

Teaching English Language Journal

ISSN: 2538-5488 – E-ISSN: 2538-547X – <http://tel.journal.org>

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Please cite this paper as follows:

Salimi, E.A. (2026). A Leap Towards ELT's Evolution by 2030: Emerging Trends, Discoveries and Breakthroughs. *Teaching English Language*, 20(1), 397-437. <https://doi.org/10.22132/tel.2024.423404.1531>

Research Paper

A Leap Towards ELT's Evolution by 2030: Emerging Trends, Discoveries and Breakthroughs

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Abstract

In the era of the Fourth and anticipated Fifth Industrial Revolution, this study emphasizes integrating emerging trends and innovations in English Language Teaching (ELT). It aims to equip learners with essential 21st-century skills and highlights the need to reexamine traditional methods, adopt innovative approaches, integrate technology, and use authentic resources in ELT classrooms. To achieve this, a qualitative study was conducted with 63 participants from Iran, including EFL professors, policymakers, educational technology and cyberspace specialists, and futurists. Data were collected through focus group discussions, narrative episodic interviews, and digital narrative analysis on Telegram. Thematic analysis identified six key ELT trends expected to shape its future: (1) Green ELT: Environmental Sustainability and Ecological Awareness; (2) Using the Real World: Authentic and Experiential Learning; (3) Utilizing English as a Means of Global Communication: English as a Lingua Franca in a Connected World; (4) Life Skills: Equipping with Essential Skills for Navigating the Evolving Landscape; (5) The Strength of Stories: Embracing the Narrative-Based Approach to Language Learning; and (6) Inclusivity and Wellbeing: Creating Inclusive and Supportive Learning Environments. The study outlines innovations aligned with these trends and offers valuable implications for practitioners, while serving as a reference for future educational development.

Keywords: ELT's Evolution, Emerging Trends, Future of ELT, Innovative Breakthroughs

Received: November 3, 2023

Accepted: October 3, 2024



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1. Introduction

The world is experiencing a rapid and dramatic change called the Fourth Industrial Revolution, which originated from Germany's 2030 strategy plan and gained widespread recognition after economist Klaus Schwab introduced the concept at the 2016 World Economic Forum (Ross & Maynard, 2021). Schwab (2018) emphasizes the transformative nature of this revolution, labeling it as unprecedented due to its technological advances. He notes that the 4th IR is characterized by its novelty, intricacy, and unpredictability, presenting a scale, extent, and complexity unlike anything humankind has ever experienced. The exponential velocity, depth, and breadth of this revolution, as emphasized by Ross & Maynard (2021), is drastically transforming the way human beings live, work, and interact with each other. This transformation encompasses various domains, including changes in communication methods, the nature of work, and shifts in social dynamics, indicating that we are not only adapting to new technologies but also reshaping our fundamental relationships and societal structures. It is characterized by the unprecedented fusion of physical, digital, and biological technologies-including Artificial Intelligence (AI), robotics, the Internet of Things (IoT), biotechnology, and nanotechnology-that are driving transformations across various sectors of society (Catal & Tekinerdogan, 2019; Chivu et al., 2022; Elayyan, 2021).

In the context of the 4th IR, it is essential to recognize that trends and innovations play a crucial role in improving education (Schwab, 2018). According to the World Economic Forum (2020), the 4th IR is expected to automate half of the jobs while creating new technologically advanced roles within the next five years. This shift necessitates that education adapts to the rapidly changing economy and society by creating learning environments that equip individuals with the required knowledge and skills to navigate the evolving job market (Schwab, 2018). Furthermore, in today's globalized world, effective communication and collaboration across borders and time

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zones are of utmost importance. English, as the predominant language for international communication in diverse fields, provides individuals with advantageous prospects for engaging in effective cross-border interactions and collaborations. The increasing popularity of technological breakthroughs, online learning platforms, and remote work arrangements in the era of the 4th IR have also underscored the significance of possessing English proficiency. Proficiency in English enables better interaction with individuals from diverse backgrounds, minimizing misunderstandings and language barriers. Moreover, it plays a vital role in employability, particularly in sectors like finance, engineering, education, and technology (British Council, 2023).

Additionally, the ongoing coronavirus disease pandemic has brought about significant changes globally, accelerating a digital transformation that has profoundly impacted education. Many schools and universities were forced to pivot to remote learning almost overnight, leading to an unprecedented reliance on online platforms and technologies (Grech et al., 2021; Segar & Asmawi, 2024). This shift not only changed how educational content is delivered but also highlighted the importance of digital literacy in today's interconnected world. This situation has prompted a critical re-evaluation of how learning is organized, moving beyond traditional institutional arrangements to embrace more flexible and innovative models in response to the pandemic and its long-term effects (Heitz et al., 2020). For example, educators are now experimenting with blended learning environments that combine online and in-person instruction, and many are exploring the use of interactive tools that engage students in new ways.

With the emergence of global trends and advent of advanced technologies, educators have the opportunity to revolutionize teaching and learning practices. By integrating emerging trends and information and communication technology (ICT) tools into ELT classrooms, instructors can enhance

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instructional delivery, personalize learning experiences, and provide learners with access to a wealth of authentic language resources (Chong, 2022). The integration of ICT in ELT is highly influential in addressing the four language skills, enhancing the overall quality of education. Incorporating diverse learning elements like images, animations, audio, and video clips facilitates language presentation and practice, positively impacting students' attitudes towards learning. Teachers can depend on ICT tools to generate, organize, store, and retrieve learning materials. ICT fosters authenticity in ELT by enabling learners to engage and interact with individuals from around the world (Alkamel and Chouthaiwale, 2018). Furthermore, innovation in ELT can be informed by insights from learning sciences and brain research. These insights allow educators to gain a deeper understanding of how learning unfolds and help overcome longstanding challenges in language acquisition (Al-Lily et al., 2018). Additionally, educational research and the effective use of knowledge are vital sources of innovation in ELT. By conducting rigorous research and sharing knowledge within the educational community, researchers and practitioners can contribute to evidence-based policy-making and professional practice. This collaborative approach ensures that innovative ideas are grounded in research and have a meaningful impact on ELT pedagogy in the 4th IR context (British Council, 2023).

To keep up with changes and overcome challenges in providing high-quality education, this research aims to identify the significant trends that are expected to shape future of ELT by 2030 and explore the potential benefits and opportunities that can be obtained by incorporating these trends through innovative approaches in education. By embracing these trends, the aim is to drive progress and foster innovation within the existing education system. With this in mind, a fundamental question arises: What are the leading trends that are expected to play a crucial role in shaping the future of ELT by 2030? What are the recently developed innovations that are in line with these trends? how

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can incorporating these trends through innovative approaches bring significant benefits and opportunities to education? Will they act as catalysts for transformative changes in ELT and contribute to enhancing the quality of education? As ELT aligns itself with the trends of the 4th IR, trends and innovations become indispensable for the continuous improvement of education. Leveraging ICT, insights from learning sciences, and research-based knowledge can empower ELT practitioners to create transformative learning environments that equip learners with the necessary skills to thrive in the 4th IR economy and society. This study seeks to inspire further exploration of trend integration into English language educational institutions, fostering advancement and innovation in education. It hopes to serve as a reliable reference and support for future generations in meeting evolving educational requirements.

