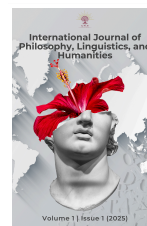




## International Journal of Philosophy, Linguistics, and Humanities

Journal Homepage: <https://ijmshe.com/index.php/ijplh>



### Research Article

# A Historical Trends and Emerging Innovations in English Language Teaching: A Systematic Review

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### Article Info

#### Article history:

Received: 17 January 2025

Revised: 30 January 2025

Accepted: 12 February 2025

#### Keywords:

Current Debates in ELT, English Language Teaching (ELT); Historical Trends in ELT; Methodology

### Abstract

This study systematically investigates the historical trends in English Language Teaching (ELT) methodologies from 2020 to 2024 using PRISMA guidelines. The initial search identified 430 records from databases, including Mendeley (191), ScienceDirect (238), and PubMed (1). After title and abstract screening, 43 articles underwent full-text review, and 22 articles meeting the inclusion criteria were analyzed. These articles were categorized into key themes: technology integration (7 articles), blended learning models (5 articles), teacher training and development (4 articles), critical pedagogy (3 articles), and innovative assessment practices (3 articles). The findings reveal significant transformations in ELT methodologies. AI tools like ChatGPT enhance personalized learning and classroom interaction, while blended learning models, such as flipped classrooms and translanguaging, promote critical thinking and cultural inclusivity. Teacher training programs emerged as pivotal, particularly those focusing on TPACK frameworks for effective technology integration. Critical pedagogy addresses social equity and localized ELT adaptations, while HOTS-based assessment strategies advance critical thinking, though challenges in implementation remain. This study concludes by emphasizing the alignment of ELT practices with global advancements and regional needs while proposing longitudinal research to evaluate the sustainability of these trends. These insights contribute to the ongoing development of inclusive and effective ELT methodologies.

**Cite as:** Sukmalasari, R., & Tarihoran, N. (2025). A Historical Trends and Emerging Innovations in English Language Teaching: A Systematic Review. *International Journal of Philosophy, Linguistics, and Humanities*, 1(1), 41–56. <https://doi.org/10.70847/592963>

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## Introduction

English Language Teaching (ELT) has been a cornerstone of education systems worldwide, reflecting the evolving demands of global communication and academic advancement. Over the years, ELT methodologies have undergone significant transformations, particularly in teaching approaches and methods, shaped by historical practices and innovations in response to technological advancements and socio-cultural shifts (Alotumi, 2023). This study examines the historical evolution and contemporary innovations in ELT methodologies, with a specific focus on the 2020–2024 period, a pivotal timeframe shaped by the COVID-19 pandemic, which accelerated the integration of digital tools and hybrid learning models. This era also saw significant advancements in AI-powered instructional tools, making it a transformative period for ELT methodologies globally.

ELT methodologies trace back to foundational methods like the Grammar-Translation Method (GTM) and Audiolingual Method (ALM), which emphasize grammar accuracy and oral practice (Brown, 2014; Richards & Rodgers, 2014). Modern adaptations, such as the integration of digital tools, have preserved their relevance in supporting interactive and multimedia-driven language instruction (Larsen-Freeman & Anderson, 2013; Prasetyani et al., 2024).

Building on these foundational methods, contemporary approaches such as CLT and TBLT prioritize learner-centered instruction and practical application. Contemporary methodologies, such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), have prioritized learner-centered instruction and practical language application. CLT responds to learners' changing social and cultural requirements by emphasizing communication and interaction across diverse contexts (Ellis, 2021).

As Sumarna (2024) highlights in his case study at SMK N 1 Tambusai, the implementation of CLT in teaching spoken English has been

particularly effective in fostering students' communicative competence. The study emphasizes the use of authentic tasks and active participation, which not only improve speaking skills but also engage learners in a more dynamic and interactive learning process. However, challenges such as limited facilities and time management remain obstacles that educators must address.

