

**Digital Narratives and the Future of English Studies Literature, Language,
Media, and AI in the 21st Century**

Dr. P. Nehru

Dr. D G Kalaivani

Dr Rini Melina P

STANZALEAF PUBLICATION

TITLE OF THE BOOK: *Digital Narratives and the Future of English Studies: Literature, Language, Media, and AI in the 21st Century*

Editor(s):

Dr. P. Nehru

Dr. D G Kalaivani

Dr Rini Melina P

PUBLISHED BY: STANZALEAF PUBLICATION

PUBLISHED ON: September 2026

PAGES: 96

PRICE: 299

ISBN: 978-81-180130-6-8



Copyrights © 2026 All Rights Reserved

All rights are reserved. No part of the publication may be produced or stored in a retrieval system and transmitted or utilised in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the copyright owner's prior permission. Application for such permission should be addressed to the publisher. The authors are solely responsible for the content of this book. The publisher or editors do not take any responsibility for the same in any manner.

Registered Address

3, Karichankadu, Attanur, Thengalpalayam post, Rasipuram TK,

Namakkal DT, 636 301, Tamil Nadu, India.

Email: stanzaleafpublication@gmail.com

Website: www.stanzaleafpublication.in | <https://www.stanzaleaf.com>



Printed by Stanzaleaf Printers Namakkal, Tamil Nadu, India.

ABOUT THE BOOK

Digital Narratives and the Future of English Studies: Literature, Language, Media, and AI in the 21st Century is a multidisciplinary edited volume that explores the rapidly evolving relationship between English Studies and contemporary digital culture. Published by **Stanzaleaf Publication**, the book brings together scholarly perspectives on literature, language, media, artificial intelligence, digital communication, creative practices, pedagogy, and emerging technologies.

The volume examines how digital transformation is reshaping the production, interpretation, teaching, and circulation of literary and linguistic knowledge. It addresses significant developments such as artificial intelligence in literary and language studies, machine creativity, digital storytelling, multimodal narratives, social-media discourse, innovative methods in English language learning, global communication, gender and representation, and technology-driven approaches to recruitment and talent management.

By connecting traditional literary and linguistic inquiry with the opportunities and challenges of the digital age, the book highlights the expanding scope of English Studies in the twenty-first century. It demonstrates how literature and language increasingly interact with artificial intelligence, digital media, virtual platforms, multimodal communication, and data-driven technologies, while continuing to engage with fundamental concerns such as creativity, identity, culture, representation, ethics, communication, and human experience.

A distinctive strength of this edited collection lies in its interdisciplinary orientation. The chapters move beyond conventional disciplinary boundaries and examine English Studies in relation to education, media studies, communication, cultural studies, management, technology, and artificial intelligence. Such an approach enables readers to understand how emerging technological environments are creating new forms of authorship, readership, language learning, cultural participation, and professional communication.

The volume also maintains a critical and human-centred perspective. While recognizing the potential of artificial intelligence and digital technologies to support creativity, learning, communication, and research, the chapters also examine important concerns surrounding authorship, originality, algorithmic bias, digital inequality, ethics, privacy, cultural diversity, and the responsible use of technology.

Designed for teachers, researchers, academicians, postgraduate students, research scholars, language educators, literary critics, media researchers, and interdisciplinary scholars, this book provides a valuable platform for understanding the transformation of English Studies in an increasingly digital and interconnected world.

Ultimately, *Digital Narratives and the Future of English Studies: Literature, Language, Media, and AI in the 21st Century* presents English Studies as a dynamic and future-oriented field—one that continues to evolve by responding critically and creatively to new technologies, new media environments, and new forms of human expression.

Published by Stanzaleaf Publication

5. The Role of English Language Teaching in Enhancing Global Communication Skills

¹Ms. J. Mownisha, ²Dr P Suganya

Assistant Professor, Department of English,
United College of Arts and Science, Coimbatore -20.

E-mail: mownishaj23@gmail.com

²Assistant Professor (Sl.Gr),
Department of English,
Sri Ramakrishna Engineering College, Coimbatore-22

