Changes in Goals of English Teaching and Learning

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Abstract

The study explained changes in goals of English teaching and learning from the perspective of English language expert. As English language is used for variety of purposes and goals, the study is intended to explore the changes in English teaching and learning in various societies. The study focused on trends in English teaching and learning, English as medium of instruction and English language and culture. Data was collected from different sources namely Google Scholar, UTM library and ResearchGate as well as the data was analyzed and explained thematically. The findings indicate that globalization and revolution in language regulation like the use of language and its learning initiated a transformation in the sense of individual differences. It is commonly believed that learners are involved with different aptitudes for learning from previously mentioned options.

Keywords: *Changes; Culture; English as a Medium of Instruction; English for Specific Purpose; Goal; Trends*

Introduction

In addition to subject knowledge of the English language itself, English as a Foreign Language (EFL) teachers must also possess theoretical and practical expertise of EFL instruction. According to Boraie (as cited in Qoura, 2020), instructors use a variety of local texts or literature that has been translated into English in the classroom. In listening exercises or assessments, the use of language and different accents is encouraged in English language classrooms. In addition, teachers can choose their educational philosophy, teaching style, strategy, tactics, and classroom procedures by having a solid understanding of how learners teach (Nguyen, Warren & Fehring, 2014). Moreover, business, education, research, and technical advancement have seen a significant transformation as a result of new

technologies and the widespread use of the internet, all of which require a high level of English proficiency because most universities cannot meet the demands for English used in the workplace. (Wiriyachitra, 2002). In Latin America, higher levels of English proficiency are associated with higher-paying, middle-class jobs, most often for those who have attended private schools, demonstrating the perceived power of global English in providing individuals with greater economic and social opportunities (Sayer, 2017). The importance and necessity of English has led to its integration into all schools K–12, he added. Many students also learn English in order to further their education abroad. According to Wette & Furneaux (2018), which Fenton-Smith & Humphreys (as cited in) supported, one effect of the internationalization of higher education and the use of English as the predominant academic language has been the sharp increase in the number of foreign students enrolling in graduate programs at English-medium universities. Because of this, it is crucial to assure teaching quality in EMI by requiring teachers to have a sufficient level of English or by providing opportunities for those who need to improve their language skills. This implies that maintaining the availability of language support, training, and other sorts of professional assistance in languages is crucial for EMI quality assurance (Margic & Krstanovic, 2018). (As noted in Kim, Kim, Kweon, 2018). In order for students to truly build their English language ability in a non-English Asian culture, EMI classrooms provide a variety of intercultural contacts in which none of the interactants are native English speakers (Kim, Kim, Kweon, 2018).

Trends in English Language

Yillin Sun (2017) as president of TESOL International Association has elaborated on eight major trends in the global ELT field. However, she argues that ELT can be broken down into globalization, localization and interdisciplinary collaborative. In trend1 Sun (2017) stated dramatic changes in the role of English teaching and learning that caused the field acronyms to gain their new status. Such changes initiated language educators to focus on world English. Trend2 explains the goals of teaching and learning have changed from gaining only developing language skill to produce learners with fully competent language users in social context. Changing approaches in teaching to use a variety of activities such as L1 in L2 pedagogy, different accents in listening activities which may be motivated by underlying assumptions are the main focus of trend3. In trend4 teachers are required to focus on changes in teaching content, curriculum design and assessment that help students to acquire cross-cultural understanding, critical thinking, and learning strategies. Teaching (SLA) requires a teacher to participate in both local and international cultures due to produce learners to use English as an international language. This results changing the view of an effective English teacher from solely linguistic identity to linguistic, instructional and intercultural competence that students are served by well-qualified teachers. Besides, the quick development of technology-facilitated English language teacher to access information endlessly as well as it motivates students to get connected and exchange ideas via the internet and other media devices. Finally, the role and responsibilities of 21st- century teachers are obviously different that they conduct co-teaching, team-teaching in order to prepare students to be effective language users. This reaction paper will illuminate changes in goals of English teaching and learning on three key issues: individual differences, English as a medium of instruction and acculturate language learners into the cultures of English.

Globalization and revolution in language regulation like the use of language and its learning initiated a transformation in the sense of individual differences. The shift tends to find a new way at which differences affect second language acquisition. Chen (2009), demonstrates that "learner's individual differences include learning styles, learning strategies, learning aptitude, age gender, culture" (p.304). But in less than ten years, the goal of English language instruction began to shift, and the field of instruction began to diminish (Hosoki, 2011). For instance, Chen's study (as cited in Politzer, 1983; Politzer & McGroarty, 1985) discovered that Hispanic learners were more interested to select determined communication type strategies than Asian learners, while Asian learners preferred to use more strategies