Task-Based Language Teaching (TBLT) builds on these principles by incorporating real-life scenarios into instruction (González-Lloret, 2015). Dewi's study on the implementation of Task-Based Language Teaching in English classrooms highlights how TBLT facilitates learners' linguistic competence by immersing them in practical, task-oriented activities. The study also notes that TBLT promotes critical thinking, problem-solving, and collaboration among students, particularly when tasks are designed to reflect real-world communication scenarios. Despite its benefits, Dewi points out that challenges such as limited teacher preparation and resource constraints can hinder the full adoption of TBLT in classrooms.

Technology-Enhanced Language Learning (TELL) has revolutionized ELT by integrating mobile apps, interactive software, and AI-powered tools (Kumar et al., 2022). These innovations have transformed classrooms into dynamic, personalized learning spaces. TELL provides learners with adaptive feedback, enabling them to progress at their own pace while addressing their specific needs. The emergence of AI-driven tools, such as ChatGPT, has further enhanced personalized instruction, fostering engagement and supporting learner autonomy. AI supports English language teaching and learning (ELT/L) by improving speaking, writing, reading, pedagogy, and self-regulation, making it a versatile tool for diverse educational contexts (Crompton et al., 2024). The adoption of generative AI tools in education remains a challenge due to factors such as a lack of teacher readiness, resistance to change, and infrastructure limitations (Sugiono, 2024). The study highlights the need for targeted

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professional development and institutional support to ensure that educators are equipped to leverage AI effectively in their teaching practices.

The COVID-19 pandemic catalyzed the adoption of hybrid and online learning models in ELT (Coman et al., 2020). As Singh et al. (2021) highlight, the blended and hybrid learning approaches evolved as effective strategies during the pandemic, balancing the strengths of face-to-face and online instruction to create engaging and flexible learning environments. Iglesias-Pradas et al. (2021) further emphasize that emergency remote teaching (ERT), despite being an unplanned shift, led to improvements in student academic performance when supported by strong organizational readiness and technological infrastructure.

However, challenges such as digital literacy among faculty and disparities in technology access must be addressed to ensure equitable and effective implementation. Flipped classrooms allow students to access instructional content independently before class, enabling interactive and collaborative activities during face-to-face sessions. Fischer and Yang (2022) further emphasize the importance of enhancing the out-of-class component in flipped classrooms through synchronous and collaborative online activities, demonstrating significant improvements in EFL learners' oral skills. These findings underscore the potential of technology-driven flipped classroom models in promoting interactive and accountable learning experiences. While effective in enhancing learner engagement, challenges such as teacher preparedness and unequal access to digital resources remain barriers to broader implementation (Ferri et al., 2020).

Critical pedagogy has emerged as a transformative approach in ELT, emphasizing equity, social justice, and inclusivity (Porto, 2022). By encouraging learners to engage with content critically, this approach addresses issues such as cultural diversity, power dynamics, and societal inequalities. It not only empowers

students but also fosters a deeper understanding of the social contexts in which language is used. Similarly, translanguaging practices have gained prominence in multilingual classrooms, challenging traditional monolingual models and creating inclusive learning environments. By encouraging learners to draw on their entire linguistic repertoire, translanguaging aligns with constructivist theories, promoting autonomy and a deeper understanding of language as a social practice (Jaspers, 2018).

Despite the wealth of research on ELT methodologies, gaps remain in understanding how historical methods inform contemporary practices and how innovations are implemented across diverse educational contexts. The interplay between traditional methods, such as GTM and ALM, and recent developments, such as TELL and translanguaging, warrants further exploration. Additionally, there is a need for empirical evidence on the long-term impact of emerging trends, particularly in culturally and linguistically diverse contexts.

This study aims to address these gaps by systematically reviewing the historical development and recent innovations in ELT methodologies. By synthesizing findings from existing research, this review seeks to provide actionable insights for educators, policymakers, and researchers, contributing to the ongoing development of inclusive, adaptive, and effective ELT practices.

To achieve these objectives, the following research questions are:

1. What are the recent trends in ELT methodologies from 2020 to 2024 in English Language Education?
2. What are the main findings of recent studies on these trends?
3. What are the implications of these trends and debates for the future of ELT practices across different educational levels?