2. Review of the Literature

We are in the midst of the 4th IR which its trends and innovations are essential for improving future education. As the economy and society rapidly evolve, learning environments must equip individuals with knowledge and skills for success in this era (Schwab, 2018). This requires exploring new approaches beyond traditional education system. The 4th IR is transforming education through personalized learning, immersive experiences, and enhanced accessibility. To prepare students for the future, educational institutions must adapt by developing digital literacy, fostering creativity, and promoting lifelong learning. Emphasizing personalized and collaborative pedagogy is crucial for equipping students with necessary skills. Creating inclusive environments will ensure all students can benefit from these advancements, ultimately revolutionizing education and opening up future possibilities (Quandt, 2024).

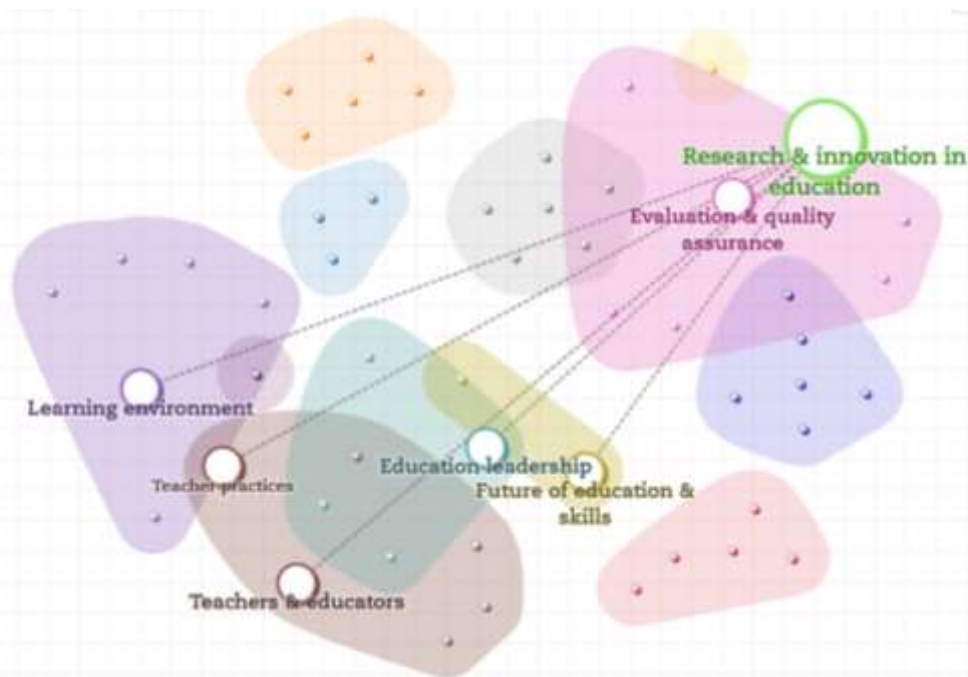


Figure 1. The Importance of Research and Innovation in Future Education

Source: The Organization for Economic Co-operation and Development (OECD, 2023)

Integrating emerging trends and ICT tools into English Language Teaching (ELT) classrooms empowers instructors to enhance their pedagogical approaches, effectively address individual learning needs, and offer authentic language resources that resonate with students (Tristiana et al., 2024). Furthermore, insights derived from the learning sciences and neuroscience

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drive innovative practices in language acquisition, allowing for a deeper understanding of how students learn. This rich amalgamation of knowledge not only cultivates the development of effective teaching methods but also significantly transforms language learning experiences. In this dynamic context of the 4th IR, educators are better equipped to engage learners, fostering a more interactive and meaningful educational environment (Al-Lily et al., 2018). Additionally, the incorporation of technology facilitates collaboration and communication among students, preparing them for a globalized world where proficient language skills are essential (Panggabean, 2024)

Figure 1 adopted from (OECD, 2023) emphasizes the importance of research and innovations in shaping the future of education. Here are extensive research compilations that delve into the influential trends and innovations in the 4th IR that are molding the future of ELT. Take Waters (2021) as an example, he highlights the significance of sustainable ELT trend, advocating for the integration of ecosystem studies due to the climate crisis and educator interest. However, there is not enough empirical research on the effectiveness of ecosystem studies in enhancing language acquisition, indicating a need for further exploration. The British Council (2023) emphasizes connecting sustainability awareness and language learning in sustainable ELT to address the pressing climate crisis. Moreover, the British Council's report (2023) supports integrating environmental topics in ELT to promote positive behaviors for a cleaner planet. As per the UN, teaching English within the context of sustainable development goals empowers individuals, communities, and nations to achieve ecological, social, and economic sustainability.

The British Council's report (2023) recognizes the growing trend of incorporating real-world experiences in ELT. Blyth (2018) suggests immersive virtual reality (VR) as an innovative solution aligned with this trend. Immersive VR creates a 3D environment for authentic scenarios, reducing

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distractions and boosting language learning confidence (Radianti et al., 2020). Wilang and Soermphongsuwat (2018) highlight its ability to enhance learner engagement, motivation, and independent learning. Despite its benefits, the high cost and accessibility issues of immersive VR technology may limit its widespread adoption in various educational contexts. Immersive VR also shows promise in addressing mental health concerns, such as depression, stress, and phobias (Matamala-Gomez et al., 2021). It encompasses language fluency, cultural understanding, and community building (Hatton, 2022), enabling live language practice, promoting cultural awareness, and fostering a thriving adult community for personalized social learning experiences (Li et al., 2022).

Rao (2019) highlights the global importance of English for both native and non-native speakers, emphasizing the necessity of applying the language in real-world contexts to foster critical thinking and communication skills. However, this approach may overlook the diverse challenges faced by learners from varied backgrounds, leading to questions about its universal applicability. Goel and Chauhan (2019) stress the significance of enhancing English proficiency through the development of critical thinking and communication abilities, yet they do not sufficiently address potential barriers that students might encounter, such as socio-economic factors or differing educational contexts. The British Council's report (2023) advocates for leveraging global technologies to empower students in English communication, promoting autonomy in learning and collaboration. While this perspective is promising, it may inadvertently marginalize those without access to such technologies, thereby limiting its applicability. Henderson (2021) argues for learner engagement in everyday contexts, yet the effectiveness of immersion can vary widely among individuals, depending on their unique circumstances and language exposure. Wang et al. (2023) contend that active participation in real scenarios is essential for effective communication across all proficiency levels.

Nonetheless, their argument could benefit from a more nuanced examination of how different learners interpret and engage with these experiences.

