

Innovation in English Language Teaching in the 21st Century

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ABSTRACT

English is a global language and therefore English teachers must have good English proficiency and be able to keep up with the times. English teachers must be innovative in adjusting the curriculum according to students' needs. Teachers must also be able to get out of the shadow of ancient pedagogy which must be replaced by the modern teaching methods to produce great students with good language skills, namely listening, speaking, reading, and writing. Teachers must be able to analyze students' needs, assess and design the curriculum and the application of modern pedagogy to answer the nation's challenge to become a developed nation by 2045. The challenges of technological progress must be used as motivation by teachers to continue to be able to educate students according to the times. Technology-based learning such as using computers and social media should be emphasized.

Keywords: Language, Innovative, pedagogy, Technology & Curriculum

1.0 INTRODUCTION

English is a global language spoken all over the world. The history of English dates back to the 5th century. At that time, English was similar to the West Germanic languages derived from Ingvaemonic and was brought to England in the mid-5th to 7th centuries AD by Anglo-Saxon migrants from what is now northwest Germany, southern Denmark, and the Netherlands. English also developed rapidly during the Middle English Period. (Haryono, 2002). Early English During the Middle English period (1150 to 1500), English underwent many significant changes. Changes are more likely to occur if they are comprehensive and fundamental. This era modifications affect English grammar and vocabulary. In the grammar section, high inflection has been reduced to significant difference analysis.

Nowdays, English is widely spoken by citizens of various countries including teachers, students, government officials, athletes, and others from many countries. (Baugh, 1963:294; Haryono, 2002) English is widely used in the United States, Great Britain, Canada, Australia, Ireland, and New Zealand, as well as island countries in the Caribbean Sea and the Pacific Ocean (Kostikova, et al., 2018). English is an official language in India, the Philippines, Singapore, and sub-Saharan African countries, including South Africa. English belongs to the Indo-European language family and is closely related to Frisian, German, and Dutch. In education, English is also used, which is why English teachers must have good English language skills. Along with the development of the times, English teachers must be able to keep up with the times. Now humans live in a modern era where technology is developing very rapidly, many children play social media, play games, and access the internet regularly. This also contributes to innovation in English language teaching.

In the 21st century era, teachers must enable the students to learn, understand, think, and do (Fauzi & Basikin, 2020; Rosidin et al., 2019). English teachers must be innovative in adjusting the



curriculum according to the needs of students because so far they have lived side by side with the internet. Teachers must also be able to get out of the shadow of ancient pedagogy which must be replaced with modern teaching methods to produce great students with good language skills, namely listening, speaking, reading, and writing. These four important core skills must be mastered by students to prove that the teaching applied by the teacher is successful. Because Indonesia has a lofty dream to become a developed nation by 2045.

That is why teachers are at the forefront to teach Indonesian students successfully to produce excellent students. On the other hand, teachers must be able to analyze student needs, assess, and design curricula and implement modern pedagogy. The challenges of technological progress must be used as motivation by teachers to be able to educate students in accordance with the times. Technology-based learning such as using computers and social media should be emphasized.

2.0 RESEARCH METHODS

The research method used is qualitative with a case study research type related to learning in the 21st century. Case studies are a series of scientific activities carried out intensively, in detail and aim to gain knowledge about a program, event or activity (Rahardjo, 2017). This research focuses on collecting as much information as possible about learning environments in the 21st century and how to teach students with new technologies according to times.

3.0 RESULT AND DISCUSSION

3.1 21st Century Learning Environment

The 21st century learning environment is a challenge for every student. It is not enough to just use technology but also to be able to utilize it well supported by professional teachers. The skills and talents of each student must be honed to form graduates with integrity and competitiveness. (Deguchi et al., 2020). In essence, to compete and live successfully in today's era, it is not enough to just have routine skills, but must change, think critically, creatively and innovatively, and have interpersonal and intrapersonal skills. Learning and innovation skills are 21st century competencies that students must master in order to succeed in their lives. These skills include critical thinking and problem solving, communication and collaboration, creativity and innovation, and information and media literacy (Trilling & Fadel, 2009). These competencies can be taught through learning in schools by implementing 21st century learning. The principles of learning include: student-centered, holistic, interactive and integrative, participatory, personalized learning, project/problem-based, encouraging collaboration and communication, cultivating creativity and innovation, using appropriate learning tools, contextual and relevant learning to the real world, and empowering metacognition.