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## Materials and Methods

### 2.1 Article Selection Process

The review process adhered to PRISMA guidelines to ensure transparency and systematic analysis. This methodology was employed to identify emerging trends and debates in English Language Teaching (ELT), enhancing the validity and reliability of findings. The primary aim was to synthesize the most relevant studies published between 2020 and 2024 that addressed contemporary issues and advancements in ELT methodologies.

Articles were sourced from three major databases: ScienceDirect, Mendeley, and PubMed, chosen for their comprehensive coverage of educational research and ELT-related literature. Keywords such as "Trend ELT," "Current Debates in ELT," and "Current Issues in ELT" were used to capture a wide

range of studies relevant to ELT methodologies, trends, and debates. Mendeley Desktop (Version 1.19.8) was utilized for citation management, ensuring duplicate entries were identified and removed.

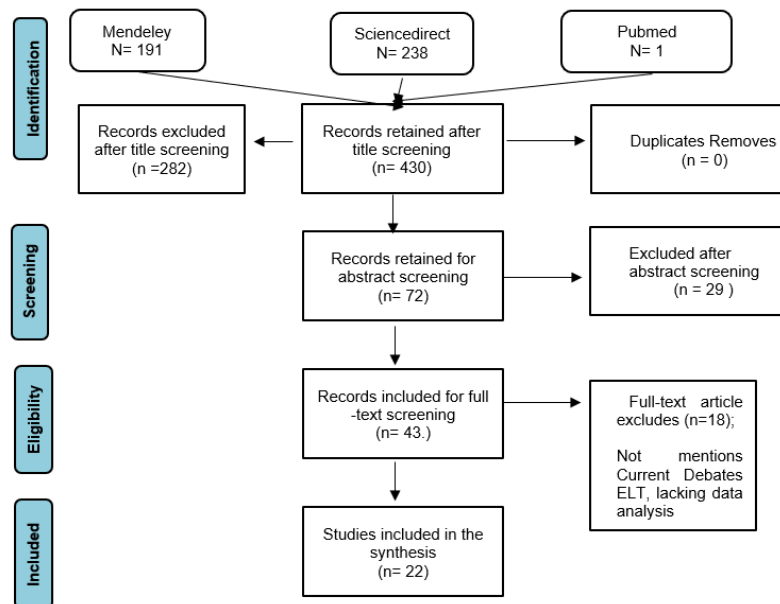
The search identified a total of 430 records, with 191 from Mendeley, 238 from ScienceDirect, and 1 from PubMed. The initial screening excluded 282 records based on irrelevant titles, followed by abstract screening, which further narrowed the pool to 43 articles. After a full-text review, 22 articles were included in the final synthesis. These articles were categorized into five key themes: technology integration (7 articles), blended learning models (5 articles), teacher training and development (4 articles), critical pedagogy (3 articles), and innovative assessment practices (3 articles).

### 2.2 PRISMA Flow Diagram

The PRISMA flow diagram (Figure 1) illustrates the systematic screening process. Each step in

the selection process is detailed, from initial identification to the final inclusion of studies.

**Figure 1.** The PRISMA diagram visually summarizes the article selection stages



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Identification: Initial database search yielded 430 records. Screening: Title screening excluded 282 irrelevant records, and abstract screening excluded an additional 29 records, leaving 43 articles for full-text review. Eligibility: A full-text review excluded 18 articles due to lack

of relevance to ELT debates or insufficient data analysis. A full-text review excluded 18 articles due to lack of relevance to ELT debates or insufficient data analysis. Inclusion: A total of 22 studies met the inclusion criteria and were synthesized in this review.

