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Innovative English Language Teaching

in the Digital and Global Era



```
int euclidAlg (int A, int B) {
```

```
    A=Math.abs(A);  
    B=Math.abs(B);  
    while (B!=0){  
        if (A>B) A=A-B;  
        else B=B-A;  
    }  
    return A;  
}
```

```
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```

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**ENGLISH LANGUAGE
TEACHING**

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Dr. Risman Wanci, S.Pd., M.Hum.

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INNOVATIVE ENGLISH LANGUAGE TEACHING In The Digital and Global Era

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PREFACE

All praise is due to Allah Subhanahu wa Ta'ala, by whose grace, guidance, and blessings we have been given the strength to complete this book entitled *“Innovative English Language Teaching in the Digital and Global Era.”* Peace and blessings be upon Prophet Muhammad Sallallahu Alaihi Wasallam, who has provided the best example in the pursuit and dissemination of knowledge.

The development of digital technology and the forces of globalization have brought significant changes to various aspects of life, including education, particularly in English language teaching. These changes require innovation in approaches, strategies, and instructional practices to remain relevant to contemporary needs. English, as a global language, is no longer merely studied as a linguistic system but as a dynamic tool of communication within complex global contexts.

This book is written as an effort to provide a comprehensive understanding of the transformation of English language teaching in the digital and global era. The discussion covers various important aspects, ranging from theoretical foundations of language learning, the integration of technology in education, strategies for teaching language skills (speaking and reading), instructional design, to assessment and challenges in practical implementation. In addition, this book is enriched with practical examples that can be directly applied in teaching contexts.

The author hopes that this book will serve as a valuable reference for lecturers, teachers, students, and practitioners of English education in developing innovative, effective, and relevant teaching practices aligned with 21st-century demands. It is also

expected to encourage readers to continuously adapt, innovate, and reflect on their teaching practices.

The author realizes that this book still has limitations. Therefore, constructive criticism and suggestions are highly appreciated for future improvement.

Finally, it is hoped that this book will contribute positively to the development of English language education in Indonesia, particularly in addressing the challenges and opportunities in the digital and global era.

April 25th 2026

Authors

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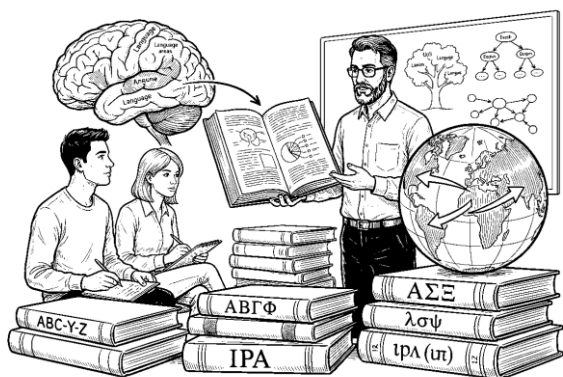
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Chapter 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

THE RAPID development of digital technology and the increasing interconnectedness brought about by globalization have significantly transformed various aspects of human life, including the field of education. In the context of English language teaching (ELT), these changes have created both opportunities and challenges for educators, particularly in designing effective and relevant learning experiences for students in the 21st century. English, as a global lingua franca, is no longer merely a subject to be learned but a crucial tool for communication, collaboration, and access to knowledge across borders. Technological developments have led to major changes in English language education, including the way of teaching and learning that is constantly adapting to digital advancements and global demands (Alek, 2023).

In many English as a Foreign Language (EFL) contexts, including Indonesia, traditional approaches to teaching English have often been characterized by teacher-centered instruction, limited interaction, and a strong emphasis on grammatical accuracy. While such approaches may provide foundational knowledge, they are increasingly seen as insufficient in preparing

learners to use English in real-life, communicative, and global contexts. Previous studies indicate that teacher-centered environments tend to limit students' opportunities for meaningful language use and may even increase communication anxiety, whereas interactive approaches significantly enhance learners' communicative competence and confidence (Apriani et al., 2025). Similarly, more communicative and student-centered practices have been found to better support learners in developing effective language use in authentic contexts.

The emergence of digital technologies has introduced new possibilities for enhancing language learning. Tools such as Learning Management Systems (LMS), interactive applications, online collaboration platforms, and artificial intelligence (AI) have reshaped how teaching and learning processes are conducted. These technologies enable more flexible, personalized, and engaging learning experiences, allowing students to access authentic materials, interact with others beyond the classroom, and develop their language skills in meaningful contexts. However, the integration of technology into language teaching requires careful consideration, as it is not merely about using digital tools but about aligning them with pedagogical goals and learners' needs. AI-based technology enables more personalized learning by tailoring the material to students' needs and abilities, as well as providing opportunities for students to practice language skills in a more realistic and interactive context (Anggraini & Faisal, 2024).