concerning rote memorization. Moreover, changes in the goals of English teaching and learning were taken place for the purpose of individual age differences. Negotiation of the age factor, choices on the sequence of language learning in childhood, school, and relocation conditions, all start efforts to manage with the impression of original conditions (Aronin & Bawardi, 2012). To give sequence to kids' learning style, they start from real and kinesthetic approaches first, then move to visual approaches in their third grade followed by auditory modalities around sixth grade. Learners with various ages and their learning stage of second language practice dissimilar strategies; for example, aged students would rather use determined strategies abundantly while kids prefer them less (Oxford, 2003). There is a consensus among language experts that individual's age differences prevent second language educators to implement similar approaches and methods in both children and adults' classrooms. Hartshornea, Tenenbauma, Pinkerc's study (as cited in Wall, 2008; Krashen, Long, & Scarcella, 1979; Snow & Hoefnagel-Höhle, 1978) states that young and grownup learners who were exposed to alike materials in the language lab throughout the immersion program reveals that adults' achievement was better than children because grownup learners use their previous knowledge of their first language. Furthermore, students own collections of aptitudes which can be recognized from classroom instruction, optimal learning conditions for every single learner, or set of students that lead to individual differences (Robinson, 2012). And also aptitudes are complexes of capabilities that make the students benefit from classroom's events namely task-work, communicative pair-work, delivery of hidden and obvious undesirable verbal feedback and etc. It is commonly believed that learners are involved with different aptitudes for learning from previously mentioned options. Therefore, the activities must be practiced under those conditions to which learners abilities are best matched. Finally, individual differences in English language teaching and learning is considered to elaborate on learners' abilities in learning/ acquiring a second language.

Internal and External Goals of English Teaching and Learning

Learning a second or foreign language is not an easy topic to explain because it necessitates not just familiarity with the vocabulary and syntax of the target language but also understanding of its context, culture, and need for a new way of thinking and doing (Mirhadizadeh, 2016). There are some factors that originate from a person's inside. These characteristics, such as motivation, attitude, personal practice, and study habits, are specified by the individual students themselves, according to Brown (2007) each of these factors contributes to a learner's capacity to pick up a foreign language on its own, but they all work in concert. Furthermore, new professional teachers should be recruited in order to bring remarkable changes in goal of teaching and learning English as a second language. For example, in order to implement the changes in English teaching and learning that are envisioned in national education policy, qualified and trained teachers are thought to be required (Amin & Greenwood, 2018). Other researchers have also examined the importance to education for sustainable development of effective teaching of second languages. For example, Mehrparvar and Karimnia (2018) claim that the learning of a second language fosters ability to function in different socio-cultural contexts and to communicate effectively and creatively in such contexts, and Sundh (2016) argues that since English has become the lingua franca in international relations, competence in the language is necessary for young learners. In addition, but in less than ten years, the goal of English language instruction began to shift, and the field of instruction began to diminish. It is worth mentioning that the development of technology also plays as significant role the goal teaching and learning second or foreign language. As Kukulska-Hulme (2016) explained that we can anticipate seeing more instances of language learning being interwoven with ordinary environments as mobile technology becomes more prevalent. Moreover, British Council (2021) the adaptability of our products' content is one fascinating aspect of teaching languages. However, English teachers can use a range of themes as vehicles to present the English language, unlike science teachers who teach scientific theories and facts and history teachers who teach historical events and stories. Fairy tales, business policies, or peculiar homes from around the world can all be used to teach English. Some of the ELTons finalists have realized the importance of exploiting actual events and

exposing students to situations where they might use English. On the other hand, the failure of English language instruction in public schools to promote communicative language acquisition has received particular and persistent criticism (Hosoki, 2011). Most Asian countries have developed a new curriculum for teaching English as second or foreign language. They bring such developments for practicing new goals and trends in English language teaching. Ping (2010) argued that"English language instruction in China is now at a turning point" The introduction of the New Standard English Curriculum in China (2000) marked a significant turning point in national curriculum revisions.