### 2.3 Coding Process for Thematic Analysis

After the selection of 22 articles, a thematic analysis was conducted to identify key trends

and debates within ELT methodologies. The process was conducted manually using Excel, following these five steps:

Step	Details
Step 1 Data Familiarization	Each of the 22 included articles was thoroughly reviewed to identify recurring patterns, arguments, and evidence related to ELT trends and debates
Step 2: Initial Coding	Using an inductive approach, codes were generated to classify key concepts such as "technology integration," "blended learning models," "teacher training," "critical pedagogy," and "assessment innovations
Step 3: Theme Development	The codes were grouped into five overarching themes based on their relevance and recurrence. These themes reflect the primary focus areas of contemporary ELT research
Step 4: Refinement and Validation	The themes were refined to ensure clarity and conceptual relevance. Cross-validation by two independent reviewers ensured consistency and reliability in the thematic framework.
Step 5: Data Synthesis	The themes were synthesized to address the study's objectives, with each theme supported by evidence from the included studies

### 2.4 Limitation of the Study

Despite efforts to ensure comprehensive coverage, this study has several limitations: The review only included studies from ScienceDirect, Mendeley, and PubMed, potentially excluding relevant research from other databases such as Google Scholar or Web of Science.

As with all systematic reviews, there is a risk of publication bias, as journals may favor studies that report significant findings, while studies with negative results or inconclusive outcomes

may be underrepresented. Only peer-reviewed articles published in English were considered, which may overlook contributions from non-English-speaking ELT research communities. Conference papers, dissertations, and preprints were not included to maintain the credibility and reliability of the reviewed studies.

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## Results

Table 1 presents the distribution of selected studies based on their year of publication. The data shows an increasing trend in research

interest related to ELT methodologies, particularly in 2023, which saw the highest number of published articles.

### 3.1. The recent trends in ELT methodologies from 2020 to 2024 in ELT

**Table 1.** Distribution of Selected Studies by Year of Publication.

Year of Publication	Total Articles
2023	10
2022	6
2021	3
2020	3

The distribution of articles by year is shown in Table 1, which provides an overview of the publication trends over the last five years (2020–2024). Analyzing the trends from this period offers valuable insights into the evolution of English Language Teaching (ELT) methodologies. A total of 10 articles, accounting for nearly half of the selected studies, were published in 2023. This surge indicates a growing research interest in English Language Teaching (ELT) methodologies, possibly influenced by the rapid technological advancements and the continuing adaptation to post-pandemic educational challenges.

Six studies were published in 2022, maintaining momentum in exploring innovative approaches

in ELT, such as integrating artificial intelligence and flipped classroom methodologies. The number of articles in 2021 and 2020 was comparatively lower, with three studies each year. This reflects the initial stages of adapting to new educational realities driven by the COVID-19 pandemic, where research efforts were focused on immediate responses to the shift toward online and hybrid learning models.

The analysis reveals that most articles were published in recent years, with 12 out of 22 published in 2023. This reflects an increasing interest in the topic of ELT methodologies and trends.

### 3.2. Regional Distributions of ELT Research

Table 2 summarizes the geographical distribution of selected studies. Indonesia and

Turkey lead with the highest number of research contributions, each with four articles.

**Table 2.** Regional Distributions of Studies

Countries	Total articles
Indonesia	4
Turkey	4
Colombia	3
Nepal	2
Saudi Arabia	2
India	1
Oman	1
Pakistan	1
Romania	1

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Sweden	1
Thailand	3
Vietnam	3

### Significance of Indonesia and Turkey Leading ELT Research

The dominance of Indonesia and Turkey in ELT research contributions reflects their strong commitment to advancing English language instruction. Indonesia, as the largest Southeast Asian country, has actively pursued educational reforms to improve English proficiency, particularly in vocational education and higher learning institutions. The rise of research in Indonesia aligns with its national education strategies, which emphasize the adoption of blended learning and teacher training programs (Fitri et al., 2022).

Similarly, Turkey has a growing emphasis on ELT methodologies due to its role as a bridge between Europe and the Middle East. The

research landscape in Turkey reflects an increasing focus on translanguaging, hybrid learning, and digital education strategies to enhance English proficiency in multilingual classrooms (Yüzlü & Dikilitaş, 2022).

The significant research output from these two countries underscores the role of emerging economies in shaping global ELT methodologies. Their focus on localized adaptations of global trends highlights the necessity of integrating cultural and linguistic contexts into ELT frameworks.