Collaborative learning is also gaining popularity in ELT. Hanifan (2022) highlights its advantages: problem-solving skills, creativity, and positive relationships. Li (2023) emphasizes critical thinking and collaboration as vital skills in ELT. Baroudi (2023) stresses higher-order thinking and writing skills, suggesting that practice and feedback improve student performance. However, implementing collaborative learning strategies effectively requires careful consideration of group dynamics and individual participation, which can vary greatly among students. Peng et al. (2023) note the growing trend of learning through stories, as English learning apps incorporate literature, modern stories, and songs to enhance reading comprehension and vocabulary. Papadopoulos and Bisiri (2020) suggest these apps promote cultural awareness, creativity, critical thinking, and socio-emotional development. Cambridge University Press and Assessment (2022) advocate for innovative teaching approaches like transformative narrative drama series to engage learners. Chong (2022) proposes integrating conversation analysis and pragmatics through innovative websites.

Literature indicates that English language educators must embrace contemporary techniques, innovations, and trends to effectively teach the language. Overall, while the reviewed literature provides valuable insights into emerging trends in ELT, it is essential to critically assess the scalability and practicality of these innovations in diverse educational settings moving forward. Therefore, it is crucial to anticipate the future of ELT and navigate potential changes and challenges in the globalized and cyber-communicative era. Identifying and analyzing global emerging trends can offer valuable insights into the future of ELT. This research aims to identify top trends for the new future of ELT by 2030 and their corresponding innovations, increasing

awareness among educators. The study findings can benefit educators, policy makers, syllabus designers, material developers, and stakeholders by keeping them informed about the latest advancements, enabling them to enhance their work and prepare students for success in a rapidly evolving world.

3. Method

3.1 Participants

A diverse group of 63 Iranian male and female participants who had PhD degrees and were faculty member of different universities across Tehran including, EFL university professors, education policy makers, cyberspace specialist, educational technology experts, and science and technology futurists, collaborated for an intriguing qualitative study. The five groups of participants were selected based on their pivotal roles in shaping and influencing ELT in Iran. These groups encompass a range of perspectives and expertise, ensuring a comprehensive understanding of current trends, challenges, and innovations in ELT. This diversity allows for richer insights and more nuanced discussions regarding the intersection of education, technology, and policy in the Iranian context.

Among them, 25 participants were chosen for two captivating interview stages. The first stage consisted of a focused-group interview with 14 members, divided into two sessions with four participant groups each. The second stage involved conducting episodic narrative interviews with the remaining 11 participants. To safeguard confidentiality and ensure anonymity during the interviews, participants were thoroughly informed about the study's objectives and granted their consent prior to participation. Any identifying information was carefully removed to protect their identities, particularly concerning sensitive topics related to education and technology.

Additionally, a digital narrative analysis on Telegram was conducted, involving a total of 38 individuals. Participants were recruited from various

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parts of Tehran, including research institutions, government organizations, technology companies, and universities based on their field of study (science, technology and innovation policy, educational technology, cyber security, future studies), experience level (professional) and expertise, and openness to collaborate.

Tehran serves as the educational and cultural center of Iran, with renowned universities and educational organizations. By selecting participants from Tehran, the study gains access to individuals at the forefront of ELT practices and policymaking in the country. Additionally, Tehran's diverse population offers a variety of perspectives on language teaching and learning, contributing unique insights and experiences to the study. As the capital city, Tehran influences educational policies and practices nationwide, making it an ideal location to explore current trends, challenges, and innovations in ELT within Iran. Moreover, Tehran's technological advancements and digital infrastructure create opportunities to investigate the intersection of educational technology and language teaching, with participants from technology companies and experts in educational technology offering expertise in this area.

To ensure effective engagement and data collection, a purposive sampling, snowball sampling, and rolling sample methods was employed. Purposeful sampling entails researchers intentionally choosing specific participants based on predetermined criteria or expertise in the field of study, facilitating data collection aligned with their research focus. Snowball sampling, also called chain-referral sampling, addresses difficulties in reaching individuals with specific attributes by involving current participants in referring others, expanding the required sample size (Dragan & Isaic-Maniu, 2022). Referral chains persist until data saturation, ensuring an adequate number of narrative inquiry participants and interviewees. To minimize data variability from

diverse sources, researchers may employ a rolling sample approach, retaining part of the original sample in subsequent data collection stages for consistency while incorporating new participants (Cohen et al., 2007).

3.2 Instruments

The main purpose of this study was to identify key trends shaping the future of ELT by 2030 and introduce corresponding innovative advancements. Data collection took place over a period of six months, utilizing two methods: interviews and digital narrative analysis on Telegram. Telegram was chosen as the platform for narrative inquiry due to its user-friendly interface and widespread popularity among the target demographic, allowing for easy access and participation. Interviews included focused-group and episodic narrative interviews, chosen for their convenience and usefulness in qualitative research. Focused-group interviews allowed for diverse perspectives in a structured setting, promoting simultaneous discussions on the research topic. Episodic narrative interviews effectively captured personal stories, providing valuable insights into participants' actions and experiences. Narrative inquiry eliminated limitations such as time constraints and the need for face-to-face meetings, encouraging participants to reflect and share comprehensive insights through online platforms. Different sets of questions were tailored for the five participant groups in both interviews and narrative inquiry, with content validity ensured through expert review and approval.

3.3 Data Collection Procedures

During the initial phase of data collection, participants were interviewed for 20 to 35 minutes with their consent. The interviews were structured into two sessions to create a comfortable and non-threatening environment, enabling participants to openly express their opinions. The purpose, expected outcomes, and benefits of participating in the interviews were clearly explained beforehand. In the two-session focused-group interviews, probing questions were used to explore topics in-depth, including trends and their corresponding

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innovative advancements shaping the future of ELT. For comprehensive accounts of participants' thoughts and experiences within specific episodes, an episodic narrative interview approach was employed across multiple sessions. In the second phase of data collection, Telegram was deliberately selected as the data collection platform for narrative inquiry, aiming to enrich the research outcomes. It stood out among other platforms due to its unique features that aligned seamlessly with the chosen methodology. The use of Telegram as a medium for narrative inquiry provided an opportune environment for participants to actively participate in conversations that embraced the narrative affordances of distributed authorship, digital recombination, and reviewability. This careful selection contributed to the overall enhancement of the research process and its ultimate findings. Distributed authorship allowed for multiple voices to contribute, resulting in a nuanced representation of perspectives. Digital recombination involved incorporating elements from existing content into new contexts to generate fresh interpretations. Reviewability encouraged storytellers to critically examine their narratives, ensuring they aligned with societal norms and reality.