At the same time, globalization has intensified the demand for communicative competence, intercultural awareness, and critical thinking skills. Learners are now required to navigate not only linguistic differences but also cultural and contextual variations in communication. This shift calls for innovative teaching approaches that go beyond rote learning and encourage active participation, collaboration, and problem-solving. Approaches such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have gained prominence as they emphasize meaningful interaction and real-world language use.

Despite the growing recognition of the need for innovation, many educators still face challenges in transforming their teaching practices. These challenges include limited access to technology, lack of training in digital pedagogy, and difficulties in bridging the gap between theoretical knowledge and classroom implementation. As a result, there is a need for practical guidance that not only explains relevant theories but also demonstrates how these theories can be applied effectively in real teaching contexts.

This book, *Innovative English Language Teaching in the Digital and Global Era*, is developed in response to these needs. It aims to provide a comprehensive yet practical discussion of English language teaching by integrating theoretical foundations with classroom-based practices. The book highlights innovative strategies, technology integration, and practical examples that can assist educators in transforming their teaching to meet the demands of the digital and global era.

By addressing both conceptual and practical dimensions of ELT, this book is expected to serve as a valuable reference for lecturers, pre-service teachers, and practitioners who seek to enhance the quality of English language teaching. Ultimately, it is hoped that this work will contribute to the development of more effective, engaging, and contextually relevant language learning experiences for students.

1.2 RESEARCH PROBLEMS

Based on the background described above, the transformation of English language teaching in the digital and global era raises several critical issues that need to be carefully examined. These issues are not only theoretical in nature but also closely with practical challenges faced by educators in real classroom settings.

One of the primary concerns is how English language teaching can move beyond traditional, teacher-centered approaches toward more interactive, student-centered learning environments. Although modern pedagogical approaches such as Communicative

Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have been widely introduced, their implementation in many EFL classrooms remains limited. This raises questions about how these approaches can be effectively adapted and applied in diverse educational contexts.

Another important issue relates to the integration of digital technology in language teaching. While technological tools offer significant potential to enhance learning, many educators still struggle to use them effectively. The challenge lies not only in accessing technology but also in understanding how to align digital tools with pedagogical objectives. Therefore, it becomes essential to explore how technology can be meaningfully integrated into English language teaching to support language development rather than merely serving as supplementary tools.

Furthermore, the demands of globalization require learners to develop not only linguistic competence but also communicative competence, intercultural awareness, and critical thinking skills. This creates a gap between what is traditionally taught in classrooms and what learners actually need in real-world communication. As a result, it is necessary to investigate how teaching practices can be transformed to better prepare students for global communication.

In addition, there is a need to bridge the gap between theory and practice in English language teaching. Many educators are familiar with theoretical concepts in Second Language Acquisition (SLA) and language pedagogy; however, they often face difficulties in translating these concepts into effective classroom practices. This issue highlights the importance of providing practical guidance that demonstrates how theoretical principles can be implemented in real teaching scenarios.

Based on these considerations, this book is guided by the following key questions:

1. How can English language teaching be transformed to meet the demands of the digital and global era?

2. How can theoretical frameworks in language teaching be effectively applied in classroom practice?
3. How can digital technologies be integrated meaningfully into English language teaching?
4. What innovative strategies can be used to improve students' speaking and reading skills?
5. What challenges are faced by educators in implementing innovative and technology-integrated teaching, and how can these challenges be addressed?

These questions serve as the foundation for the discussions presented in this book and guide the exploration of innovative approaches to English language teaching that are both theoretically grounded and practically applicable.

1.3 OBJECTIVES OF THE BOOK

This book is developed with the primary objective of providing a comprehensive and practical understanding of innovative English language teaching in the digital and global era. It seeks to bridge the gap between theoretical perspectives and classroom implementation by presenting concepts that are not only academically grounded but also applicable in real teaching contexts.

More specifically, this book aims to:

1. To explain the fundamental theories and principles underlying English language teaching, particularly those related to Second Language Acquisition (SLA) and contemporary pedagogical approaches.
2. To analyze the impact of digitalization and globalization on the practices and expectations of English language teaching.
3. To explore the integration of digital technologies in language learning and how these technologies can support more effective and engaging teaching practices.

4. To provide innovative strategies for teaching key language skills, particularly speaking and reading, through communicative and technology-enhanced approaches.
5. To demonstrate practical examples of how theoretical concepts can be implemented in classroom settings through lesson design, activities, and instructional models.
6. To identify common challenges faced by educators in the digital era and offer practical solutions that are relevant to EFL contexts.
7. To contribute to the professional development of lecturers, pre-service teachers, and practitioners by equipping them with knowledge and skills needed to adapt to evolving educational demands.

Through these objectives, this book is expected to serve not only as a theoretical reference but also as a practical guide that supports educators in transforming their teaching practices in meaningful and sustainable ways.