### 3.3. Key Trends in ELT Methodologies (2020–2024)

Table 3 summarizes the key trends identified in the systematic review, reflecting the dominant

themes shaping ELT methodologies in recent years.

**Table 3.** Trends in ELT Methodologies.

Trends in ELT	Total Articles	Key highlight
Technology integration in ELT	7	AI tools (e.g Chat GPT). Flipped Classroom, Multimedia tools
Blended/Hybrid learning	3	Translanguaging Classroom
Teacher Training and Development	8	Teacher training programs, HOTS-based assessment skills, extramural English
Critical Pedagogy and Localizarion	2	Role of critical pedagogy (CP) in addressing inequality through ELT
Online Teaching Challenge	2	Adaptability to online teaching during the COVID-19 pandemic

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### 3.4. Addressing Global ELT Challenges Through Emerging Trends

The identified trends in ELT methodologies respond to key global educational challenges,

including technological advancements, post-pandemic transitions, and the need for localized pedagogical adaptations.

#### 3.4.1 AI Integration in ELT and Its Challenges

The integration of Artificial Intelligence (AI) in English Language Teaching (ELT) has gained significant momentum in recent years, transforming instructional methodologies and pedagogical approaches. AI-powered tools, such as ChatGPT and adaptive learning platforms, have been recognized for their ability to enhance interactivity, personalize feedback, and optimize student engagement (Sharadgah & Sa'di, 2022). Studies from various regions have underscored AI's role in streamlining language acquisition, facilitating real-time feedback, and automating language assessment processes, making ELT more efficient and data-driven. However, despite its promising potential, AI integration in ELT presents several challenges that must be critically addressed.

One major obstacle is teacher resistance due to a lack of AI literacy and inadequate professional development. Research conducted by Japoshvili & Suleman (2023) highlights that while AI can significantly assist teachers in designing interactive learning activities, many educators remain hesitant to incorporate AI-driven tools into their classrooms. This reluctance stems from limited exposure to AI applications in teacher training programs and concerns regarding AI's reliability in replicating human-like feedback.

Another pressing issue is the ethical concerns surrounding AI-generated content. AI-driven tools can produce vast amounts of textual content, but questions arise regarding authenticity, originality, and the potential for plagiarism. Al-khresheh (2024) underscores the need for ethical guidelines in ELT to prevent overreliance on AI-generated materials, ensuring that students develop critical thinking and linguistic competencies rather than merely relying on automated responses.

Moreover, the digital divide exacerbates disparities in AI accessibility, disproportionately affecting underprivileged learners. Studies from

regions such as Turkey and Colombia (Sindy Lissette Vanegas Garzón, 2023; Yüzlü & Dikilitaş, 2022), indicates that while AI integration is a growing trend in developed and well-resourced institutions, many students in low-income communities lack access to the necessary technological infrastructure. The cost of AI-powered tools, limited internet connectivity, and inadequate digital literacy skills hinder equitable adoption, potentially widening the educational gap between students with and without technological resources.

In addition to these barriers, there are pedagogical concerns regarding AI's role in fostering meaningful language learning interactions. Research from Oman (Eissa et al., 2023) on flipped learning models suggests that while AI can facilitate asynchronous learning, it cannot fully replace the communicative and interactive elements of face-to-face instruction. The study warns that an over-reliance on AI may reduce students' opportunities for authentic language practice, which is crucial for language acquisition and fluency development.

Addressing these challenges requires a multi-pronged approach. First, teacher training programs must be redesigned to include AI literacy components, equipping educators with the skills necessary to leverage AI tools effectively. Second, policymakers and institutions should establish ethical guidelines to regulate AI-generated content usage in ELT classrooms. Finally, efforts must be made to bridge the digital divide by investing in infrastructure and providing subsidized access to AI-based educational resources, particularly in underserved communities.

Despite these challenges, the integration of AI in ELT continues to offer promising opportunities. When implemented responsibly and inclusively, AI can enhance language learning experiences, making ELT more engaging, adaptive, and accessible to diverse learners worldwide.