3.4 Data Analysis

The data analysis process involved thematic analysis which is acknowledged as a trustworthy and independent qualitative analysis method. Thematic analysis involves the systematic identification and organization of themes within a given set of data to provide insights into patterns. In order to enhance the credibility and efficiency of the research process, the utilization of established software can be beneficial. However, in this particular study, the data analysis process was conducted manually, without the use of any software. The coding approach involved a three-step process consisting of initial coding, focused coding, and axial coding. To ensure the reliability of the coding process, member checking was employed. The researcher shared the coded data with the study participants, allowing them to verify whether the codes

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accurately reflected their experiences or perspectives. This step was crucial in reducing the chances of misinterpretation or bias on the researcher's part, thus enhancing the reliability of the coding process. Although software was not utilized in the data analysis phase, thorough examinations were conducted to analyze the data. The interviews were recorded and transcribed, while conversations and written texts from the Telegram group were also transcribed for analysis. Multiple levels of scrutiny were applied, ranging from words, phrases, sentences, to paragraphs, to identify significant ideas and messages relevant to the research questions. During the coding process, the primary objective in the initial phase was to highlight key points and relevant sections related to the research questions, rather than fully analyzing the data. As the analysis progressed, important themes were identified and assigned relevant codes in the focused coding stage. It was ensured that distinctions were made between similar codes and distinct ones. This process resulted in the accumulation of numerous early codes and patterns associated with different themes, which were then organized into primary categories. Analyzing the patterns within individual codes played a crucial role in forming the main thematic categories, ultimately leading to the axial coding stage of the data mining process.

During the coding process, a few challenges were encountered, which were promptly addressed to ensure the accuracy and reliability of the analysis. While analyzing the data, there were instances where the information provided by the participants was ambiguous. This ambiguity could have posed challenges in accurately assigning appropriate codes. To address this challenge, the researcher made efforts to clarify any ambiguous data by reaching out to the participants for additional explanations or examples. This helped in obtaining a clearer understanding of their experiences or perspectives, enabling more accurate coding. Subjectivity and bias is another challenges that researchers may encounter. That is, the manual coding process may be prone to subjective

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interpretation and potential bias, which could impact the reliability of the analysis. To mitigate this challenge, the researcher adopted a systematic and rigorous approach to coding. This involved regular discussions and consultations with other members of the research team to minimize individual biases. Additionally, member checking was conducted to validate the accuracy of the coded data by seeking participants' feedback and input. During the focused coding stage, the researcher encountered overlapping or similar codes, which resulted in confusion and difficulties in distinguishing between different themes. To address this challenge, careful scrutiny and analysis were applied to identify the subtle differences between similar codes. The researcher compared and contrasted the coded segments to ensure that each code represented a unique aspect or theme. This meticulous examination helped in creating distinct categories and refining the coding process.

4. Findings

According to the study findings, a total of six dominant trends have been identified for the future of ELT that are projected to shape the field by 2030. Additionally, the research explores various noteworthy innovations, platforms, websites, and applications that align with these trends. The specific details regarding these resources are provided in the subsequent section, and a corresponding table (Table 1) summarizing the information can be found below.

Table 1

Six Disruptive Trends Shaping the Future of ELT

Six Disruptive Trends Shaping the Future of ELT	New Discoveries and Advancements that Align with the Evolving Trends in the Field of ELT	Descriptions
1 Green ELT: Environmental Sustainability and Ecological Awareness	Renewable English	Integrates Sustainability Concepts into Language Learning
	Green Action ELT	Promotes Environmentally Conscious Practices in ELT Classrooms

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2	Using the Real World: Authentic and Experiential Learning	Sensations English	Immerses Learners in Real-world Contexts Through Sensory Experiences
		Immerse Virtual Language Experience Platform	Leverages Virtual Reality to Provide Immersive Language Learning Opportunities
		Vlogger Academy	A Platform for Learners to Develop their Communication Skills Through Vlogging
3	Utilizing English as a Means of Global Communication: English as a Lingua Franca in a Connected World	Vlogger Academy	A Platform for Learners to Develop Their Communication Skills Through Vlogging
		Converse Across the Universe: Managing Cross-Cultural Communication	Fostering Intercultural Understanding and Effective Communication
		Online English Pronunciation Course	Utilizes Technology to Enhance Learners' Pronunciation Skills
		Our Languages	Celebrates Linguistic Diversity and Encourages Learners to Explore Different Languages
		Communicating Identities	Provides Resources for Learners to Express their Cultural and Personal Identities
4	Life Skills: Equipping with Essential Skills for Navigating the Evolving Landscape	Converse Across the Universe: Managing Cross-Cultural Communication	Fostering Intercultural Understanding and Effective Communication
		Escape the Classroom	Offers Gamified Learning Experiences
		Oxford Discover Futures	Integrates Future-focused Content into ELT Curricula
		Literatu Scribo for IELTS Writing Success	Supports Learners in their IELTS Writing Preparation
5	The Strength of Stories: Embracing the Narrative-Based Approach to Language Learning	Fiction Express: Literacy Skills	Combines Storytelling and Literacy Development
		BOOKR Class	Utilizes Interactive E-books to Engage Learners
		Days Crossing	Facilitates Cross-cultural Exchanges and Collaboration
6	Inclusivity and Wellbeing: Creating Inclusive and Supportive Learning Environments	Link Online Learners (LOL)	Connects Learners From around the World for Language Practice and Cultural Exchange
		Teacher Wellbeing	Focuses on Supporting the Emotional and Professional Well-being of ELT Educators

4.1 Green ELT: Environmental Sustainability and Ecological Awareness

During the discussion, participants explored Green ELT as a rising trend that integrates language instruction with environmental consciousness to tackle climate-related issues. They exchanged insights on “Renewable English” and “Creating a Greener Mindset,” curricula designed to foster sustainability and positive changes in education. The conversations underscored the pivotal role of teachers in initiating change, supporting the youth movement, and nurturing students’ comprehension of climate change. One notable statement encapsulating this approach was as follows: *“We shouldn’t just give statistics and blame banks, oil companies, and agricultural firms. Instead, we need to inspire students to love and respect the planet so they become passionate about protecting it.”* While acknowledging the impracticality of entirely overhauling the syllabus, they proposed straightforward actions to instill environmental consciousness and awaken students to the possibilities of a greener world.

“Green Action ELT” is a new sustainable English teaching initiative led by a futurism expert. It involves educators and professionals worldwide with large networks and international alliances, aiming to reduce emissions and empower students, colleagues, and communities. The futurist emphasized the urgency of addressing the climate crisis due to severe storms, rising temperatures, displacement, and global losses. Highlighting the importance of protecting our future and the planet for all beings, he explained his reasoning in the following way: *“Now is the ideal time to act, minimizing losses and safeguarding future generations. The ‘Green Action ELT’ sector not only contributes to and is affected by climate change, but it also possesses the unique potential to significantly mitigate its severe effects.”* By making changes to how we work and conduct business, he highlighted the potential to decrease emissions and prevent the worsening of extreme weather events like heatwaves, droughts, floods, and famines. This would ultimately protect lives, homes, and communities, according to his report.

