

English Language and the Changing Linguistic Landscape: New Trends in ELT Classrooms

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Abstract

The history of English Language Teaching (ELT) has shown that this fast growing field is facing unprecedented challenges posed by the recent developments in the status of the English language as a world's leading language and the eventual change in the linguistic landscape. This paper provides an opportunity to examine the impact of the phenomenal spread of English in recent years and its eventual dominance in the international arena as seen in the practice of English Language Teaching (ELT) and learning, particularly in English as a Second Language (ESL)/English as Foreign Language (EFL) contexts. The paper reports the implications of the recent growth of English for crucial ELT practices and areas such as learner identity, code selection in classroom, teaching methods, syllabus design and material development. It draws on issues pertaining to English as a lingua franca theory in an attempt to address this debatable topic and consider the necessity of taking into consideration the emerging trends in ELT classrooms globally.

Keywords: global English, Englishes, English as a lingua franca, English language teaching, learner identity.

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