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### 3.4.2 Blended and Hybrid Learning as a Post-Pandemic Innovation

The adoption of blended and hybrid learning models in English Language Teaching (ELT) has accelerated in the post-pandemic era, driven by the need for more flexible and adaptive instructional methods. Studies such as those by Eissa et al., (2023) highlight how flipped classrooms and hybrid models have enhanced student engagement by allowing learners to access instructional materials asynchronously while promoting interactive discussions during in-person or synchronous sessions. This dual-mode approach provides learners with greater autonomy, enabling them to process information at their own pace while still benefiting from teacher guidance and peer collaboration.

However, despite these advantages, the implementation of blended learning in ELT presents several key challenges. One major hurdle is the unequal access to digital infrastructure, particularly in developing regions where reliable internet connectivity, modern devices, and adequate digital resources remain scarce. Research from Turkey and Indonesia (Fitri et al., 2022; Yüzlü & Dikilitaş, 2022) emphasizes that students in low-income communities often struggle with limited access to online learning platforms, resulting in disparities in learning outcomes between those with and without technological privileges. This digital divide creates a barrier to the full integration of blended learning, necessitating targeted interventions such as government and

institutional support to ensure equitable access to digital resources.

Another significant challenge is the necessity of extensive teacher training to effectively implement and manage hybrid learning models. Research by Çamlıbel-Acar & Eveyik-Aydın (2022) underscores that many educators face difficulties in adapting their teaching strategies to suit both online and in-person environments. Teachers must be equipped with digital pedagogy skills, instructional design expertise, and technological proficiency to facilitate engaging and interactive hybrid learning experiences. Without sufficient professional development programs, the effectiveness of blended learning may be compromised, as educators struggle to balance multiple teaching modalities while maintaining instructional quality.

Despite these obstacles, blended and hybrid learning remain pivotal innovations in ELT. When combined with localized adaptations, such as incorporating culturally relevant materials and ensuring technical support for educators, these models can bridge the gap between traditional and technology-enhanced instruction. To maximize the potential of blended learning, institutions must invest in teacher training initiatives, infrastructure development, and policies that promote inclusive access to digital education. These efforts will help solidify blended and hybrid learning as sustainable, long-term solutions for enhancing ELT methodologies in the post-pandemic world.

### 3.4.3 Teacher Training and Professional Development

The rapid evolution of English Language Teaching (ELT) methodologies, particularly in the integration of digital pedagogies, AI-assisted learning, and higher-order thinking skills (HOTS), has underscored the growing necessity for teacher training and professional development programs. Studies by Çamlıbel-Acar & Eveyik-Aydın, (2022) highlight that well-structured training initiatives are essential in preparing educators to effectively utilize modern educational technologies, adapt to emerging instructional strategies, and enhance

student learning outcomes. As ELT continues to shift towards blended learning, AI-driven instruction, and gamification techniques, teachers must develop competencies beyond traditional teaching approaches to facilitate interactive, student-centered learning environments.

Despite the acknowledged importance of teacher training, several challenges hinder its effective implementation. One major issue is the lack of institutional support for professional development programs. Research from

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Indonesia and Turkey (Çamlıbel-Acar & Eveyik-Aydın, 2022; Fitri et al., 2022) indicates that many training initiatives are either inconsistent, underfunded, or lack clear pedagogical frameworks, leaving educators unprepared for the demands of technology-enhanced learning. Without adequate financial investment, administrative backing, and structured mentorship programs, teachers struggle to continuously upgrade their skills in line with evolving ELT methodologies.

Another pressing concern is the widening gap between technological advancements and teacher readiness. Studies from Saudi Arabia and Colombia (Quintero & Molina, 2021; Sharadgah & Sa'di, 2022) reveal that while AI, adaptive learning platforms, and digital assessments are transforming ELT, many educators lack the necessary training to integrate these tools effectively. The reluctance or resistance to adopting AI-driven instruction

often stems from limited exposure, technical difficulties, and fears of replacing traditional pedagogical roles. Additionally, disparities in digital literacy among teachers further exacerbate this issue, making it challenging to implement AI-based innovations equitably across diverse educational settings.

