



International Journal of Advanced Research in Arts, Science, Engineering & Management

Volume 10, Issue 1, January 2023



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA





Recent Trends in English Language Teaching of 21st Century

¹Sujata Chauhan & ²Dr. Ruchida Barman

¹Research Scholar, English, JECRC University, Jaipur, Rajasthan, India

²HOD, Assistant Professor, English, JECRC University, Jaipur, Rajasthan, India

ABSTRACT: As it is used in communication, internet communication tools began to use in education especially in English language learning. New trends technologies have supplemented English teaching in authenticity and literacy such as reading, writing, speaking, and listening skills of students. English is the only valid language that can be understood by everyone all around the world. Students learn faster and easier than before because of the use of technology in schools. If they are trained during their school years, they have the chance of becoming experts in technology. It is proved by the researches that have been done; early beginnings are always beneficial. Learning English through the web and using new trends in education in schools make students willing to learn the language. The aim of this study is to review technology in English learning activities and internet communication tools which are being used lately by instructors and learners. The study was conducted on the base of literature survey. Also, this study looks at Web-based English language learning tools, and tries to give information about internet communication tools also it is mentioned that how the teachers or instructors make educational environment more enjoyable. It is quite clear that English has become a necessity today. We need it in different fields of life. Web based technologies and powerful internet connections provide various new possibilities and latest trends for teachers and students.

KEYWORDS: English, teaching, language, trends, 21st, century, learning, technologies, internet

I.INTRODUCTION

Today's language classroom is vastly different from that of the mid- to late 20th century. The study is a meta-analysis of recent research which provided the means to identify current and emerging trends in the field. Informed by this research, some identified trends that are shaping the 21st century language classroom are outdated practices such as: (1) Vague, hollow promises that can't be proven; (2) Saying that learning languages is easy; (3) Authoritative teacher attitudes; (4) Complaining about cutbacks and lack of funding; and (5) Language labs. These are being replaced by newer approaches such as: (1) Clear, provable demonstrations of learning; (2) Frameworks, benchmarks and other asset-based approaches to assessment; (3) Individualized, customizable, learner-centred approaches; (4) Proving the value of language learning through stories and speech; (5) Using technology for language learning; (6) Linking language learning to leadership skills; and (7) Showing funders the impact their investment has on students and communities. In short, the focus in language education in the twenty-first century is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe.¹ Geographical and physical boundaries are being transcended by technology as students learn to reach out to the world around them, using their language and cultural skills to facilitate the connections they are eager to make. A list of references and resources is included. As it is used in communication, internet communication tools began to use in education especially in English language learning. New trends technologies have supplemented English teaching in authenticity and literacy such as reading, writing, speaking, and listening skills of students. English is the only valid language that can be understood by everyone all around the world.² Students learn faster and easier than before because of the use of technology in schools. If they are trained during their school years, they have the chance of becoming experts in technology. It is proved by the researches that have been done early beginnings are always beneficial. Learning English through the web and using new trends in education in schools make students willing to learn the language. The aim of this study is to review technology in English learning activities and internet communication tools which are being used lately by instructors and learners.³ The study was conducted on the base of literature survey. Also, this study looks at Web-based English language learning tools, and tries to give information about internet communication tools also it is mentioned that how the teachers or instructors make educational environment more enjoyable. It is quite clear that English has become a necessity today. We need it in different



fields of life. Web based technologies and powerful internet connections provide various new possibilities and latest trends for teachers and students.⁴

Teaching English is no easy task. The field has undergone sweeping changes over time, as teachers attempt to move beyond outdated methods and texts. In today's fast-paced society, English teachers must meet students where they are. A few instructional trends stand out for their widespread adoption by teachers seeking to inspire a love for reading and writing.⁵

1. The Daily 5

One of the most well-known trends in teaching English language to K-12 students, The Daily 5 is a literacy framework that encourages students to become engaged, independent readers and writers. First introduced by Gail Boushey and Joan Moser, this framework seeks to meet the varying needs of students while building a love of reading.