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A policymaker highlighted the connection between climate change and destructive events like typhoons, floods, and wildfires, which result in devastation, diseases, and water scarcity. He underscored the significance of “Green Action ELT,” an educational program that fosters language skills and critical thinking to tackle global challenges. According to him, the initiative offers global education, employment opportunities, positive relationships, and cultural enrichment for a promising future. The idea was succinctly articulated as follows: *“Despite the challenging circumstances, it’s crucial to recognize the potential for positive transformations. Individual actions hold significant power to make a difference by preserving land, safeguarding homes, preventing hunger, and ensuring a better future”*.

4.2 Using the Real World: Authentic and Experiential Learning

The participants widely acknowledged the use of genuine language as a remarkable trend with global significance. A futurist stressed the importance of educators and learners keeping up to date with this trend. He suggested that incorporating this trend into education could significantly improve ELT. In particular, he passionately praised the flexibility of teaching materials, expressing his enthusiasm through the following statement: *“Science teachers teach scientific theories and facts, while history teachers focus on historical events. However, English teachers have the advantage of using varied topics to teach the English language.”* Here are some of the significant innovations discussed by participants, highlighting the importance of incorporating real-world events and scenarios in ELT.

A policymaker strongly advised integrating news videos and articles into ELT as a means of enhancing students’ language skills and keeping them informed about current events. The policymaker specifically highlighted an innovative online platform called “Sensations English,” which offers English lessons integrated with contemporary news content. According to the policymaker, “Sensations English” shows great potential in education and

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caters to students of all proficiency levels worldwide. He expanded his idea in this way: *“Sensations English offers dynamic lessons for various proficiency levels, featuring engaging resources, interactive games, and personalized learning plans. With a user-friendly dashboard, students can easily check answers, monitor their progress, earn points, and unlock exciting rewards, making learning both effective and enjoyable.”* The policy maker believed that by following this approach, students can personalize their learning journey and focus on the subjects they are interested in. Additionally, they can enhance their understanding through interactive educational games and make use of specialized study materials developed by experienced EFL teachers.

The Immerse Virtual Language Experience Platform was praised by a university professor for its innovative language education. It offers students a three-dimensional immersive environment, fostering authentic language and cultural engagement, the professor mentioned. This approach, as the professor stated, enhances language acquisition by promoting experiential and contextual learning, similar to acquiring a first language. The platform’s avatar representation was also highlighted, as it addresses mental health issues like anxiety, depression, and stress, while boosting confidence. The professor passionately conveyed his idea in the following way: *“Immersive VR not only develops practical language skills for real-life situations but also cultivates a vibrant adult community, fostering personalized social learning experiences that enhance communication and connection”*

The revolutionary “Vlogger Academy,” created by a prominent expert in cyberspace, is an exclusive educational platform designed specifically for English language learners. Through authentic YouTube content, it offers an immersive experience with the global English language landscape, the expert reported. With over 60 categorized videos created by genuine vloggers worldwide, it is regarded as an unparalleled asset in the ELT industry. The

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proponent explicitly stated his explanation in this way: *“Vlogger videos and related learning materials are licensable by publishers, platforms, and educational courses. Importantly, they have garnered significant global adoption, surpassing one million learners.”* According to the cyberspace expert, Vlogger videos offer customized educational content for teachers and students. These resources seamlessly integrate into digital learning, utilizing effective video teaching methods to enhance learning and language skills. They follow CLIL and skills-based approaches and provide project ideas suggested by educators, he mentioned.

4.3 Utilizing English as a Means of Global Communication: English as a Lingua Franca in a Connected World

The participants unanimously recognized the vital role of the English language in international communication. They agreed that English enables students to engage in various activities, including social media, video production, and collaboration with international teams, facilitating effective communication. This perspective aligns with the observations of a university professor who highlighted the presence of this reality on global platforms like the “Vlogger Academy” and “Converse Across the Universe: Managing Cross-Cultural Communication.” The professor emphasized that these platforms provide practical scenarios for students to develop critical thinking and communication skills through diverse cultural interactions using English. The professor articulated his perspective as follows: *“The ‘Vlogger Academy’ and ‘Converse Across the Universe’ educational programs enable students to broaden their cognitive horizons, generate ideas, and formulate diverse opinions, thus fostering critical thinking. Active participation and communication through discerning reading contribute to the development and enhancement of students’ language skills.”*

One of the policymakers in the field of education shared the viewpoint that these concepts are also evident in the “Online English Pronunciation Course”

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and “Our Languages” program. The primary focus in the former is on the ability to communicate effectively and be understood, while the latter highlights English as a means for students to express themselves, he reported. The policymaker expressed this perspective with the following statement: “*Our Languages*” describes English as a versatile tool akin to art, music, or social media. It serves as a powerful means of communication, bridging cultures and connecting us with the world.” One of the futurists in the discussion argued that students should develop a sense of ownership over the English language in order to personalize their language learning experience. From his perspective, English should function as a tool for students to express their individual identities. The participant referred to a teacher’s guide “Communicating Identities” as a resource that supports learners in exploring and reflecting upon different aspects of their identities. The participant emphasized that “Communicating Identities” serves as a teacher’s guide that aids learners in exploring and reflecting on various aspects of their identities. In his closing remarks, the participant wrapped up his speech with the following statement: “*This resource provides valuable support in helping students develop a deeper understanding of themselves through language learning. By encouraging students to connect their individual identities with the English language, it enables them to establish a more personal and meaningful language learning experience.*” This participant strongly advocated for English to serve as a medium through which students can authentically express their unique identities and perspectives.

4.4 Life Skills: Equipping with Essential Skills for Navigating the Evolving Landscape

Life skills were identified as a significant aspect of ELT, ranking third among the trends. A university professor highlighted the potential of Virtual Reality for offering immersive experiences and English communication opportunities, which can help students develop language proficiency and essential life skills.

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The professor mentioned an innovation called “Converse Across the Universe” that allows students to develop English language skills and intercultural skills. In conclusion, he summarized his explanation in this way: *“Preparing students for success in our interconnected society involves equipping them with skills to navigate a globalized, multicultural world. “Converse Across the Universe: Managing Cross-Cultural Communication” empowers students to bridge cultural gaps, fostering understanding and embracing diversity.”*

A cyber space expert involved in the research explored problem-solving and collaboration skills as crucial life skills, especially for English teachers using a task-based learning approach. The specialists introduced a remarkable book called “Escape the Classroom” that effectively enhances problem-solving and collaboration abilities. He highlighted how the book immerses students in engaging activities, improving performance, creativity, and overall mental well-being. He elaborated on the book’s details in the following manner: *“The “Escape the Classroom” book intends to transform students’ English learning by providing engaging and challenging activities. It enhances communication skills through exciting tasks, revolutionizing the overall English learning experience.”*

Another academician highlighted the educational innovation “Oxford Discover Futures,” which focuses on fostering critical thinking and collaboration skills in students through thought-provoking inquiries. This approach encourages students to transcend their academic curriculum, gaining a comprehensive understanding of diverse issues, he reported. The professor firmly believed that this innovation would equip students with essential skills to address real-world challenges and thrive as successful professionals in their chosen fields. He articulated his idea in the following manner: *“The language curriculum of “Oxford Discover Futures” provides students with a challenging language syllabus that inspires learners to not only accomplish*

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tasks in a collaborative way, but also think critically about the world around them."

