

Revolutionizing ELT Tools and Techniques in the Time of Technology through English Language Teaching: Exploring Innovative Approaches and Practices

Dr. Yugeshwar Sah (kumaryug2017@gmail.com), Assistant Professor & Head,
Department of English, C. M. Sc. College, Darbhanga, Bihar, India



Copyright: © 2025 by the authors. Licensee [JRSP-ELT \(2456-8104\)](http://www.jrspelt.com). This article is an open access article distributed under the terms and conditions of the **Creative Commons Attribution Non-Commercial 4.0 International License**. (<https://creativecommons.org/licenses/by-nc/4.0/>). **Crossref/DOI:** <https://doi.org/10.54850/jrspelt.9.48.003>

1

Abstract: *English Language Teaching: Exploring Innovative Approaches and Practices offers a comprehensive exploration of contemporary methodologies in the field of English language instruction. This edited volume brings together a diverse range of perspectives from scholars, educators, and practitioners, focusing on innovative approaches that enhance language learning in a rapidly changing global context. The book delves into the integration of technology, the role of cultural context, task-based learning, communicative language teaching, and inclusive pedagogies, among other cutting-edge strategies. Each chapter presents practical insights, research findings, and case studies that highlight the challenges and successes encountered in various educational settings. Aimed at both new and seasoned educators, this volume serves as a valuable resource for those seeking to adapt their teaching practices to meet the evolving needs of English language learners worldwide. By examining both theoretical frameworks and practical applications, the book emphasizes the importance of creativity and adaptability in fostering effective language acquisition.*

Keywords: CLT, ELT, ESL, Innovative Approaches, Language Acquisition, LSRW, Pedagogical Practices

Article History: Received: 04 March- 2025; Accepted: 15 March-2025; Published/Available Online: 30 March- 2025

Introduction

English Language Teaching: Exploring Innovative Approaches and practices by Dr. Asim Kumar Betal is an incredible and followable book which delves deep into the latest perspectives and novel methods of teaching English language in the changing time of technology. With the emergence of smartphone technology and the inception of the AI technology, many conventional practices and strategies have been changed in the area of English language teaching. This book is a collection of ten ground-breaking research articles which are remarkable for their unique practices and fascinating approaches to revolutionizing and transforming language teaching systems so that new culture of communication may take place for the betterment of the beneficiaries of language learners. This book is the need of the hour in the multilingual and multicultural country like India where we have students of various backgrounds in the classrooms. English language teaching is becoming more challenging with the changing pace of time, tools, techniques and technology. Dr. Asim Kumar Betal has done commendable work and considerable service to this field with the publication of the most influential book in the decade in the area of English language teaching.

Review

“Jagat sarvam shabden bhashte”

(We take the cognizance of the world through words/language) – as quoted by Singh (2014).

Language decides and determines our world, shapes, modify and transform our life through words and thoughts. As it is said in our ancient text “shabdham Braham” (Word is Braham, as Brahama created the physical world so the word/language creates our world. We know, understand and create our world with words. English language is being treated as a global language and it has become one of our Indian languages with its increasing role and relevance from personal life to the professional career, academic excellence to the administrative success, political advancement to career placement and public speaking to scholarly pursuits. Teaching English as a second language (ESL) to the common crowd is highly challenging and extremely arduous. Bihar is such a state where English is not yet compulsory from LKG to the highest academic degree PhD. Students can get secondary, higher secondary, under graduate, postgraduate and PhD degree without reading English. Even in other states where English has been made compulsory in the 10th and 12th Board, it has been just for name-sake

and students have been deprived of equality teaching and quality learning. Teaching English in this situation is really a herculean task which requires proper training, innovative approaches and grass roots level practices. This book offers teachers and professionals both novel techniques and modern methods so that teaching English language may be a fun and frolic. The problem with the traditional teaching system is that it teaches English as a subject but it should be taught as a linguistic skill. This is the huge chasm between these traditional and modern practices. The scholars who have contributed their valuable and scholarly papers in this book have kept this difference in mind and they have pitched for the inclusion of modern tools, techniques, models and styles to effectively engage in teaching English as one of the most relevant skills in acquiring knowledge, imparting knowledge, preserving knowledge, creating knowledge and applying it to our life and career for better career options and financial freedom. That is why it is an informative, innovative, extensive and intensive work on ELT.