The Daily 5 framework offers students five choices of reading and writing activities to take on independently while teachers work with students individually: Read to Self, Work on Writing, Read to Someone, Listen to Reading, Word Work. There is a variety of activities and materials teachers can use to implement the five aspects, and these activities can be tailored to classrooms. Edmentum offers a list of best practices and possible activities for each.⁶

2. Task-Based Language Teaching (TBLT)

A response to traditional teacher-led, grammar-oriented approaches of language instruction that encourages memorization, TBLT is a student-centered method that relies on interactive, meaningful activities. This approach moves away from grammatical drills, worksheets, and activities to replicate real-life experiences. Students use language to tackle real-world situations, learn how to ask questions, and negotiate meaning in how they interact with groups.⁷

N.S. Prabhu outlines three primary types of tasks: Information gap tasks (for example, students try to coordinate schedules); reasoning gap tasks (students make decisions involving cost and value); and opinion gap tasks (students debate or complete stories).

3. Tactile and Embodied Learning

Primarily intended to meet the needs of kinesthetic learners, tactile and embodied learning incorporates movement and touch into the English teaching process to enhance memory and engagement. Real-life objects, crafts, games, and physical storytelling help students become involved in the process of learning.

English Endeavors offers a list of activities for teaching grammar, such as "Hands Up, Feet Down," a game that has students identify sentence fragments and run-ons using physical cues and movement.⁸

4. Mobile Learning and Gaming

Apps and online games are more popular and accessible than ever. They offer new and exciting methods of teaching English. The Cambridge Dictionary's Wordable app, for instance, makes learning vocabulary fun through games students can play with friends.

Mobile apps and games are intended to reduce anxiety for students learning English because they remove the performance aspect of being in a classroom. A 2019 study found that mobile apps significantly improved vocabulary comprehension.

5. Blended Learning

Mobile or web-based learning is usually not effective on its own. Many English teachers prefer blended learning, which utilizes both traditional classroom support and autonomous web-based tools. While students receive guidance and foundations for learning in the classroom, they can engage with English outside of the classroom through digital games and practices.⁹

Dr. Barbara McCombs suggests that a blended approach encourages students to think for themselves and offers opportunities for more individualized education.

6. Content and Language Integrated Learning (CLIL)

CLIL is an approach in which students learn English and a second subject at the same time. It is considered a somewhat more natural way to learn any language. Primarily based on English as a second or foreign language, CLIL involves teaching students a second subject in that language. The main idea behind this approach is that students are more motivated to learn English when they cannot comprehend the course content without it.

However, Aleksandra Zaparucha suggests that CLIL is also effective for introducing all students to academic language, which will be helpful as they move from high school into college.¹⁰



7. Media Literacy

The avalanche of content from web-based sources and digital news outlets over the past 10 years has caused educators to become increasingly aware of the need for media literacy in their classrooms. Traditional methods of teaching English focus on equally traditional methods of publication, such as books. Since today's students are mostly consuming real-time digital content, media literacy focuses on teaching them to assess the credibility and reliability of what they read. Edutopia, for instance, offers educators helpful activities and resources for teaching students critical media literacy.¹¹

II.DISCUSSION

With the advent of new technologies being infused in school curricula, educators and school leaders are beginning to rethink all facets of data in the classroom. New, innovative methods of data collection are continually being developed, which offer new options for ongoing formative, culminating summative and alternative assessments. Yet what precisely do nouveau “research-based instructional strategies” entail? Although challenges in curriculum design may arise due to advanced technology integration, schools are nonetheless embracing the future. Here are five emerging trends for 21st-century classrooms.¹²

1) App Innovation and Gamification

As a result of the recent explosion in education-related apps, educators can decipher students' interests, academic passions and “trouble spots” more readily and in real-time to differentiate and fine-tune instruction. MIT App Inventor, for example, enables students to create their own apps in the comfort of their classrooms. The app offers training for students, a forum and additional support for educators, and a “challenge” for students to create their own apps. At the same time, education-related games that enhance skills in English language arts and other subjects have exploded in popularity, such as “Mathalicious” and “Get the Math,” which provide practical, true-to-life experiences. As students become comfortable utilizing online games to learn, educators can entice students via new apps to fine-tune skill-specific areas, such as mathematics and science.

2) Digital Literacy

Creating a digital literacy curriculum can be based on students' developmental stages, and educators should be cognizant of both the risks (such as distractions) and myriad learning opportunities that technology integration and utilization in the classroom may provide. With increasing numbers of teachers using technology in the classroom and schools permitting students to become engaged with content via digital literacy, some schools are adopting formal digital literacy curriculum and digital literacy plans. Perhaps as a result, Google has published a plethora of resources about understanding digital literacy and digital citizenship, including YouTube videos, teacher's guides and lesson plans.¹³

Digital literacy may encompass simple student tasks, such as creating classroom presentations, or more intricate, collaborative work, such as video clip creations or posting online “mind-maps” using digital tools. The field of digital literacy will continue to grow in importance in the coming years as new approaches to learning via new technologies are embraced.