A policymaker in the education system stressed the significance of higher-order thinking skills and exam-taking abilities. He identified Literatu Scribo for IELTS Writing Success as an innovative tool for developing these skills. According to the policymaker, writing is the most challenging aspect of the IELTS exam, and students often face difficulties in reading comprehension, speaking, and listening as well. He proceeded to elaborate on his explanation by stating the following statement: *"The "Scribo" platform provides tailored feedback in multiple languages, featuring over 10 levels of writing analysis and an extensive library of IELTS Practice Essay topics, making it an invaluable resource for learners."*

4.5 The Strength of Stories: Embracing the Narrative-Based Approach to Language Learning

In the discussion on global emerging trends, the effectiveness of learning through stories was unanimously recognized by all participants. They believed that stories effortlessly grab learners' attention, making information relatable and memorable. As per participants, stories create emotional connections, allowing learners to apply lessons in real-life situations. Storytelling, as participants suggested, stimulates critical thinking and creativity, activating various cognitive areas. It promotes effective communication, language development, and collaboration among learners. One futurist drew attention to remarkable platforms such as "Fiction Express" and "BOOKR Class," specifically tailored for English language learners. The futurist described "Fiction Express" as an innovative web-based application that improves literacy skills through well-supported reading texts. He further noted that this platform is currently accessible and utilized as a reading solution in English-speaking nations and countries where English is taught as a second or foreign

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language. One of the futurist's quotes was as follows: *"' Fiction Express" is a global emerging book platform with new features and benefits that can be accessed on various devices such as PCs, tablets, and mobile phones. One of its unique features is that it connects students with professional authors, which encourages reading for pleasure through fun co-creation of stories"*.

According to the futurist, "BOOKR Class" emerges as an exemplary storytelling application that proves to be efficacious and user-friendly in both traditional classroom settings and remote learning environments. It presents a comprehensive solution, encompassing a rapidly expanding digital library and a Teacher's Dashboard, which enables educators to monitor student engagement and reading activities, he mentioned. The futurist discussed the features of "BOOKR Class," which uses a gamified library app to provide interactive books from famous literary works and original stories. He wrapped up his explanation with the following statement: *"' BOOKR Class" represents an innovative English language learning application driven by captivating stories, animated books, and engaging games. Its purpose is to foster an immersive learning experience, enhancing students' reading comprehension, vocabulary acquisition, grammar proficiency, pronunciation skills, and social-emotional development."*

A university professor participating in the discussion highlighted the abundance of storytelling opportunities for students in the modern era, particularly through online streaming services and TV shows. The professor introduced "Days Crossing" as an exceptional innovation catering to English language learners, emphasizing its original TV series. He further elaborated on how "Days Crossing" offers narrative-driven drama series and accompanying educational materials, featuring meticulously designed digital resources that aim to inspire and motivate both learners and educators with purposeful and captivating content. He elaborated further on this innovation in the flowing manner: *"Days Crossing" stands as a top-tier and enthralling resource*

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tailored for English language education. This groundbreaking digital platform, scheduled to launch in 2023, provides a diverse array of innovative teaching and learning opportunities suitable for online, blended, and self-guided learning environments.”

4.6 Inclusivity and Wellbeing: Creating Inclusive and Supportive Learning Environments

One of the educational technology specialists discussed the significance of diversity and inclusion in English language teaching. He highlighted “Link Online Learners” (LOL) as an excellent example of how various trends, such as using real-world content, life skills, and English for global communication, can be integrated into a single product. LOL, as per the specialist, developed by a dedicated community primarily connected through the HundRED organization, is a global youth network comprising young people from 35 countries who frequently engage in Zoom hangouts. According to the specialist, LOL offers global video chats that not only connect students to different cultures and ways of life but also provide a fun and educational experience filled with learning, empathy-building, and international mindfulness. The specialist expressed his enthusiasm for this technology in the following manner: *“With LOL, we can not only enhance our English-speaking skills but also meet new people, make friends from around the world, and learn about different lifestyles. It’s super cool! The idea of connecting young people worldwide under the guidance of adult moderators is awesome.”* The specialist concluded that LOL provides a safe environment for online interactions and offers a valuable opportunity to learn how to connect with others digitally.

One of the education system policy makers highlighted “Teacher Wellbeing” as an innovative concept. He mentioned that it is an Oxford Handbook specifically designed for language teachers and influenced by positive psychology. The policy maker believed that there are various

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strategies to alleviate teacher stress and anxiety, promote resilience, enhance engagement, and foster positive interactions and relationships. This book, as per the policy maker, aims to support and sustain teacher wellbeing through a range of approaches. It offers practical ideas for teachers to nurture their own wellbeing while also nurturing their professional relationships, he stated. The policy maker further elaborated on the book, stating in this way: *“Teacher Wellbeing” serves as a practical guide for individual teachers, assisting them in discovering strategies to nurture and enhance their wellbeing. Additionally, it recognizes the significance of contextual factors, encouraging readers to reflect on their own practices and find techniques that are personally suitable for them.*”

5. Discussion

5.1 Green ELT: Environmental Sustainability and Ecological Awareness

The participants strongly believed in Green ELT's importance as a prominent trend in shaping the future of ELT. They stressed the need to integrate environmental topics into the ELT classroom due to the climate crisis and increased educator enthusiasm. “Renewable English,” proposed by an EFL university professor, combines environmental awareness with language learning, highlighting the connection between English instruction and the climate crisis (waters, 2021). One participant introduced the course titled “Creating a Greener Mindset,” which, as Cini et al. (2023) suggested, engages students in analyzing conventional units and explores the UN's SDGs, fostering positive behavioral changes and passion for environmental protection.

Another perspective that emerged from the discussion was the concept of “Green Action ELT”. It involves a global network of educators and corporate figures who aim to reduce emissions directly and empower students, colleagues, and communities. It recognizes that addressing the climate crisis is

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not only necessary for the survival of the planet but also essential for the sustainability of ELT (Kind, 2023). The education system policymaker highlighted the role of “Green Action ELT” in fostering awareness and empowering students to confront global challenges. He emphasized the potential for individual actions to initiate a meaningful impact, underscoring the importance of preserving land, protecting homes, and saving lives from the detrimental effects of climate change. According to a report by Kirbiš (2023), education is a crucial catalyst for sustainable development and green growth. It can serve as a pivotal tool in empowering individuals, communities, and nations to attain environmental, social, and economic sustainability.

The study indicates that “Green Action ELT” can be effective in promoting environmental awareness and action among students, although results may vary across different educational contexts. Cini et al. (2023) found that students who participated in the program showed significant increases in their knowledge of environmental issues and their willingness to take action. Additionally, participants widely agreed that language teachers play a crucial role in facilitating change and inspiring a generation that values climate action and sustainability. By incorporating such resources, teachers can integrate green ELT into the classroom. These materials provide opportunities for students to engage in discussions and activities that enhance environmental awareness while also developing their language skills (Selby & Kagawa, 2013).