2

English Language Teaching (From an Indian Perspective) is a comprehensive exploration of the multifaceted approach to teaching English in India by Dr. B. K. Dubey (A renowned Indian poet and writer known for his unique style and thought-provoking poetry) and the editor of the book Dr. A. K. Betal. The very first introduction part delves into the complex sociolinguistic, cultural, and educational contexts that shape English language teaching (ELT) in the Indian subcontinent. It offers valuable insights into how the English language, a remnant of colonial history, has evolved and integrated itself into the Indian educational system and daily life. Anjana Rajeev T aptly sums up the ELT practices in India:

“English as a foreign language and second language has a wide reach in India as well as Indian schools. We cannot assume that all these methods and approaches are used and practised in all Indian schools, this may be limited to private schools with an extravagant syllabus. Like Indian culture, Indian academic syllabus is also vast. It is not possible to select one single method or approach suitable for Indian curriculum since the number of students in a classroom is high, trained teachers in schools are low. There are institutes like EFLU in Hyderabad which focuses on the development of language teaching in India. With the advent of digital technologies teaching had also changed. What should be focused on the modern Indian society is the apt way of teaching and setting a clear base for language teaching with quality. Language teachers should dissolve these methods and approaches into the Indian context and create new modus which provides good education system equipped with knowledge”.

The chapter provides a well-structured and insightful analysis of the factors influencing English language acquisition in India, ranging from historical to contemporary influences. One of its strengths lies in its contextualization of English within India’s multilingual landscape. The author thoughtfully examines the challenges faced by both learners and teachers in a country with a rich diversity of languages and dialects. For instance, it discusses how English has often been viewed as a symbol of status, opportunity, and empowerment, yet remains inaccessible to large sections of the population due to socio-economic barriers.

The text also highlights the varying pedagogical approaches used across India, which range from traditional methods focused on grammar and rote learning to more modern communicative language teaching approaches that emphasize fluency and interaction. This discussion is particularly valuable for educators and policymakers looking for practical and culturally relevant solutions to improve ELT in India.

Furthermore, the book critiques the one-size-fits-all approach often adopted by mainstream ELT programs in India. It stresses the importance of understanding the local context, needs, and abilities of students, suggesting that English teaching should be tailored to cater to diverse linguistic backgrounds. The author advocates for an ELT framework that balances both global and local considerations, taking into account India’s unique educational challenges and goals.

Additionally, the *foreword* of the book written by Dr. Sourav Kumar Nag opines that “it is language that makes us what we are” (Nag: 2024, 7). It suits very aptly to the context of ELT and the book.

There are ten scholarly chapters on various topics pertaining to English language teaching. The first chapter of this book is *Lexical Innovation in ELT through Corpus Analysis* by Dr. B. S. S. Bhagavan explores the relevance, utility and applicability of corpus analysis for the expansion and enrichment of lexical innovation.

Corpus linguistics is the study of language on the basis of text corpora. Lexical innovation refers to creating new meanings to the existing words and it also includes neologism. Corpus analysis becomes crucial for the purpose of lexical experimentation and expansion. The most common barrier to communication or English language learning is lexicon. Teaching lexicon to the students in a way that should be unforgettable for them is a tough task but it can be made easy and memorable through corpus analysis. It has immense impact on lexical studies in ELT. It has transformed lexical innovations and lexical studies. Teaching vocabulary through this unique method is fascinating and captivating which helps learners to easily pick up linguistic skills. It also supports teachers and professionals to effectively impart linguistic competency, globally promote the innovative methods of English language teaching and locally inspire and ignite English language learners in/out of the classrooms. This innovative practice would be handy to teach English not as a subject but also as a linguistic skill/ communicative competency.

