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No	Speaker/Topic	Duration of Times
	Day 1	
1	Manneke Budiman Ph.D <i>Do We Still Need English Literature in Today's Globalized World?</i>	1.30'
2	Karmila Machmud Ph.D <i>The Emerging Trends on Teaching English as a Foreign Language</i>	1.30'
3	Alicia Bradley <i>Students Engagement in ESL Classroom</i>	1.30'
	Day 2	
1	Parallel Session I	1.30'
2	Parallel Session II	1.30'
3	Parallel Session III	1.30'
4	Parallel Session IV	1.30'


Zulkiffi Katili
 Conference Chairperson

The Emerging Trends in Teaching English as a Foreign Language

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Abstract

The goal of this paper is to present the latest trends in English Language Teaching, especially in the field of English as a Foreign Language Learning. The massive use of English as the main tool of global communication makes it impossible to neglect the importance of the teaching trends of the language. Studies suggested that ICT becomes one of the major trends that affect English language learning (Roberts, 2015; Mittal, 2014; Kim, 2011). The fast growing number of ICT integration in all fields of life is inevitably influencing the field of EFL Instructions. This contributes to the change of the goal of teaching English, which is listed as one of the trends in English Language Teaching. The change in English teachers' views and approaches in teaching English as a foreign language, which affect the change in teaching content, culture, and test design are also considered as the current trends in teaching English as a foreign language.

Key words: *ELT Trends, EFL, ICT Integration*

Introduction

The fast growing use of English as the main tool of global communication makes it significant to understand the emerging trends of English as a Foreign Language Teaching.

Understanding the trends will effectively affect the way we approach our teaching by incorporating the needs of global communication into the instructional process. Based on the research conducted in for the sake of writing this paper, I found lots of different trends in teaching English as a foreign language; however, for the sake of this presentation, I have decided to share seven trends that I thought have similar veins with the teaching of English in Indonesia.

Those trends are the change in the goal of teaching, the change in the approach of teaching culture, the change in early start in teaching English, the

change in teaching and learning strategies, the change in the view of an English, the integration of technology in English language teaching, and the importance of media literacy.

Research Question

Based on the explanation above, the question of this study is: what are the emergence trends in the teaching of English as a Foreign Language?

Objective of Study

This study is aimed to investigate and to elaborate the emergence trends in the teaching of English as a Foreign Language

Methodology

The data for this study is collected from journal articles, books, and interview with English faculty members. The data the being interpreted and subtracted into trends that mostly match with the teaching environment, atmosphere and condition of teaching and learning process in Indonesia.

The Result

The result of this study is presented as follow:

The change in the goal of English teaching and learning.

The goal of the teaching and learning English as a Foreign Language in its previous development was always emphasize on speaking. Teachers and people in general have always judged students' ability in English from their speaking skill. Students will be considered successful in English if the can speak like native speaker or if they can reach native-like speaker level. However, the recent trend shows the goal of English teaching and learning is changing over the years. Ur (2009) stated that the goal of teaching and learning English as a foreign language nowadays is to teach the students to be fully competent knowing bilinguals. This

means that students should be able to use English professionally based on their on their own field of study. To reach this goal, teacher can use CLIL (Content and Language Integrate learning) in teaching both the content based on their field of study and the English language skills needed for their future professional career.

Changing view of an English teacher.

In the early development of teaching and learning, a native speaker was always become a choice to teach English in non-English speaking country. This trend is changing over the years; nowadays, an English teacher must have quality or effectiveness of an EFL teacher. The quality and effectiveness of EFL teachers should be determined by their linguistic competence, teaching competence, and intercultural competence; thus, the recruitment process of English teachers is no longer determined by whether the candidate is native speaker of English.

Change in the approach of teaching culture.

Teaching of English as a foreign language is not only focus on the native language culture. The culture of the learners is important to be integrated in the teaching materials and methods; while the native language culture is taught only when it needed. This resulted in the diversity in English teaching. English has many forms, which is influenced by each culture where the language is spoken. English that we heard in Hongkong will be slightly different with English spoken in Singapore, or in Spain; that is why we know different kind of English such as Singlish and Spanglish. Based on this notion we need to start to call English as Englishes not English anymore.

Kachru (as cited in Graddol, 2000) divided English Speakers to three circles: Inner circle, Outer circle, and expanding circle. Inner circle are those who are born in English speaking country, thus they are the native speaker of

language. Outer circle are the speaker of English as second language, this means that they learn English at school, also speak the language outside school, they can also speak English in their daily life along with their first language. Expanding circle are those who speak English as a foreign language, this means that English is not widely used in daily conversation.

Chrystal (1997) and Graddol (2000) have conducted a research to estimate the number of speaker in each circle. The following table shows the result of both researches.

Table 1. Number of English Speaker by group (Crystal, 1997) and (Graddol, 200)

Group	1990s	2000
Inner Circle	320-380 million	375 million
Outer Circle	150-300 million	375 million
Expanding Circle	100-1000 million	750 million

The table shows that in 1990, the research estimate the number of inner circle speaker up to 380 million, the research in 2000 found that the number of inner speaker reach 375 million which is only 5 million less than the prediction in 1990s. The fantastic increase of the number of speaker has emerged in outer speaker number that reach 375 million speaker in year 2000 from only about 300 million speaker prediction in 1990s.

The early start in teaching English.

Studies have shown that the early start of learning English will result in better English mastery. Understanding the importance of starting the English study

earlier, some countries have a language policy to start the teaching of English since in elementary education. South Korea, for instance, the teaching of English in elementary education has started since 1998 (Lee, 2001). Taiwan has stated it since 2002 (Wang, 2008); Japan, Vietnam and Saudi Arabia are since 2011; and Dubai is since 2012 (Boraie, 2013).

Indonesia have started the policy to introduce the teaching of English to elementary school since 1994; however, this policy is totally changed with the introduction of curriculum 2013, where English is no longer taught in elementary school.

Integrating technology in English language teaching.

Teaching in 21st century means teaching the 21st century learner or the digital natives. The digital natives are those who are born in technology era (Prensky, 2001).

Digital learners need a certain learning environment that acquires the use of technology. Teachers as digital immigrant should be able to assimilate, even though they will never be a digital native. This means that in the teaching and learning process, teacher should be able to teach English by utilizing the students' previous knowledge and ability, in this case their knowledge of using technology devices.

The importance of media literacy.

The older generation or the digital immigrant gains their information from only three medias: Television, newspaper, and Radio. However, with the fast development of technology, the younger generation or the digital natives have showered with information from lots of kind of media such as facebook, twitter, path, instagram, periscope, youtube, podcast, blog, and the giant search enginer

Google. They can self-access all information they need from these medias. Thus, if teachers are only teaching information, fact, content, and research, then their teaching is considered obsolete.

Considering this notion, the importance of understanding which media that suit the lesson. Teachers should have certain level of media literacy in order to be able to design a lesson for the digital natives and to guide them in choosing the adequate and appropriate media to get information they need.

Media literacy means educating people to choose and use the media wisely, but do not ask them to stop using the media. Media literacy is the practice weeks to consume media in a smart way and the ability to avoid the negative effects of the media. It means having an understanding of the media and its contents. Media literacy is the ability to use the media and information technology to obtain certain economic benefits.

Conclusion

Understanding the recent trends in teaching English as a foreign language is important for EFL teachers. After a series of consideration, this study has concluded seven trends to be share. Those trends are the change in the goal of teaching, the change in the approach of teaching culture, the change in early start in teaching English, the change in teaching and learning strategies, the change in the view of an English, the integration of technology in English language teaching, and the importance of media literacy.

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