5.2 Using the Real World: Authentic and Experiential Learning

According to the participants, incorporating real-life trends was identified as a notable trend in ELT. Participants emphasized the need for innovative approaches to advance English language education. Findings revealed that “Sensations English” guides students through five stages, including selecting their goals, determining their English level, choosing from hundreds of video

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or article lessons, engaging with real-world news stories, and practicing their skills with interactive games and tools. Likewise, British Council (2023) suggested that “Sensations English” is a useful platform to practice using the real world trends. This platform provides teachers with engaging, high-quality, and up-to-date resources, as well as learning management tools. The International House World Organization (2022) suggested that there are numerous platforms that support both teachers and students before and during English language courses, enabling them to encounter modern real English, both spoken and written. Additionally, they serve as good preparation for the speaking, listening, reading, and writing exams they will be taking.

The Immerse virtual language experience platform, introduced by an educational technology specialist, is a trend that creates immersive, contextualized, and experiential learning environments for language learners (Radianti et al., 2020). It reduces distractions, boosts confidence, alleviates anxiety, and supports social learning. Studies have shown that Immerse VR is effective in addressing mental health issues and enhancing language learning speed and memory retention (Matamala-Gomez et al., 2021; Park et al., 2019; Premkumar et al., 2021). It covers three key aspects: language fluency, cultural awareness, and community building. Through engaging with new traditions and activities, students develop cultural understanding necessary for human connection (Chong, 2022). Immerse VR also fosters relationships within a thriving adult community, promoting social learning through real-world interactions and reflecting on goal-directed actions (Li et al., 2022). Hatton (2022) believes that Live conversations with real people in immersive settings contribute to fluency development. Immerse VR has also been found to increase learner motivation and foster independent learning (Wilang & Soermphongsuwat, 2018)

Findings revealed that “Vlogger Academy” is an innovative experiment in English language learning that introduces fresh digital voices. Its unique

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distribution model provides digital media components for the English learning community, supporting Content and Language Integrated Learning (CLIL) and skills-based learning approaches (Chong, 2022). The academy focuses on developing cultural awareness, internationalization, language competence, and preparing students for study and work while boosting motivation. It is highly valuable for educators and learners, addressing essential 21st-century skills such as communication, collaboration, creativity, critical thinking, intercultural competence, citizenship, emotional self-regulation, well-being, and digital literacy (British Council, 2023).

5.3 Utilizing English as a Means of Global Communication: English as a Lingua Franca in a Connected World

Nearly all participants of the present study introduced the trend of using English to communicate with the world. As Rao (2019) noted, English is an essential tool for international communication and should be used in a way that provides students with the opportunity to communicate not only with native speakers but also with those who use English as a second or foreign language. One university professor suggested that “Vlogger Academy” and “Converse Across the Universe: Managing Cross-Cultural Communication” are two innovations that help students develop critical thinking and communication skills, which are crucial for applying English in real-world situations (Goel & Chauhan, 2019). These global emerging innovations allow students to take responsibility for their own learning, interact with each other, evaluate alternative options, make choices, solve problems, and explore their learning (British Council, 2023).

An education system policymaker believed that these realities are also reflected in the “Online English Pronunciation Course,” which emphasizes intelligibility, and in “Our Languages,” where English is emphasized as a tool for students to express themselves. According to Henderson (2021), those who

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believe that non-native speakers do not need exposure to real English assume that language learners only need to learn to transact and have no real need to interact in the target language. In contrast, Chong (2022) believes that language students at all levels need to use English to communicate with the world, exposing themselves to real-life situations, building relationships, and expressing themselves, which is exactly what participants reported.

Findings revealed that “Communicating Identities” is also a teacher’s guide that supports learners in exploring and reflecting on different aspects of their identities. This guide, as reported by participants, helps teachers provide their students with the conditions to freely express themselves. The guide includes various activities and exercises that encourage learners to think critically about their identities, such as their cultural background, gender, and personal interests. By engaging in these activities, learners can develop a deeper understanding of themselves and others, which can lead to increased empathy and respect for diversity. Overall, the “Communicating Identities” guide can be a valuable resource for English language teachers looking to create an inclusive and supportive learning environment (British Council, 2023).

5.4 Life Skills: Equipping with Essential Skills for Navigating the Evolving Landscape

Participants in the study identified life skills as another trend for the future of English language teaching. One university professor highlighted “Converse Across the Universe” as an innovation that helps students develop not only English language skills but also intercultural skills. Intercultural skills refer to the ability to communicate effectively in intercultural situations, including understanding and adapting to different cultural situations and perspectives (British Council, 2023). Two cyber space specialists discussed problem-solving and collaboration skills as essential life skills. They noted that these skills are well-reflected in “Escape the Classroom,” where students work

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together in teams to solve problems. Collaborative learning through such an innovative approach fosters positive interdependence, individual accountability, and interpersonal skills among students, as Chong (2022) believed. Findings indicated that complete absorption in problem-solving activities improves students' performance, creativity, and mental well-being. These challenging activities done collaboratively to solve a problem provide students with a communicative course that improves their positive learning experience (Hanifan, 2022).

Another innovative approach that promotes critical thinking and collaboration skills is "Oxford Discover Futures," as mentioned by participants. Critical thinking involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, reexamining beliefs, reasoning logically, and drawing reliable and trustworthy conclusions. One education system policymaker highlighted 'Literatu Scribo for IELTS Writing Success' as an innovative approach that focuses on higher-order thinking skills and exam-taking skills. According to the British Council (2023), IELTS has four English skill components, and writing is the hardest exam that some students redo up to five times. As findings revealed, Scribo's support role is attractive and innovative, because practice with the right level of support is crucial in all skills, and bad habits need to be corrected. To be confident in IELTS writing, students need to practice their writing skills often, with feedback to help improve their skills each time they write (InterGrate Education Group, 2022). Similarly, Baroudi (2023) believed that Scribo supports students in building an effective essay writing plan by providing complete guidance and feedback on their writing as they practice and giving them a CEFR score for their writing every time they click on the writing check.

5.5 The Strength of Stories: Embracing the Narrative-Based Approach to Language Learning

Learning through story was a prominent trend discussed by participants, highlighting innovations like “Fiction Express” and “BOOKR Class”. Findings indicated that the diverse and exciting range of fiction genres available to students today, including fun, adventure, thriller, fantasy, and myths, contribute to their emotional, social, intellectual, and cultural development, ultimately improving their learning abilities. However, statistics indicate that 30 percent of students do not read for pleasure, leading to inadequate reading and comprehension skills-a global challenge in education (British council, 2023). According to the study findings, “Fiction Express” addresses this issue as a digital, interactive reading platform that engages students through gamification, enhancing reading comprehension and English language skills. The platform provides a unique reading experience, facilitating real interaction with authors and fostering high levels of engagement with reading (Chong, 2022).