3

The second chapter *Reimagining English Language Teaching with Artificial Intelligence* by Dr. Kishwar Badakhshan is the latest pedagogical innovation and inclusion in the field of English language teaching. The 21st century era is going to be an Artificial Intelligence (AI) dominated era in all walks of life. The way AI is being accepted and assimilated into our homes and the worlds is both surprising and alarming. There are always two sides of the coin- constructive/positive and destructive/negative. The integration of AI in the area of English language Teaching has generated so much hue and cry regarding its impact and implications in the 21st century. Dr. Badakhshan has given in-depth analysis and detailed overview of the advantages and advancement of AI based ELT pedagogy. The inclusion of AI based ELT practices would revolutionize teaching and learning methods and it would be very effective, creative and lucrative. The integration and implementation of AI would help the learners to profoundly acquire LSRW (Listening, Speaking, Reading and Writing), four fundamental linguistic skills. Apart from it, this integration would also have transformative impact on teaching and learning such as personalized learning, feedback, evaluation, active engagement, content creation, decision making, so on and so forth. Dr. Badakhshan persuasively advocates the incorporation and assimilation of AI based teaching and learning methods and manners for better learning outcome. But we need to be also ready for the challenges that it will create for us in multiple ways.

The third chapter *The Impact of Technology on Language Learning: A Study of Online Language Courses* by Mrs. D. Sindhuja is about how technology impacts and influences the learners to effectively grab linguistic skills and communicative competence to survive in the fast-changing globalized scenario and meet the moods of the market for better employability. Online courses and study materials play crucial role in acquiring information, knowledge, skills, degrees and certificates and above all lucrative employment. The advancement and adoption of technology in the field of education has revolutionized and reformed the field from top to bottom. The writer delves deep into the contemporary situation and finds that integration of technology has transformed this field enormously and the writer also envisions the potential and possibility of technology in the area of education as well as language learning. The launch of online courses in the universities of India is zooming and mushrooming day by day to envisioning the future intervention of technology in English language teaching and learning. Dr. V. K. Manas' *ELT: Book to Mobile* is centered on paradigm shift that has taken place in the field of English Language learning and teaching due to technological advancement. It has been a magical technological intervention and integration that has completely transformed teaching-learning process and practice. Dr. Manas beautifully expresses this change through these words:

“Now the mode of learning has shifted from book to mobile, bag to tab and community to individual. Each culture surpasses each culture in all proportions. The then culture had paper. The now culture has print. The existing updated culture has screen. The institution has shifted from the room roaming to screen scrolling” (Manas: 2024).

Linguistic proficiency and communicative competence can best be improved through the help of mobile technology if used effectively and efficiently. LSRW (Listening, Speaking, Reading and Writing) can be improved using mobile under proper guidance with better experience and enjoyment. Teaching-learning process and practices can be made fun and frolic with the help of smartphone. I-pad generation has challenged the traditional notion of educational system which is centered on book and print culture. The screen culture has

replaced the print/book culture tremendously. It is the demand of the time and the mood of the learners which we need to negotiate with the growing necessity of the mobile technology in this 21st century. This chapter beautifully analyses the mood and the market of the consumers and suggests ways to effectively use mobile screen for the betterment of linguistic proficiency. As teachers and learners of language we need to accept, adopt and accommodate screen culture so that attention of the learners may not be divided and disintegrated. Mobile technology and screen culture have disseminated and democratized English language learning and the advantage of this technology is that even the students of rural areas are learning languages and developing their communicative competence for career advancement.