To bridge this gap, targeted and continuous professional development programs are crucial. These programs should focus on practical applications of digital pedagogies, hands-on experience with AI-assisted learning tools, and strategies for implementing HOTS-based assessments. Furthermore, institutional efforts must prioritize building supportive ecosystems where educators have access to mentorship, peer collaboration, and ongoing technical support. By aligning teacher training programs with the latest ELT trends, policymakers and educational institutions can enhance teacher readiness, ultimately fostering a more effective and adaptive ELT landscape.

### 3.4.4 The Role of Critical Pedagogy in Addressing Inequality

Critical pedagogy has emerged as a transformative approach in English Language Teaching (ELT), particularly in multicultural and multilingual settings. As emphasized by Herrera-Molina & Portilla-Quintero (2021), critical pedagogy fosters an educational environment where language learning is not only about linguistic proficiency but also about empowering learners to critically engage with social, political, and cultural issues. This approach aligns with broader efforts to promote equity, inclusivity, and social justice in language education, challenging traditional paradigms that prioritize rigid, standardized curricula over contextualized and learner-centered methodologies.

However, the implementation of critical pedagogy in ELT faces several systemic challenges. One of the primary obstacles is resistance from traditional educational institutions that favor standardized curricula and assessment methods (Sindy Lissette Vanegas Garzón, 2023). Many ELT programs continue to emphasize grammatical accuracy and test-oriented learning, often sidelining critical thinking, social awareness, and student

autonomy—core tenets of critical pedagogy. As a result, educators who attempt to integrate critical pedagogical methods frequently encounter institutional pushback, making it difficult to adopt more flexible, discussion-based, and culturally responsive teaching strategies.

Another key challenge is the lack of policy support for integrating critical pedagogy principles into ELT curricula (Chvala, 2020). While research underscores the benefits of localizing ELT practices to reflect diverse learner identities and linguistic backgrounds, there remains a significant gap between academic discourse and actual classroom implementation. Many educational policies still prioritize monolingual approaches and top-down curriculum design, limiting the extent to which teachers can incorporate student perspectives, real-world issues, and critical discourse into language instruction. Without institutional backing and curriculum reform, the potential of critical pedagogy in addressing social inequalities in ELT remains largely untapped.

Despite these challenges, studies from Colombia and Norway suggest that context-sensitive ELT

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strategies—such as translanguaging, participatory discussions, and problem-posing methods—can create more inclusive and empowering learning environments (Chvala, 2020; Quintero & Molina, 2021). These findings highlight the need for policy interventions, teacher training programs, and academic

collaborations to facilitate the sustainable integration of critical pedagogy in ELT. Future research should focus on documenting best practices, providing empirical evidence on student learning outcomes, and advocating for institutional reforms to support equitable and socially responsive ELT methodologies.

### 3.5 Implications for ELT Practices Across Educational Levels

The findings of this review have broad implications across different levels of education.

**Table 4.** Implications of ELT Trends Across Educational Levels

Trends in ELT	Key Trends	Key highlight
Primary Education	Blenden learnin, Digital Tools	Focus on foundational digital literacy and gamification
Secondary Educatuon	Ai Integration	Personalization through AI tools, fostering global awareness.
Tertiary Education	Assesment, Blended learning, AI	HOTS-based assessment, research skill development through AI

The integration of these methodologies requires careful policy adjustments, infrastructure

investments, and teacher training to ensure sustainability and effectiveness.

