security concerns, the digital divide, and the need for teacher training in AI technologies are significant issues that need to be addressed. There is

also the risk of over-reliance on technology, which may undermine the human elements of language learning, such as empathy, cultural nuances, and social interaction.

Conclusion

Artificial Intelligence holds immense potential in enhancing English learning and evaluation. By integrating AI tools into language education, educators can offer more effective, engaging, and inclusive learning experiences. However, it is essential to strike a balance between technological innovation and human interaction to ensure holistic language development. Future research and policy initiatives should focus on addressing the challenges and maximizing the benefits of AI in English education.

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Chapter 8

Emerging Trends in Learning Technologies for English Language Teaching

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Chapter 8: Emerging Trends in Learning Technologies for English Language Teaching

Abstract

This paper presents an overview of emerging trends in learning technologies for English Language Teaching (ELT). It discusses the impact of Information and Communication Technology (ICT), Concordancing and Corpus Analysis, the use of Multimedia, Language Laboratories, Virtual Field Trips, and the evolving role of teachers in technology-mediated learning environments. The integration of these technologies can enhance student engagement, personalize instruction, and foster independent learning.

Keywords: ELT, ICT, multimedia, corpus analysis, virtual field trips, language labs

Introduction

The application of technology in English language teaching has opened up new avenues of instruction and interaction. Information and Communication Technology (ICT) has facilitated access to authentic materials, real-time communication, and learner-centered pedagogies. The traditional teacher-centered model is giving way to dynamic learning environments that leverage digital tools and platforms.

Concordancing and Corpus Analysis

Concordancing software allows learners and teachers to explore how language is used in real contexts by searching corpora for word patterns, collocations, and usage. Corpus-based approaches help students understand lexical and grammatical structures and promote data-driven learning.

Use of Multimedia

Multimedia elements such as audio, video, animation, and graphics cater to different learning styles and make abstract concepts concrete. They help in developing listening and speaking skills through exposure to native speakers and real-life scenarios. Interactive whiteboards and presentation tools enhance classroom engagement.

Language Laboratories

Modern language labs provide individualized learning experiences. With digital lab software, students can practice pronunciation, grammar, and conversation skills at their own pace. Teachers can monitor performance and provide instant feedback. Labs support skill-based learning and autonomy.

Virtual Field Trips

Virtual Field Trips (VFTs) enable students to explore places and cultures without leaving the classroom. By using VR technology or online simulations, learners gain exposure to real-world English usage, cultural norms, and communicative contexts. VFTs also support content and language integrated learning.

Role of Teachers

In technology-enhanced learning, teachers act as facilitators and guides. They curate resources, design tasks, and support learners in navigating digital environments. Teachers must develop digital literacy and pedagogical skills to integrate technology meaningfully into ELT.

Conclusion

The integration of emerging learning technologies in ELT offers significant pedagogical benefits. From corpus tools to virtual reality, these innovations support personalized, interactive, and learner-centered instruction. However, teacher training, infrastructure, and curriculum alignment are essential for effective implementation. The future of ELT lies in embracing technology to create inclusive and engaging learning experiences.

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Chapter 9

Efficacy of Dogme Pedagogy on Language Learning at Higher Education: A Survey Approach

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Chapter 9: Efficacy of Dogme Pedagogy on Language Learning at Higher Education: A Survey Approach

Abstract

The present paper analyses the efficacy of Dogme Pedagogy in promoting language learning at higher education level. The traditional method of language teaching with a pre-determined syllabus and teacher centeredness is often seen as less effective in enhancing communication skills. Dogme approach is a communicative language teaching methodology that focuses on conversation-driven, student-centered and emergent content-based instruction. The study employs a survey approach with a structured questionnaire given to 90 undergraduate students pursuing English major at a government college in Tamil Nadu. The findings reveal that Dogme pedagogy fosters interaction, critical thinking, learner autonomy and improves English language skills effectively.

Keywords: Dogme pedagogy, language learning, learner autonomy, communication, critical thinking

Introduction

Dogme ELT is a methodology developed by Scott Thornbury and Luke Meddings. It draws from the Dogme 95 film movement that advocated simplicity and minimalism. Dogme in language teaching rejects reliance on pre-packaged materials and focuses on emergent language that arises from student conversations. It emphasizes teaching

that is conversational, materials-light, and grounded in the local classroom context.

Review of Literature

Thornbury (2000) describes Dogme as “a teaching movement that seeks to restore teaching to its roots, to its pre-method condition, where the learner’s agenda is at the centre of learning.” Meddings and Thornbury (2009) argue that classroom materials are often disempowering and disconnected from learners’ realities. Watson (2013) identifies Dogme as “unplugged teaching” that liberates both teacher and students. Zhang (2023) claims Dogme aligns with constructivist pedagogy and encourages knowledge co-construction.