Enhancing Communicative Competence: Exploring Effective Practices in ELT by Dr. Asim Kumar Betal is a quite relevant and thought-provoking discussion and deliberation on how to improve communicative competence. Linguistic skills (LSRW) can be mastered by the learners if the educators and teachers would explore and innovate latest teaching practices in the field of English language teaching. Communicative competence refers to “the ability to use language appropriately in social contexts. ELT has shifted its focus from mere language proficiency to developing communicative competence” (Betal: 2024, 68). It is an umbrella term which includes masterly over grammar, sociolinguistic aspects, discourse perspective etc. The writer fascinatingly analyses various innovative practices for the enrichment and enhancement of communicative competence which is a panacea for education, employment, enlightenment and all-round empowerment. It is a very fruitful and practical chapter for the language learners. *Revitalizing Learning Motivation in English Language Teaching (ELT) Students: A Study of the Influence of ICT during Lockdown* by Humairah Khatoun and Prof (Dr.) Syedah Fawzia Nadeem is a new step towards looking into the sudden inclusion of technology enabled system to impart and continue teaching practices during lockdown across the world. ICT becomes very handy and effective medium for the acquisition, creation, preservation, application and democratization and dissemination of knowledge for the betterment of mankind and advancement of the society we live in. The chapter is a detailed and in-depth evaluation of effective use of ICT for improving and making teaching-learning process entertaining, exciting and fascinating so that learners feel leaning English language is a child’s play. Khatoun and Nadeem conduct survey and find that majority of the students are in favour of implementation of ICT for English language learners. It also discusses the barriers and technical glitches which hinder and disturb the teaching-learning process. There is also another chapter titled *Language Acquisition Skills: Importance, Factors and Educator’s Role in Fostering Proficiency* by Dr. Betal which examines the relevance of second language acquisition skills and how it can be fostered effectively for better communicative competence. The writer also talks about the role of receptive skills in second language acquisition and how it impacts the pace of learning. The chapter also emphasizes on four fundamental skills of language i.e. listening skill, speaking skill, reading skill and writing skill. It also provides strategies to how effectively we can acquire such skills in order to improve linguistic proficiency and efficiency at the work place. Language acquisition skill is a comprehensive term which includes so many other skills so that the acquisition of second language become fascinating and fear-free. The eighth chapter titled *Essential Life Skills for Healthcare Professionals* by Dr. Lakshmi Lavanya, Dr. Rafi Shaik and Prof (Dr.) B. Karuna delves deep into the employability of English language in various fields. English as a skill is needed to meet the demands of the market. There are several technical fields where we need the experts of English knowing professionals who can work in the professional fields such health sector, IT sectors, communication sectors etc. Life skills is also the need of the hour along with high communicative competence. There is urgent need to provide effective training for healthcare professionals to deal with the situations. The writers also argue that healthcare is a sector where we need professionals who must be having life skills as well as linguistic skills to provide better services in this field. So, English as a skill is not only needed in academic arena but in all walks of life.

Advancing English Language Teaching: Innovative Practices and Future Directions by Dr. Richa Biswal discusses how technology impacts and advances ELT to meet the requirements of the academia and the markets. She analyses the role and relevance of artificial intelligence, gamification and personalized learning system to address the real challenges faced by learners and educators. She strongly argues and validates her points:

“The integration of technology in English language teaching (ELT) has revolutionized language instructions, offering new opportunities for enhancing learning outcomes. Digital tools such as language learning apps, online platforms, and virtual classrooms, provide flexible and personalized learning experiences that cater to the diverse needs of learners” (Biswal: 2024, 129).

Dr. Biswal advocates the learner centered approach of English language teaching and delves deep into the opportunities and challenges of multilingualism in ELT classroom. Embracing multilingualism can be enriching and exciting experiences for both learners and teachers. Although it will create certain hindrances yet it can be very effective too to promote second language learning. She discusses and presents her arguments so well:

“Multilingualism in ELT presents both challenges and opportunities. Inclusive teaching practices that respect and leverage the linguistic diversity of learners can enhance language acquisition and promote intercultural understanding. By supporting learner’s first languages, implementing culturally responsive pedagogy, fostering collaborative learning, and providing professional development for teachers, educators can create effective multilingual learning environments” (Biswal: 2024, 134).