1.4 SIGNIFICANCE OF THE BOOK

This book is expected to provide significant contributions to the field of English language teaching, particularly in the context of the rapidly evolving digital and global era. Its significance can be viewed from several perspectives, including theoretical, practical, and pedagogical contributions.

From a theoretical perspective, this book contributes to the understanding of contemporary approaches to English language teaching by integrating key concepts from Second Language Acquisition (SLA), Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT). By presenting these theories in a clear and accessible manner, the book helps readers build a solid conceptual foundation that can inform their teaching practices.

From a practical perspective, this book offers concrete examples and classroom-based strategies that can be directly

applied by educators. It does not merely discuss theoretical principles but also demonstrates how these principles can be translated into meaningful learning activities, lesson designs, and assessment practices. This practical orientation is particularly valuable for lecturers and teachers who seek to enhance the effectiveness of their teaching in real classroom settings.

From a pedagogical perspective, the book supports the development of innovative and student-centered learning environments. By emphasizing the integration of digital technologies and the importance of communicative and interactive learning, it encourages educators to move beyond traditional teaching methods. The book also highlights the importance of developing 21st-century skills, such as critical thinking, collaboration, and communication, which are essential for students in the global era.

In addition, this book is significant for pre-service teachers and students in English education programs, as it provides them with both theoretical insights and practical guidance that can support their professional preparation. It can serve as a reference for coursework, teaching practice, and independent learning.

Finally, in the broader context of English as a Foreign Language (EFL), particularly in developing countries such as Indonesia, this book offers contextually relevant perspectives and solutions. It addresses common challenges such as limited resources, varying levels of technological access, and diverse learner needs, while proposing realistic and adaptable strategies.

Overall, this book is expected to function as a comprehensive reference that not only enriches academic knowledge but also supports the transformation of English language teaching practices toward more innovative, effective, and contextually responsive approaches.

Conclusion

The future of English language teaching lies in its ability to adapt to changing contexts while maintaining a strong foundation in pedagogical principles. By focusing on digital pedagogy, teacher development, learner autonomy, intercultural competence, and technological innovation, educators can create more effective and relevant learning experiences. These recommendations provide a strategic framework for guiding the ongoing development of ELT in the digital and global era, ensuring that language education remains dynamic, inclusive, and responsive to the needs of learners worldwide.

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AUTHORS PROFILE

Risman Wanci is a lecturer at the University of Palangka Raya. He holds a doctoral degree (Ph.D.) in English Language Education from Universitas Negeri Makassar. As an academic, he is actively engaged in teaching, research, and writing, particularly in the field of English language education and pedagogy. In addition to his teaching responsibilities, he is a prolific writer and has authored several books. He has also served as a speaker at various academic forums at both national and international levels. Furthermore, he has published a number of scholarly articles in reputable national and international journals. He is committed to continuous learning and strives to contribute meaningfully to the development of education.

Dr. Sujariati, S.Pd., M.Pd. was born in Java in 1978 and has pursued a lifelong passion for education and the English language. She completed her undergraduate studies (S1) in English Education in 2008, followed by her Master's degree (S2) in Education in 2015. Demonstrating perseverance and dedication to academic excellence, she earned her Doctoral degree (S3) in English Language Education in 2021. Since 2010, Dr. Sujariati has served as an English Lecturer at Universitas Muhammadiyah Makassar, teaching a broad range of English courses and mentoring students in developing their linguistic, communicative, and academic skills. Her teaching practice is characterized by innovation, learner-centered approaches, and a strong commitment to student success.

Dr. Sujariati is an accomplished scholar and author with numerous publications in the fields of English for Specific Purposes (ESP), English Language Teaching (ELT), and curriculum development. Her notable works include *Language Curriculum Development: Concepts, Models, and Applications for ELT*, among other textbooks and research-based volumes. In addition to books, she has published extensively in national and international journals, contributing to advancing knowledge in ELT pedagogy, curriculum innovation, and learner-centered methodologies.

Through her research, publications, and teaching, Dr. Sujariati continues to influence the development of English education in Indonesia and beyond, fostering professional growth among educators and promoting effective, contextually relevant language teaching practices.

Innovative English Language Teaching

in the Digital and Global Era

The book *"Innovative English Language Teaching in the Digital and Global Era"* explores the transformation of English language teaching in response to rapid technological advancements and the demands of globalization. It emphasizes the importance of innovation in teaching strategies, approaches, and practices that are aligned with 21st-century skills.

The discussion covers the integration of technology in language learning, including the use of digital platforms and Artificial Intelligence (AI), as well as innovative strategies for teaching speaking and reading skills. In addition, the book addresses instructional design, blended learning models, and both authentic and digital-based assessment.

Furthermore, this book highlights various challenges in implementing digital language teaching and offers practical, context-based solutions. It is intended for lecturers, teachers, and students of English education who seek to develop innovative, adaptive, and relevant teaching practices in the digital and global era.



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