3) Library Media Specialists

Across the United States, and indeed throughout the world, libraries are increasingly becoming local technology hubs. Since libraries offer myriad services which require some knowledge of technology and how to access the internet, librarians' job descriptions and key responsibilities have drastically changed.

Library Media Specialists today remain informed about new technologies and research methods, and how students (and the general public) integrate digital formats into their work. In a separate, newfound administrative role, Library Media Specialists have many new responsibilities. They not only must establish technology policies and become responsible for budget oversight, but they must also plan the physical and virtual library space, and create a welcoming, positive and innovative atmosphere. Considering how new digital formats should be arranged in new workstations and deciding which specific formats to choose could affect physical layout, budget planning and alignment and common space issues.¹⁴



They also evaluate and produce information through the active use of a broad range of tools, resources and information technologies, and (particularly at the high school and collegiate levels) may also integrate technology into the curriculum, which requires a keen understanding of how new technologies enhance the learning process for students while adhering to rigorous state standards. Library Media Specialists will continue to grow in importance as technology is integrated into 21st-century school curriculum.¹⁵

4) Self-Directed Professional Development

In recent years, we have seen an increase in self-directed professional development (PD) for educators that includes interactive online webinars, or videos and other content that may be streamed through web browsers. One recently-published article offers a tempting feast of online options for educators to choose from. Since states are increasingly demanding that certified educators update their skills to remain in compliance with ethical and legal guidelines and become familiar with the latest standards, some school districts are turning to self-directed, online modules to provide educators opportunities to complete interactive learning components to remain abreast of the latest developments in education.

5) Collaborative Learning

New applications are making it easier for classroom teachers to be both innovative and interactive, and this trend is expected to grow exponentially in the coming years. From Google Docs to interactive whiteboards to new applications that create quizzes and activities, this is an exciting time for collaborative learning in education.¹⁶

Kahoot is one new application worth highlighting. At no cost for educators to download and install, educators may conceive of fun quizzes and learning activities to enhance student engagement. According to one review, this management system enables educators more flexibility in managing students' learning and documenting progress from any device.

"Educreations Interactive Whiteboard" by Edmodo is another way for both educators and students alike to assess, jointly present, or partake in interactive activities. Unlike "Kahoot," however, which is available gratis, the "Educreations Interactive Whiteboard" is available for individual classroom purchase from Edmodo for \$11.99/month.

New technologies have been a boon for school leaders and educators seeking to collaborate and hone their skills. Advancements in technology should continue to enhance collaborative learning, along with improving dynamic group presentations, in 21st-century school settings.¹⁷

III.RESULTS

The Grammar-Translation Method

This method was mainly advocated by the German scholars Johann Seidenstücker, Karl Plötz, H. S. Ollendorf and Johann Meidinger and became known in the USA as Prussian Method first (Richards & Rodgers 2007: 5). As the name already suggests, grammar was seen as starting point for instruction (Thornbury 2000: 21). One of the main components of the Grammar-Translation Method was its focus on the detailed study of grammar rules, followed by the application of the learned rules in translation-exercises first into and then out of the target language (Richards & Rodgers 2007: 5; Dendrinos 1992: 106). The Grammar-Translation Method was very popular and dominant in Europe from the 1840s to the 1940s and is, according to various authors (Richards & Rodgers 2007: 6; Dendrinos 1992: 106), still used in modified form in certain foreign language classrooms even today.¹⁸

In the Grammar-Translation approach grammar was taught deductively (Richards & Rodgers 2007: 6): in a typical lesson the grammar rule was at first explicitly stated and followed by translation exercises (Thornbury 2000: 21). Grammar was also taught in a systematic and organized way, which was reflected in the syllabus where grammar items were sequenced from easy to more complex (Richards & Rodgers 2007: 6). For the explanation of grammar rules and for instructions the language used in class was the native language of the students (Richards & Rodgers 2007: 6). In grammar exercises pupils had to apply the learned rule by completing already constructed sentences and then by formulating new ones, showing that they had understood how the rule had to be used (Dendrinos 1992: 107).¹⁹



