



Reimagining teaching, learning, and assessment in the 21st century: English language education for sustainable development

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Abstract

The paradigm shift in language teaching in recent years can be attributed to the increasing significance of English in all fields. Advanced approaches developed worldwide have been implemented regardless of the language learners' origins. How can we contextualize the learners' expectations, the progress in teaching, and the required modifications in the evaluation as we move forward? What psychological components are involved in language acquisition? This research examines the advantages and disadvantages of imagining modern procedures in an Asian culture using ICT and existing methodologies.

Keywords: digital coursebook, materials, challenges, methodologies, oral evaluation

Introduction

Understanding The Existing Scenario

There is an expansion of language instruction outside the temporal and spatial limitations of certain classes. As we advance in developing approaches that incorporate the most advanced technologies, we need to comprehend the learner's struggle. It is evident, however, that language may be learned even outside of a classroom, given current patterns. From media to audio-visual classrooms, language has reached students. The expanding span of language acquisition can even be aided by platforms such as Netflix and YouTube. As we improve our methods for standardizing instructional materials, we should be mindful of the challenges experienced by students. In most Asian nations, the availability of textbooks is a source of comfort for instructors and parents. No matter how far we get in developing instructional materials, textbooks will always serve as the foundation of education. Michael West coined the term "mental age of the textbook" to describe the relationship between age and the content of textbooks (259). Psychoanalytically, exposure and attitude are also crucial components that promote language acquisition. A learner who fails to recognize the significance of English would demonstrate indifference toward English language development. There are numerous benefits to instilling the correct interest at the right moment. This interest quotient is directly proportional to both class participation and cooperation.

Next-Generation Teaching and Learning

Despite the ongoing debate between teacher-centered and learner-centered learning, the study emphasizes materials. The so-called "focused" process depends on variables such as the teacher's effectiveness, the learner's background, access to technology, language exposure, and respective native tongue. Students from all sectors should be accommodated in language instruction, regardless of their ability or lack thereof. To provide standardized instruction, teachers must rely on an ordered framework that assists students in acquiring real-world language. Linguistic competence is the most crucial talent; hence, English

Language instruction should be "Speaking-Centered." Speaking ability acquisition is regarded as the most difficult stage of language acquisition. Teachers should welcome the challenge of overcoming phonological, linguistic, and phrase-building obstacles in light of the expanding global significance of English.

According to Tickoo in Teaching and Learning English, "a good course should therefore focus on both accuracy and fluency, and reduce risk-taking when accuracy is being developed, and when correct habits and skills are being developed, and, particularly at the intermediate or advanced level, facilitate and encourage risk-taking to make communication natural and effective" (161).

During the acquisition level mapping process, listening comes first. Only a good listener can absorb information. Reading is an output secondary to listening. Reading for novices imitates what is being read aloud in class. The pupils relate word meanings with visuals. Reading in silence while insisting on comprehension of what is being read. However, speaking is a byproduct of efficient listening and reading. Speaking precedes writing, which requires sentence construction, grammar, and creative skills. Before a pupil could write, they would have thought aloud.

Both native English and non-native English should be incorporated within the course book. This would help students comprehend the various varieties of English used worldwide. Effective language learning occurs when a language is taught through multiple sources. The influence of audio-visual instruction on students continues to stimulate their curiosity and attention. However, as we continue to build materials and course books, a globally standardized digital course book with accessible resources and audio-visual links would be suitable for Next generation education. These concerns can be addressed in a single digital coursebook explicitly designed for Asian language learners.

Before teaching prepositions, for instance, a video presentation of in/on/at followed by activities that each student must answer on screen is the most effective way to engage each student in the learning process.

Table 1

Preposition of Time	Examples
IN	In 2018
IN	In January
ON	On January 2nd
AT	At 7 pm
IN	In the morning
AT	At night
ON	On 2-5-2016

As complete individuals, we learn best in an environment of personal safety. We are liberated to approach the learning environment with an attitude of eager openness when we feel safe. The degree to which the learner and the instructor feel they are protected from harm sets the psychological tone for the entire educational session. (Curran 1976, p. 6)

For a well-rounded educational experience, most students must find the subject matter intrinsically engaging. The digital course book could also facilitate a more effective learning experience. Consequently, classrooms are neither student- nor teacher-centered but rather material-centered. The current mass-response technique only caters to some students in the classroom. Therefore, it is challenging to evaluate the output. The instructor who instructs effectively with the aid of a course book should also be able to act as a student. Before concluding the topic, the suggested digital course book would contain activities and practice sheets that can be completed. While we discuss e-learning and other technology-based techniques, there are schools around the world that need more fundamental infrastructure. Next-generation learning should address the issues these schools face and encourage teaching English in these institutions. As we reinvent teaching and learning in the 21st century, identifying and assisting such institutions are enormous responsibilities. It comprises supplying:

- Global consciousness of the significance of the English language
- Support with Subject Matter Experts
- Instructional support for technology-based teaching and learning
- Methods for overcoming mother tongue bias
- Insisting on the significance of oral communication
- Importance of Oral Evaluation

There have been written evaluations in which only writing ability has been assessed. As we consider speaking the most significant ability, evaluating pupils' speaking talents is necessary. Students at the elementary level should also be evaluated based on their reading comprehension. The course book should be designed to improve students' professional-oriented speaking abilities. The sole function of language is communication, and oral evaluations would evaluate students' phonetic, linguistic, and vocabulary development. This method can also assess the rate at which students overcome their mother-tongue accent. It is believed that the degree to which a language learner's original language differs from English contributes to the challenges they experience. Chinese find it considerably more challenging than Germans. Japanese, Korean, and Chinese speakers have difficulty distinguishing [r] and [l], but Spanish speakers have trouble distinguishing [b] and [v]. Oral evaluation should centre on evaluating.

- Consonant phonemes
- Vowel phonemes

- Syllable structure
- Consider timing

Multiculturalists generally understand language to be one of the cultural expressions (De Gaetano, Williams, & Volk, 1998; Hernandez, 1989; Nieto, 2000), and the deep structures of a culture determine when, where, and with whom particular language variants may be employed, according to Piku Chowdhury's *Emerging Trends in English Language Use* (225). As the world's borders become increasingly porous, multiculturalism will provide ELT professionals with another formidable obstacle. The textbook intended to serve as a resource for international students must also be culturally aware and considerate.

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