English as Medium of Instruction

Additionally, changes in goals of English teaching and learning have been taken place because the language is used as a medium of instruction in most schools and universities throughout the world. "Many countries have extended English language education in their public school curricula by beginning younger and including more instructional time for English" (Sayer, 2017, p. 58). However, some researches demonstrated that English as a medium of instruction impact on subject knowledge negatively. This means that students will not be mastered effectively in their selected disciplines where English is used as a medium of instruction. Furthermore, for a long time, native speakers and non-native speakers were seen as two distinct and easily discernible groups (Thea reves & Peter Medgyew, 1994). However, this viewpoint has faced fierce criticism in recent years as more scholars claim that the strict division between the two categories cannot be specified with any degree of accuracy, hence they cannot be used. On the other hand, the majority of people believe that English paves the way towards gaining social and economic opportunities. To support this belief, I would like to elaborate the Mexico country as a vivid example. The country promoted English language instruction in 14.7 public primary schools, while learners' parents were interviewed to observe their perspectives, more than half used identical expression "el ingl es te abre muchas puertas" (English opens many doors for you (Sayer,2017). Besides, countries that are under growth consider English as a means of competitive and transformation (Clemente, 2007). In Latin America particularly in Mexico people who mastered high English proficiency are admitted in higher-paying employment as well as leads them to new possibilities. Likewise, not only is it practice at school level but also at the tertiary level where knowledge is educated through English for the goal of improving learners' information, specific skill and their language proficiency (Coleman, 2006). A key purpose of English learning in an educational environment is to attend in actual academic cultures including regular contact with corrective practices. Above and beyond all these goals, most universities select English as an instruction tool for the purpose to globalize higher education, encourage social mobility, expand universities' perceptibility and develop rankings. In the last few years, internationalized competition has been practiced by advanced educational organizations namely universities and other institutions in non-English-speaking Asian countries in order to accomplish needs for scholastic reforms and to reorganize the higher education community (Kim, Kim, & Kweon, 2018). Publicizing English as a medium of instruction caused to increase the number of international students in numerous universities. For instance, between 2003 and 2012, Korean higher education institutions registered 104,262 international students.

On the other hand, international students encounter many challenges when they register at universities where English is practiced as a medium of instruction in different disciplines. For instance, un-mutual culture, poor English language skill, preparedness as well as dealing with the content of subjects create irritating concern for novices in the host country. To overcome these challenges at institutions where English as a medium of instruction is used, there are some requirements both for teachers and learners. First, for the case of teachers, they must own sufficient knowledge of the English language to interconnect lesson content, cope with classroom management, interact with learners effectively, provide feedback and evaluate their students. Second, for students 'case universities or institutions should launch language teaching courses and other support especially for those who need

English language proficiency (Freeman, Katz, Gomey, & Burns, 2015). To this end, implementation of English as a medium of instruction involves challenges and benefits that necessitate both teachers and students to adapt in the situation.

English Language and Culture

Another significant factor in goals changes of English teaching and learning is the acculturation of language learners into the cultures of English. Teaching and learning English requires both educators and learners to be well familiar with its culture as well, otherwise, the process is incomplete (Choudhury, 2014). On the contrary, some scholars believe that English language teachers do not need to teach culture and language along with each other while other believe that culture creates faiths, delivers views and shares information on customs and principles, all these practices are conducted by using language as a means. Ali's study (as cited in Emitt & Komesaroff, 2003) indicates that "the acquisition of culture requires the learning of a language for the transmission of attitudes, ideas, and values to the next generation" (para.3). It seems that there is an interrelation between teaching and learning the target language as well as its culture. In order to be skillful in intercultural interaction, it is mandatory for language educators to afford students' cultural context and consciousness when teaching English as a second or foreign language (Ali, 2015). Cultural teaching strategies provide communicative practices to non- native learners 'classroom. These practices develop cultural performance and confidence of learners use the target language in context. In addition, the worldwide part of the English language suggests culture as the fifth skill of language, besides listening, speaking, reading and writing. To support the view, the skill of culture teaches us the attitude and procedure to acclimate ourselves in use of target language to study about, know and respect the values of the target language culture. UNESCO (2012) states that "A Patani Malay child learning to understand and speak standard Thai as an L2 will also need to understand something of Thai culture" (p. 35). However, it is not a stress-free mission to teach culture in second language learning classroom. Language educators will be able to display the tactic rather than choosing a particular way which has the preference of cultural expansionism. Choudhury (2014), demonstrates that teaching culture alongside the language is important because it assists students to be mindful that no culture is greater and lesser, the only differentiation comes from its people. It is believed commonly that a language is practiced in a cultural sensation to give and take views, thoughts or concepts. Language and culture are so deeply unified likewise, without knowing suitably the cultural background and societal performance of a language use, it goes to confusion and misunderstanding of language interaction. Ali (2015) indicates that "the status of English as an international and intercultural source of communication raises a number of issues and challenges for teachers and learners of English" (para. 16). Therefore, teachers are called for to conduct cross-cultural training programs in which students benefit from definite topics on history, politics, financial matters and geographical issues of the target culture.

In conclusion, there are numerous demands that called for changes in goals of English teaching and learning namely individual differences, English as a medium of instruction and acculturation of the language learners into the cultures of English. These three main indicators inspire both English language teachers and learners to well adapt into the situation and change their goal accordingly.

Conclusion

Yillin Sun (2014) as president of TESOL International Association has elaborated on eight major trends in the global ELT field. However, she argues that ELT can be broken down into globalization, localization and interdisciplinary collaborative. Globalization and revolution in language regulation like the use of language and its learning initiated a transformation in the sense of individual differences. Chen (2009), demonstrates that "learner's individual differences include learning styles, learning strategies,

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