“BOOKR Class” is another story-driven English learning application with more than 1,000 beautiful animated books and interactive games, and flash cards created for an engaging learning experience, as one of the futurists mentioned. The digital library of this application named O’Reilly offers narrated literary classics, modern stories and songs enabling students to become familiar with vocabulary and expression. This application not only help students to improves reading comprehension, vocabulary, grammar and pronunciation to establish their reading, writing, listening and communicative skills, but also develop 21st century skills such as introducing new cultures, raise awareness and develop creativity, promote critical thinking and social-emotional skills (Papadopoulos & Bisiri, 2020).

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One of the remarkable innovations mentioned by a university professor is “Days Crossing,” also known as “Chasing Time English.” This innovative approach to English language teaching incorporates transformative narrative dramas that aim to engage learners and ensure quality education. The professor emphasizes the importance of English classes being exciting, captivating students’ imagination and inspiring them to speak and write authentically. By utilizing video as a medium, narrative videos create a compelling viewing experience with intrigue, humor, surprise, and tension, fostering learner engagement (Cambridge University Press & Assessment, 2022). According to the study’s findings, “Chasing Time English” enables teachers to integrate conversation analysis and pragmatics, promoting effective communication skills beyond traditional listening skills. This shift towards a broader “Viewing Skills” approach allows learners to comprehend meaning through multi-modal resources like voice, facial expression, gesture, and spatial awareness, enhancing language acquisition and authenticity (Chong, 2022). However, the feasibility of implementing these innovations in diverse educational settings needs to be addressed more thoroughly. Factors such as varying levels of technological access, differences in teacher training, and the adaptability of materials to different cultural contexts could limit the practical applicability of the findings. Including case studies or pilot programs from a range of educational environments could provide valuable insights into how to effectively implement this approach across different settings.

5.6 Inclusivity and Wellbeing: Creating Inclusive and Supportive Learning Environments

“Inclusivity” and “wellbeing” were another trend discussed by one of the educational technology specialists. He was of the idea that the inclusion of emerging global trends-the use of real-world content, life skills and English language to communicate with the world, in one product will create a new

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innovation that is very effective and useful in ELT. Such inclusion, as he pointed out, is well reflected in Link Online Learners. Being a part of LOL allows students to engage and interact with young people from all over the world in a safe and comfortable environment and have discussions about countries they may not know much about (HundrED, 2020). LOL is a global video chats that breaks down national barriers. It provides a platform for teachers and students as a way of connecting with a diverse global youth network in order to develop curiosity, empathy for other cultures and an understanding of different perspectives and ways of life (Smith & Johnson, 2023).

“Teacher Wellbeing” was another innovation that one of the education system policy makers mentioned. Falecki & Mann (2021) believed that there is a need to help tired teachers to have more time and energy to keep their personal wellbeing. He was of the idea that teachers need to be trained and become familiar with some evidence-based strategies to reduce teacher stress, to strengthen resilience, to increase engagement, and to build positive relationships. Hascher & Waber (2021) believed that mental health and wellbeing activities for teachers should be ongoing and holistic. Embedding self-care activities such as physical activity, catching up with friends, and setting boundaries around work can support teachers to improve and maintain their personal wellbeing.

6. Conclusion

In the context of the 4th Industrial Revolution, trends and innovations are crucial for improving education. The 4th IR is expected to automate jobs and create new highly skilled roles, necessitating the development of deeper knowledge and skills. Moreover, proficiency in English language is increasingly important for professional success in a globalized world. Additionally, the COVID-19 pandemic has accelerated technological advancements and transformed various aspects of life. Therefore, educators

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have the opportunity to revolutionize teaching and learning practices by integrating emerging trends and ICT tools into ELT. Insights from learning sciences and brain research can inform innovative teaching practices and enhance language learning experiences. In other words, conducting educational research and sharing knowledge contributes to evidence-based policy-making and professional practice. With this in mind, this research aims to identify key trends shaping the future of ELT by 2030 and explore their incorporation through innovative approaches.

This study aimed to identify key trends that are expected to shape future of ELT by 2030 and explore the recently developed innovations that align with these trends. Findings revealed that there are six top trends that will change future of ELT by 2030 including 1) green ELT: environmental sustainability and ecological awareness, 2) using the real world: authentic and experiential learning, 3) utilizing English as a means of global communication: English as a lingua franca in a connected world, 4) life skills: equipping with essential skills for navigating the evolving landscape, 5) the strength of stories: embracing the narrative-based approach to language learning, and 6) inclusivity and wellbeing: creating inclusive and supportive learning environments. The study also examined recently developed innovations that align with the six identified trends discovered in this research: ‘Renewable English’, ‘Green Action ELT’, ‘Sensations English’, ‘Immerse Virtual Language Experience Platform’, ‘Vlogger Academy’, ‘Converse Across the Universe: Managing Cross-Cultural Communication’, ‘Online English Pronunciation Course’, ‘Our Languages’, ‘Communicating Identities’, ‘Escape the Classroom’, ‘Oxford Discover Futures’, ‘Literatu Scribo for IELTS Writing Success’, ‘Fiction Express: Literacy Skills’, ‘BOOKR Class’, ‘Days Crossing’, ‘Link Online Learners (LOL)’, and ‘Teacher Wellbeing’.

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To effectively integrate emerging trends and ICT tools into ELT, stakeholders such as teachers, policymakers, syllabus designers, materials developers, and all those involved in education can take the following steps: 1) Embrace the identified key trends: The six top trends for the future of ELT identified in this research should be embraced and integrated into educational frameworks; 2) Foster professional development: Teachers should be encouraged and supported to engage in continuous professional development, which includes training in innovative teaching practices and staying updated on the latest trends and research in ELT; 3) Engage in evidence-based policy-making: Policymakers should consider the findings of this research and other evidence-based studies when formulating policies related to curriculum design, assessment methods, and technology integration in educational settings; 4) Collaborate and share knowledge: Stakeholders should actively collaborate with researchers, organizations, and each other to share insights, experiences, and best practices regarding the implementation of emerging trends in ELT; 5) Invest in resources and infrastructure: The integration of emerging trends and ICT tools into ELT requires adequate resources, including technological infrastructure, educational materials, and funding. Policymakers and institutions should allocate sufficient resources to support these initiatives.

While this research provides valuable insights into trends and innovations in ELT, it is important to acknowledge certain limitations. The sample size may not fully represent the diversity of educational environments, and the scope of the study may have excluded some emerging trends and innovations that are equally relevant. Future research could consider a broader range of contexts and populations to enhance the generalizability of the findings.

By implementing these suggestions, stakeholders can drive progress and innovation in ELT, ultimately enhancing the quality of education for future generations. This research aims to serve as a reliable resource and offer

guidance to stakeholders, acting as a catalyst for advancing the field and meeting the evolving educational requirements of the 4th IR.

Acknowledgments

The author would like to acknowledge and thank to the all experts and futurists participated in this study and supported the undertaking of this study.

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