Objectives of the Study

- To study the awareness and perception of Dogme pedagogy among undergraduate English learners.
- To analyze the efficacy of Dogme pedagogy in developing language skills.
- To evaluate student engagement and autonomy through Dogme-based classroom interactions.

Methodology

A structured survey was conducted using a questionnaire that contained 15 close-ended and 5 open-ended questions. The participants were 90 undergraduate students from a government college in Tirunelveli, Tamil Nadu. The data was analyzed using percentage method and visual charts.

Data Analysis and Interpretation

Section-A: Closed-ended Responses

The close-ended questions were rated using a Likert scale from strongly agree to strongly disagree. The responses revealed that a majority of students found Dogme sessions engaging and interactive. They preferred conversations over textbook drills and felt confident to speak in English.

Section-B: Open-ended Responses

Students reported that the open nature of Dogme classes reduced anxiety and promoted creativity. They appreciated the focus on real-time communication, collaborative tasks, and teacher scaffolding. Many found the lack of textbook dependence liberating.

Results and Discussion

The study reveals that Dogme pedagogy enhances learner participation, language fluency, and motivation. It shifts the focus from rote learning to experiential communication. Students become co-creators of knowledge, and the classroom becomes a dynamic space of inquiry and dialogue.

Limitations

The study is limited to a single institution with a relatively small sample size. Broader implementation across institutions and inclusion of teacher perspectives could provide richer insights.

Conclusion

Dogme pedagogy offers a powerful alternative to traditional ELT methodologies. It centers learners and fosters authentic communication. In contexts like India, where language classrooms often rely on outdated textbooks and exam-centric approaches, Dogme can create space for more meaningful learning. Teacher training and curriculum flexibility are essential for its integration.

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Chapter 10

Enhancing English Language Skills among the Rural UG Students of Telangana Social Welfare Residential Degree Colleges (TGSRDC) for Women

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Chapter 10: Enhancing English Language Skills among the Rural UG Students of Telangana Social Welfare Residential Degree Colleges (TGSWRDC) for Women

Abstract

The teaching of English in Telangana Social Welfare Residential Degree Colleges (TGSWRDCs) for women, with a majority of students from rural backgrounds, faces unique challenges. Despite exposure to a digital environment and English-medium instruction, students continue to exhibit poor communication skills. This study attempts to analyze these gaps and explores innovative classroom practices aimed at improving their language abilities.

Keywords: TGSWRDCs, communication skills, rural students, English language teaching, skill development

Introduction

English plays a vital role in national and international communication. With globalization and the introduction of the National Education Policy (NEP) 2020, the emphasis on language skills has increased. Yet, the rural students of TGSWRDCs continue to struggle in developing fluent and confident English communication.

Post-Covid Scenario

Post-pandemic classroom observations indicate that many students had access to mobile devices, yet lacked structured exposure to spoken English. The use of Telugu or Hindi at home further reduces their opportunity to practice English, causing a wide gap in fluency and confidence.

Expert Suggestions

Experts like Wazeer (2023) and Rachman (2021) emphasize teaching English through engagement, practical usage, and context-based strategies. Tomlinson and Masuhara (2009) advocate that materials should provide rich and meaningful exposure and promote engagement.

Innovative Teaching Strategies Implemented

Several classroom strategies were implemented by the researcher to promote spoken English among students. These include:

- **Board Race:** A vocabulary-building activity where students write as many relevant words as possible on the board under a given theme.
- **Chat Stations:** Students walk between stations discussing questions in small groups to practice speaking.
- **Mirror Project:** Students describe themselves or their friends standing in front of mirrors, improving confidence.
- **Pass the Ball:** Students pass a ball in class and whoever catches it must answer a question or describe a topic.
- **Circle Talk:** A peer conversation activity in a circular seating.
- **Buzzer Rounds and JAM Sessions:** Fast-paced Q&A rounds and Just A Minute (JAM) sessions on current issues to build fluency.

Methodology

A mixed-method approach was adopted. A group of 60 first-year UG students was selected for the study. Pre-assessment of their spoken skills was conducted using recorded conversations and feedback rubrics. The intervention lasted 6 weeks with bi-weekly activity-based sessions. Post-assessment recorded a 70% improvement in confidence and vocabulary use.

Results

Students displayed notable improvement in expressing opinions, asking questions, and initiating conversations. Peer support and low-stakes activities helped break inhibitions. Some challenges remained such as code-switching and hesitation in complex sentence formation.

Conclusion

The study concludes that communicative activities combined with student-centered methods significantly enhance language learning in rural contexts. Implementation of innovative classroom practices tailored to learners' backgrounds is essential.

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Notes



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