3.2 Factors That Influence the Learning Process in the 21st Century

Many factors influence the learning process, one of which is teachers' quality. Teachers who are incompetent and do not understand technology will find it difficult to teach students in the digital era. Teachers must have good teaching skills according to the times. (Harahap, 2018). Teachers must start one step of change. They need to change traditional teacher-centered learning into student-centered learning. In addition to teachers' quality, the availability of facilities and infrastructure in schools is also an implementation of 21st century learning. Learning methods will change significantly towards the application of digital technology. The availability and ability to utilize ICT facilities in learning (ICT literacy) are important for all stakeholders (Syahputra, 2018).

3.3 21st Century Skills

The 21st century is the age of technology where everyone from children to adults always use technology such as mobile phones every day. Technology also plays an important role in the

educational world and makes it easier for students and teachers to access information. Leddward and Hirata (2011) stated that these skills enable learners to "access, synthesize, and communicate information; collaborate across differences to solve complex problems; and create new knowledge through the use of innovative technologies" (as cited in Albahlal, 2019, pp. 146-147). These challenging goals have supported language learning. In this regard, several models have emerged to formalize these skills. One of the most remarkable models has been emphasized by the North Central Regional Education Laboratory and the Metiri Group. In this model, Cheryl Lemke (2002) categorizes skills into four subheadings: digital literacy, inventive thinking, effective communication, and high productivity.

3.4 Integrating 21st Century Skills into English

With the increasing use of technology for students, teachers must be able to adjust by continuing to learn and adapt to new technologies including teaching using TPACK. The changes in the era from the 20th century to the 21st century are very different. In the 20th century, humans still used typewriters, but in the 21st century humans use computers. Teachers must also be able to develop digital literacy-based teaching that will play a major role in student development, including in teaching English with digital literacy as literacy is the key to developing students' potential. As stated by Trilling and Fadel (2009), literacy is beginning to be seen as something different from standardized coding and decoding skills, and literacy requires learners to access, interact, evaluate, and reinterpret multimedia content (p. 64). Black (2009) points out that, this article is very helpful in understanding how much ELL (English language learners) adolescents develop language, literacy, and social skills to adapt to a digital society. In addition, they apply semiotic forms to be able to communicate, share information, and negotiate meaning with people around the world.

3.5 English Language Teaching in the 21st Century

Teaching English in the 21st century generally uses TPACK (The Technological Pedagogical Content Knowledge). (Koehler & Mishra, 2008; Mishra & Koehler, 2006) explains the types of teacher knowledge needed to teach effectively with technology. Explaining what teachers need to know can be difficult because teaching is essentially a complex and multifaceted activity that occurs in a variety of situations. Teachers must understand how technology, pedagogy, and content are interconnected, and create forms of knowledge that go beyond the three separate knowledge bases. Teaching using technology and content on social media can be used by teachers to arouse students' interest because students are already accustomed to interacting with content on social media.

4.0 TECHNOLOGY USED IN TEACHING IN THE 21st CENTURY

4.1 Social Media

The presence of social media has changed several roles in society. Social media can connect people who are far away to feel close to internet-based technology that can connect all humans in cyberspace. Kaplan and Haenlein (2010, p. 61) define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and enable the creation and exchange of user-generated content". By using social media, people can connect with each other virtually and open up opportunities such as career ladders through relationships between friends in cyberspace (Colliander & Dahlén, 2011). Today, the benefits of participating in social media involve not only simple social communication, but also building reputation and generating career opportunities, and/or generating direct monetary income.



4.2 Youtube

Youtube emerged in 2004 and quickly became a digital platform watched by millions of people. (Jarboe, 2009, p. xxii). Within a year of its inception, Google purchased the platform. Having surpassed what and where other video sharing sites had tried, YouTube quickly established a dominant position as an anchor of Web 2.0 (Jarboe, 2009, p. 2ff). Strangelove (2010) offers an illustration of the scale of YouTube: There are conflicting reports about how many people watch videos online, but the general consensus is that the number is significant and growing. YouTube claims that 20 hours of video are uploaded to its servers every minute, which means that 365,512 videos are uploaded every day. This is equivalent to Hollywood releasing 114,400 new full-length films into theaters every week.