This chapter is most comprehensive and elaborative on ELT practices and provides theoretical framework for many interesting and innovative practices for the advancement of the discourse in the 21st century. The last chapter of the book is *Strategies to Enhance Engineering Students Reading Skill through MALL: A Review* by Tanuja Chandru, V. R. Manipatruni, S. R. Gundu, Ch Manjeera and Aparanjani Uppe highlights the tricks and techniques to improving linguistic skills particularly Reading skill through a very fascinating medium Mobile Assisted language learning (MALL) in a very interestingly and entertainingly. This strategy would be highly handy since most of our engineering students are always occupied with smartphones and waste their time in unfruitful activities. Through this technique teachers or educators will be able to utilise full potential and energy of the learners and their time and talent would not be wasted. It will also engage the students in a way that they won’t feel the monotony of language learning. The writers of the chapter examine various approaches for its effective implementation and results. They are of the view that mobile can be a fascinating too to learn this skill.

“Mobile technology can be used to harness the flexibility of MALL in English language learning. Students can use various mobile device features, including taking images, recording their notes in text and audio, and producing and publishing writing materials. This enables the four language skills- listening, speaking, reading and writing- to be integrated into the learning of English in a more meaningful and real-time world setting” (147).

Conclusion

The book explores many unexplored dimensions which show new direction in the concerned field for the teachers, scholars and students. It is a path breaking work since it includes the chapter on newly developed technology popularly known as AI. It is an incredible blend of approaches and practices which are both traditional as well as postmodern. *English Language Teaching: Exploring Innovative Approaches and Practices* will certainly enhance the horizon of its subject area and enrich the readers with novel concepts and their in-depth analysis. It is really an amazing book which compel the readers to think profoundly regarding ELT and its future discourses. It is an ever-growing area since it depends upon the growth and development of science and technology. I strongly recommend the lovers of ELT to go through the book to delve deep into the mesmerizing discussions and deliberations which have been beautifully shaped and modified in the lucid language that catches and captivates the mind of the modern readers. New approaches and practices keep emerging in this field that’s why it is challenging for the teachers to train the learners using latest development in the area and this book cater to the needs of present scenario as well as future challenges. Dr. Betal has beautifully collected and compiled incredible and well researched articles on various subjects and issues which we often confront in the area of leaning and teaching English as a second language

We as teachers need to blend several methods as per the demands and needs of the classroom to communicate effectively and efficiently so that teaching and learning English as a second language may be a fun for both. It is time to free our students from the fear of English as a subject but it should be taught as an important skill for employability in the globalized scenario. I am dead sure that this book *English Language Teaching: Exploring*

Innovative Approaches and Practices by Dr. Asim Kumar Betal will equip us with various innovative methods, approaches and practices to fit ourselves in any situation to handle the diverse multilingual and multicultural classroom that we often encounter. The book offers practical solutions to the growing needs of English classroom and empower us with innovative and interesting tricks and techniques which enable us to integrate and assimilate latest technological advancement to be remain relevant and justify our roles as teachers who cannot be replaced by any scientific inventions and innovations.

References

Betal, Asim Kumar. *English Language Teaching: Exploring Innovative Approaches and Practices*, Author Press, 2024.

Singh, Avadhesh Kumar. "Translation Studies in the 21st Century." *Translation Today*. Vol. 8, no. 1, 2014, pp.5-44.

T, Anjaana Rajeev. "Methods and Approaches to Teaching English Language in India: An Elective Overview", *Gap Bodhi Taru: A Global Journal of Humanities*, Vol. III, issue IV, 2020, 34-38.

Conflict of Interest: The author declares "No conflict of interest".

APPENDIX

Book Review of *English Language Teaching: Exploring Innovative Approaches and Practices*, Author Press, ISBN-9789360958251, pp. 1-158