The relevant criteria of the Grammar-Translation Approach in respect to analyzing grammar exercises are:

- translation exercises
- deductive grammar teaching
- L1 is used for explaining grammar rules
- focus on writing and reading skills
- typical grammar exercises: completing already constructed sentences, then formulating new ones, filling-in exercises, matching exercises, etc.²⁰

Direct method

This method was developed at the end of the nineteenth century and challenged the views on grammar teaching held by the Grammar-Translation method (Thornbury 2000: 21). The language teaching expert F. Gouin and other reformers tried to create a method based on the insights drawn from the observation of child language learning (Richards & Rodgers 2007: 11). However, the attempt to teach a foreign language somehow like a first one is not particularly new. Already in the 16th century, for example, Montaigne explained that he was just spoken to in Latin the first years of his life, since his father wanted him to speak Latin well. L. Sauveur (1826-1907) who used intensive oral interaction as main means of instruction. In his language school in Boston in the late 1860s his method became known as the Natural Method (Richards & Rodgers 2007: 11).

The emphasis is on the direct associations the student makes between objects and concepts and the corresponding words in the target language. The use of the native language, as in the grammartranslation method, is avoided; the use of the target language is emphasized at all times. In this method, the primary goals are for students to think and speak the language; thus, no use of the native language is allowed. Teachers employ objects, visuals, and realia to make the input comprehensible. Instruction revolves around specific topics.²¹ Aspects of grammar are taught inductively through the handling of the topic. For example, when studying different types of sports that people practice, students are also introduced to verbs. The focus is not verbs and verb conjugations, but the context is a logical way to expose students to aspects of grammar. By much exposure and handling of the content, students inductively learn the appropriate use of different verbs that relate to sports. In addition, cultural aspects of the countries where the target language is spoken are also included in the lessons. For example, when studying Spanish, students would discuss the sports that are widely practiced in Spain or Mexico. This also brings in aspects of geography—where are these countries located? What aspects of language are related to directionality in describing the location, such as the names of the cardinal points (norte/ north, sur/south, este/east, oeste/west)? How should these be used appropriately when referring to location (al norte de . . . ; al sur de . . . ; al este de . . . ; al oeste de . . .)? In this process, vocabulary is emphasized, and interaction among students and with the teacher is fostered, although it is limited to mostly asking and responding to questions. Reading and writing are also taught from the beginning. The most widely known application of the direct method is practiced at the Berlitz language schools located throughout the world.²²

In practice, the main principles of the Direct Method were:

- Classroom instruction was only given in the target language. Thus, the native language of the students was not used at all.
- Only what was considered everyday vocabulary and sentences were taught.
- Oral communication skills were shaped in a carefully graded process in form of question-and-answer exchanges between teacher and pupil.
- Grammar was taught inductively.
- New teaching items were introduced orally first.
- If possible, vocabulary was taught through demonstration, actual objects or pictures. Abstract vocabulary was taught via association of ideas.
- Speech and listening comprehension were taught.
- Correct pronunciation and grammar were regarded as crucial.²³



The Oral Approach and Situational Language Teaching

Two of the major approaches and methods of the twentieth century, namely the Oral Approach and Situational Language Teaching will be described (Richards & Rodgers 2007: 1). The Oral Approach was developed by British applied linguists from the 1930s to the 1960s. Two of the most prominent leaders of the movement were the British linguists Harold Palmer and A.S. Hornby (Richards & Rodgers 2007: 36). Their aim was to develop a more scientific oral approach to language teaching than the Direct Method with the result of a systematic study of the principles and procedures that could be used for the selection and organization of the language content (Palmer 1917, 1921 quoted in Richards & Rodgers 2007:36).

The role of grammar and vocabulary were very important in the Oral Approach. Vocabulary was seen as central component of reading proficiency and grammar was seen as crucial as well since it caused the foreign language learner problems, according to Palmer. He assumed that there was a universal grammar common to all languages. The aim of the teacher was to express this universal grammar in the foreign language. ²⁴The grammatical structures were classified into sentence patterns which should help students to internalize the rules of the sentence structure of the target language (Richards & Rodgers 2007: 36-38).