### 3.6 Expanding Research and Longitudinal Studies

While the findings of this review highlight key trends and innovations in ELT methodologies, there remains a need for further exploration to ensure sustainable and effective implementation. Future research should focus on longitudinal studies that assess the long-term impact of AI-driven tools, flipped classrooms, and blended learning models in ELT. These studies would provide valuable insights into the evolving effectiveness of technology integration and its influence on student learning outcomes over extended periods. Additionally, comparative studies across different socio-economic and educational contexts are essential to understanding how ELT methodologies can be tailored to meet the needs of diverse learners. Such research would allow educators and policymakers to identify best practices for adapting teaching methods based on regional

disparities in access to digital tools and teacher training resources. Furthermore, governmental policies and institutional support play a crucial role in facilitating the adoption of innovative ELT methodologies. Future studies should examine the effectiveness of national education policies in integrating AI-assisted learning, blended pedagogies, and critical pedagogy frameworks. Understanding the role of policy in shaping ELT curricula will help ensure that emerging methodologies are not only technologically advanced but also pedagogically sound and contextually relevant. Additionally, interdisciplinary collaboration between linguists, educators, and technology experts will be necessary to develop robust pedagogical models that align with global language education goals. As ELT continues to evolve, there is a growing need to assess how these innovations impact

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language acquisition, student motivation, and teacher preparedness over time. Future research must address the gap between technological advancements and their practical applications in classrooms, ensuring that methodologies remain both culturally adaptive and pedagogically

effective. By prioritizing long-term studies, comparative research, and policy-driven approaches, educators and researchers can work towards creating a more inclusive, adaptive, and sustainable ELT landscape that meets the demands of a rapidly changing global education system.

## Conclusions

This systematic literature review examines the recent trends in English Language Teaching (ELT) methodologies from 2020 to 2024, synthesizing empirical research to highlight emerging themes and their implications for educational practice. The findings indicate a significant transformation in ELT methodologies, influenced by technological advancements, evolving global educational priorities, and post-pandemic adaptations. The integration of Artificial Intelligence (AI) tools, such as ChatGPT and adaptive learning platforms, has enabled personalized learning experiences, while blended and hybrid learning models have offered greater flexibility and student engagement. Additionally, critical pedagogy has emerged as a key framework in fostering inclusivity, equity, and localized approaches in language education. These developments illustrate a dynamic shift in ELT, where traditional teaching methods are being complemented and, in some cases, redefined by technology-enhanced and socially responsive strategies.

The findings further highlight the profound impact of AI-driven methodologies and hybrid learning on ELT dynamics. Research shows that AI integration improves student engagement, enhances critical thinking skills, and increases teacher effectiveness through interactive and gamified learning experiences. However, resource constraints, digital infrastructure limitations, and teacher training deficiencies remain persistent challenges. While critical pedagogy has gained traction, particularly in multicultural and post-colonial contexts, its widespread adoption requires policy support and institutional commitment to address systemic inequities in language education. The successful implementation of these innovations hinges on context-sensitive adaptations, ensuring that

localized ELT methodologies align with diverse learner needs and socioeconomic conditions.

Given the evolving ELT landscape, there is a pressing need for policy and institutional reforms across educational levels. At the primary level, foundational digital literacy must be prioritized for both teachers and students, with gamified learning tools integrated into curricula to sustain engagement and motivation. Secondary education should leverage AI-assisted learning tools to create personalized, student-centered instruction, while also incorporating critical pedagogy to develop global awareness and cultural competence. In tertiary education, advanced assessment methods, such as HOTS-based evaluations, and AI-driven academic tools must be embedded into learning environments to enhance analytical, problem-solving, and research skills.

To ensure equitable and effective implementation of these innovations, policymakers must invest in digital infrastructure, professional development programs, and empirical research. Institutional support should focus on teacher training initiatives, equipping educators with technical expertise to integrate blended learning models and AI-enhanced instruction seamlessly. Moreover, future research should explore longitudinal studies assessing the sustainability of AI and hybrid learning in ELT, as well as comparative analyses of how different socio-economic contexts influence technology adoption in language education.

Despite the challenges associated with these emerging trends, their potential to redefine ELT methodologies is undeniable. By embracing technological advancements, pedagogical innovation, and equity-driven approaches, educators, policymakers, and researchers can

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collectively shape a more inclusive, adaptable,

and globally relevant ELT landscape.

### Conflicts of Interest:

The authors declare no conflict of interest.

### Funding:

This research received no external funding.

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