4.3 Instagram

Instagram is an application, and a relatively new branch of social media, that allows users to share photos, often altered using filters, over the Internet with their friends, family, and followers (Hoffman, 2012). Instagram is now a magnet for children to adults. Instagram can be a teaching platform for teachers because students are generally used to playing Instagram.

4.4 Podcast

Podcasts are a platform that is very popular with young people. Watching and listening to podcasts can be a better way to understand the material because students are able to experience audio learning. (FeHennig, 2017, p. 30). Listening to podcasts is a way for students to experience the benefits of audio learning. Whether in the form of reading articles while listening, or just independent listening activities, students can receive these benefits. People, especially children, enjoy watching the same television or reading the same books over and over again. According to FeHennig (2017), podcasts make it easy to listen to the same episode over and over again, and allow children to learn something new each time, fitting into existing routines such as driving to school and bedtime stories (Fehennig, 2017, p. 31). Vandenberg (2018) found that “listening carefully to a good podcast reveals the importance of logical, coherent thought processes in constructing an argument. Therefore, podcasts improve students’ writing skills and provide helpful insights into analyzing texts.

5.0 Transformation From Traditional Teaching Method Into Modern Teaching Methods

The purpose of education was initially very simple, namely only to require agricultural needs. Children began to learn to farm and then when they were adults they could develop agriculture. However, when the industrial world began to develop, formal education was very necessary and progresses until now. (Kelting-Gibson, 2013; Kivunja, 2014; Norman & Moorhouse, 2012). To meet the needs of agriculture at that time, the school calendar in American schools was based on the Agrarian calendar with holidays during the day and year to allow children to help with harvesting and farm work (Scott-Webber, 2012). As the country approached an "industrial" economy, a more standardized education was deemed necessary, leading to a prescribed curriculum that focused on basic core concepts in reading, writing, and mathematical calculations to create a standardized workforce with basic knowledge (Kivunja, 2014; Norman & Moorhouse, 2012). The industrialization of education mimics the factory assembly line, with students crammed into classrooms, teachers repeating the same “one-size-fits-all” curriculum, then moving students down the assembly line to the next content expert, and through the required grades as efficiently as possible (Scott-Webber, 2012). Today, most schools still employ this standardized structure with a curriculum focused on the 3Rs. Students who once did not live with technology are now living alongside it in the 21st century, changing the mindset of society (Dunkle, 2012). Technology has changed the way we communicate, and the way we interact with information. However, there is a gap in how technology is being used

in school instruction to engage students and support 21st century learning (Sheninger & Murray, 2017). Schools must leverage technology in instruction to equip students with the digital skills necessary to compete in the 21st century workforce (D. Gordon, 2011). Furthermore, Gordon (2011) quipped that if you ask someone who says they love technology but rarely use it, they must be either a student or a teacher.

6.0 CONCLUSION

The 21st century is a century that implements integrated education that is centered on learners and emphasizes the use of technology, innovation, critical thinking, and digital literacy. Furthermore, the curriculum in the 21st century has changed a major shift and teachers need to adapt to changing goals and objectives by combining communication and literacy and advancing technology that diversifies learning contexts and takes communication one step further. For English language teaching, paying attention to every aspect of 21st century skills is also a requirement to foster students' learning needs and differences.

Teachers are expected to be able to recognize today's technology and align their approaches with it. The changing times have changed teachers' roles who must carry the responsibility to guide students develop digital literacy and collaborate with people who are different from each other, fostering them to become the future generation. Technology has changed the way we communicate, and the way we interact with information. However, there is a gap in how technology is utilized for teaching in schools to engage students and support 21st century learning. (Sheninger & Murray, 2017). Schools must leverage technology in their teaching to equip students with the digital skills needed to compete in the 21st century workforce (D. Gordon, 2011). Furthermore, Gordon (2011) quipped about asking someone who said they liked technology but rarely used it, stating that the person must be a student or a teacher.

Technology-based learning such as the use of computers and social media needs to be prioritized. The challenges of technological progress must be used as motivation by teachers to continue to be able to educate students in accordance with the development of the times to answer the challenges of the nation to become a developed country by 2045.

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