Concerning teaching methodology the Oral Approach consisted of principles of selection, gradation and presentation. Selection means the principles on which the grammatical and lexical content is chosen. Gradation specifies the sequencing and the organization of the content. Finally, presentation means the techniques used for the presentation and practice of the items learned in class. Richards and Rodgers draw attention to the fact that the Oral Approach must not be confused with the Direct Method: although both lay emphasis on the teaching of oral skills the Direct Method “lacked a systematic basis in applied linguistic theory and practice”, Richards and Rodgers (2007: 38) point out.²⁵

Typical types of learning and teaching activities are sentence pattern drills. The situations in which the drills are placed are carefully guided so that the learner can certainly infer the correct meaning of what he hears. By situation the use of concrete objects, pictures and realia together with actions and gestures by the teacher are meant. The function of the situation is to demonstrate the meaning of new language items. The teaching techniques usually include guided repetition and substitution activities, chorus repetition, dictation, drills and controlled oral-based reading and writing exercises. Sometimes, group and pair work is incorporated into the exercises as well (Richards & Rodgers 2007: 42-43).

Learners have no control over what is learnt and their main duties are to listen to and repeat what the teacher says. The teacher, on the other hand, serves as a model and sets up situations in which the target structure can be practiced. The teacher is regarded as “skillful manipulator” who uses questions, commands, etc. to elicit correct sentences from the pupils (Richards & Rogers 2007: 43). The teacher is central to the success of the method, since the textbook only describes exercises for the teacher to carry out in class (Richards & Rodgers 2007: 44).

Drills are likewise embedded in situations. To illustrate this, the pattern “There’s a NOUN + of (noun) in the box” shall briefly be considered: the teacher takes things out of a box that he has placed on a table in the class and the class repeats: “There’s a bottle of ink in the box. There’s a pencil in the box.” etc. (Richards & Rodgers 2007: 44-45).

Audiolingual Method

One of the reasons for the development of the Audiolingual Method was the entry of the United States in World War II. Personnel were needed who spoke foreign languages like French or German fluently. Thus, the government appointed American universities to develop foreign language programs for military personnel (Richards & Rodgers 2007: 50). One main aspect of this “Army Method” was intensive oral drilling (Richards & Rodgers 2007: 51). Grammar or ‘structure’ was the starting point of teaching and language was manifested by its basic sentence patterns and grammatical structures (Richards & Rodgers 2007: 52). Language was mainly taught through intensive oral drilling and by paying attention to pronunciation.²⁶



The Audiolingual method required a complete reorganization of the foreign language teaching curriculum. A return to speech-based instruction was proposed with the main goal of oral proficiency and the dismissal of the study of grammar or literature as main goals of foreign language teaching (Richards & Rodgers 2007: 58).

According to Richards and Rodgers (2007: 64) in typical lessons students first hear a model dialogue, which they have to repeat and to memorize. Then, the dialogue may be acted out by the students (Richards & Rodgers 2007: 65). After that, key structures of the dialogue are selected and practiced in the form of pattern drills. After that, different follow-up activities may follow, including other language skills as well (Richards and Rodgers 2007: 65).

Dendrinos (1992: 115) writes that in a typical lesson language patterns, which are related to specific themes, may be first presented as well. Students have to learn these by heart and only after they have done so does the teacher provide the literal meaning of the learned patterns, avoiding the mother tongue at all costs. Then follow drills in which the language structures are further practiced. After that a reading passage may follow, which is accompanied by comprehension questions. Moreover, a conversation is also presented in a typical unit, which has to be memorized and then acted out by students (Dendrinos 1992: 115). Finally, more drills follow which are less controlled as well as a series of completion, fill-in and reconstruction exercises providing students with further practice (Dendrinos 1992: 116).²⁰

IV. CONCLUSIONS

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods.²⁵ Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much of the impetus for change in approaches to language teaching came about from changes in teaching methods. The method concept in teaching – the notion of a systematic set of teaching practices based on a particular theory of language and language learning – is a powerful one, and the quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century. Common to each method is the belief that the teaching practices it supports provide a more effective and theoretically sound basis for teaching than the methods that preceded it.²⁶

REFERENCES

1. "TEFL, TESL and TESOL: What's the Difference?". University of Toronto Woodsworth College. Retrieved 13 July 2021.
2. ^ "What's the difference between TEFL, TESL, TESOL and CELTA?". Teach Away. 25 August 2021. Retrieved 30 November 2021.
3. ^ "Abbreviations and Acronyms in the Field of English Education". Globally Taught. Globally Taught. 13 July 2021. Retrieved 13 July 2021.
4. ^ Divine, Betsy. "The Fundamentals of Teaching English as a Foreign Language, 6th edition". ITA Press. Retrieved 15 July 2020.
5. ^ "What is TEFL?". International TEFL Academy. 2021. Retrieved 24 August 2021.
6. ^ Van Hattum, Ton (2006). "Communicative Approach Rethought". tonvanhattum.com.br.
7. ^ "The Trend and Challenge for Teaching EFL at Taiwanese Universities". sagepub.com.
8. ^ Meddings, Luke; Thornbury, Scott (2009). *Teaching Unplugged: Dogme in English Language Teaching*. Delta. ISBN 978-1-905085-19-4.
9. ^ Luke, Meddings (26 March 2004). "Throw away your textbooks". *The Guardian*. London. Retrieved 22 June 2009.
10. ^ "A Guide to TEFL Accreditation". *The Guardian*. Retrieved 23 April 2014.
11. ^ "Distance learning courses can also be a good introduction, but feedback on your teaching practice is important and most distance courses will not include this, and therefore will not be acceptable to many teaching institutes." *The British Council*



12. ^ "Are online TEFL courses recognized or accredited?". OISE University of Toronto TEFL Certification. Retrieved 4 January 2022.
13. ^ "EPIK (English Program In Korea)-Pay Scale".
14. ^ "Will this TEFL course be accepted or recognized?". eslinsider.com.
15. ^ "TEFL Pay". Cactus TEFL. Retrieved 19 May 2010. There does, however, seem to be a basic TEFL LAW, which states that if you're on a full-time contract of 24-26 teaching hours per week, you will have enough money to pay rent in a modest, possibly shared apartment, pay for food, get out and about to explore at weekends, have the odd beer or glass of wine of an evening, and, throughout your contract, get some money put aside for flights home at Christmas. Generally speaking, you tend to live fairly basically, and what you earn is not usually enough to support partners, and family back home or pay back debts or mortgage installments. In many ways, TEFL can be a bit of a return to your student days, where there is less emphasis on material 'stuff' and more is being absorbed into the culture of the experience.
16. ^ "TEFL Salary Map". TEFLicious. Retrieved 21 April 2014. Hover over a country to see average monthly pay and required qualifications.
17. ^ "What Salary Will You Earn Teaching Abroad in the United Arab Emirates? | Go Overseas". www.gooverseas.com. 9 June 2020. Retrieved 3 April 2022.
18. ^ "Ways to Make Money as a Nomad Expat | Planet Asia". Planet Asia. 30 June 2014. Retrieved 11 December 2015.
19. ^ Teacher Training (TEFL) Frauds, Frank Adamo
20. ^ Yazdanpanah, Lily K. (February 2015). "A Quantitative Investigation of ESL Teacher Knowledge in Australian Adult Education" (PDF). *Teaching English as a Second Language - Electronic Journal*. Berkeley, California. 18 (4).
21. ^ Phakiti, Aek; Hirsh, David; Woodrow, Lindy (December 2013). "It's Not Only English: Effects Of Other Individual Factors On English Language Learning and Academic Learning Of ESL International Students In Australia". *Journal of Research in International Education*. 12 (3): 239–258. doi:10.1177/1475240913513520. S2CID 147297195.
22. ^ "English Teachers (As a Second Language)". Open Universities Australia.
23. ^ "The teaching placement is primarily in the English schools of Phnom Penh. However, there are opportunities to teach business, healthcare, and communications classes as well." *Teach English In Cambodia*
24. ^ Neau, Vira (2010). "The Teaching of Foreign Languages in Cambodia: A Historical Perspective". *Language, Culture, and Curriculum*. 16 (3): 253–268. doi:10.1080/07908310308666673. S2CID 145627427.
25. ^ Hashim, Azirah; Leong, Yee Chee; Pich, Pheak Tra (December 2014). "English In a Higher Education In Cambodia". *World Englishes*. 33 (4): 498–511. doi:10.1111/weng.12110.
26. ^ Vermunt, Jan D. (1 December 1995). "Process-oriented instruction in learning and thinking strategies". *European Journal of Psychology of Education*. 10 (4): 325–349. doi:10.1007/BF03172925. ISSN 1878-5174. S2CID 72571128.



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA



International Journal of Advanced Research in Arts, Science, Engineering & Management (IJARASEM)

| Mobile No: +91-9940572462 | Whatsapp: +91-9940572462 | ijarase@gmail.com |

www.ijarase.com