²E-mail: suganya.palanisamy@srec.ac.in

Abstract

Globalization, international mobility, digital communication, multinational employment, and cross-cultural collaboration have increased the importance of English as a means of communication among people from diverse linguistic and cultural backgrounds. Consequently, English Language Teaching can no longer be limited to grammatical accuracy, vocabulary acquisition, or imitation of native-speaker norms. Contemporary learners require a broader set of global communication skills that includes linguistic competence, interactional ability, intercultural awareness, intelligibility, negotiation of meaning, mediation, digital communication, adaptability, and strategic competence. This chapter examines the role of English Language Teaching in developing these interconnected abilities. Drawing on communicative language teaching, intercultural communicative competence, English as a Lingua Franca, Global Englishes, plurilingual education, mediation, and digital communication, the chapter argues that effective ELT prepares learners not simply to “know English” but to use it appropriately and confidently in culturally and linguistically diverse environments. Classroom practices such as collaborative problem-solving, presentations, simulations, debates, project work, international virtual exchange, reflective cultural activities, and exposure to diverse English varieties can transform language classrooms into spaces for global communication development. Research involving university learners also demonstrates strong perceptions of the importance of English oral communication for expressing ideas, participating in formal discussions, asking questions, presenting business propositions, developing professional relationships, and strengthening confidence. The chapter further discusses academic mobility, workplace communication, digital interaction, Global Englishes, intercultural competence, pronunciation, mediation, and assessment. It concludes that the primary goal of contemporary ELT should not be linguistic perfection but effective, intelligible, adaptive, ethical, and culturally responsive communication across geographical, professional, linguistic, and digital boundaries.

Keywords: English Language Teaching, Global Communication, Communicative Competence, Intercultural Communication, Global Englishes, English as a Lingua Franca, Employability, Mediation, Digital Communication, Intercultural Competence

1. Introduction

Communication across national and cultural boundaries has become a normal part of contemporary academic, professional, economic, and social life. International higher education brings students from different countries into shared classrooms. Multinational organizations require employees to cooperate across geographical locations. Digital platforms enable individuals to participate in

international professional networks. Research teams collaborate across institutions and nations, while tourism, migration, trade, and global media create daily encounters among people with different linguistic backgrounds.

Within many of these contexts, English functions as an important shared language.

However, the ability to communicate internationally requires considerably more than grammatical knowledge. A learner may possess extensive vocabulary and still struggle to participate effectively in a multicultural meeting. Another may produce grammatically accurate sentences but fail to recognize differences in politeness, turn-taking, disagreement, humour, or indirectness. Effective global communication therefore depends upon the ability to adapt language according to interlocutors, contexts, purposes, and cultural expectations.

This understanding is consistent with the broader concept of communicative competence. Canale and Swain's influential formulation challenged approaches that treated language proficiency primarily as mastery of grammatical systems. Their communicative framework emphasized that successful language use involves knowing how linguistic forms operate within meaningful communication (Canale and Swain).

The global spread of English adds another dimension. Much international English communication now takes place among speakers who do not necessarily share the same first language. Barbara Seidlhofer's work on English as a Lingua Franca emphasizes English as an adaptable communicative resource used by speakers from diverse linguistic backgrounds rather than simply as an imitation of native-speaker language (*Understanding English as a Lingua Franca*).

English Language Teaching must therefore respond to a fundamental shift:

The objective is not merely to produce correct English users but competent global communicators. This chapter examines how ELT can contribute to that objective.

2. From Linguistic Competence to Global Communicative Competence

Traditional models of language teaching often emphasized grammar, vocabulary, reading comprehension, translation, and written accuracy. These areas remain important, but contemporary communication requires learners to mobilize linguistic knowledge dynamically.

Communicative competence includes several interconnected abilities.

Linguistic competence enables speakers to use vocabulary, grammar, pronunciation, and discourse structures with sufficient accuracy and intelligibility.

Interactional competence involves listening, responding, managing turn-taking, asking questions, clarifying misunderstandings, and cooperating in conversation.

Strategic competence allows communicators to compensate when linguistic knowledge is insufficient. A speaker may paraphrase an unfamiliar word, provide an example, repeat information, ask for clarification, or reformulate an idea.

Sociolinguistic and pragmatic competence helps speakers recognize how meanings change according to relationships, contexts, roles, and communicative purposes.

In global contexts, these abilities must be accompanied by intercultural competence.

The implication for ELT is significant. A student should not be assessed only on whether a sentence is grammatically correct. Teachers must also consider whether the learner can communicate an

intended meaning, interpret another person's response, maintain interaction, adjust language, and resolve misunderstanding.

Classroom communication should therefore resemble real communication as closely as pedagogically possible.

3. English as a Global Lingua Franca

The international use of English has challenged traditional assumptions about who “owns” the language and which speakers provide the only legitimate models.

Seidlhofer explains that English as a Lingua Franca involves speakers adapting their linguistic resources according to communicative needs rather than necessarily reproducing all features of conventional native-speaker norms. In international communication, successful interaction may depend more heavily on cooperation, accommodation, clarification, and intelligibility than on perfect conformity to one prestige variety.

Global Englishes scholarship develops this argument further.

Rose, McKinley, and Galloway's review of Global Englishes pedagogical research highlights the growing need for ELT to reflect the diverse sociolinguistic environments in which English is actually used (157–89). Learners are increasingly likely to encounter different accents, vocabulary patterns, cultural references, and communication styles.

Therefore, an English curriculum designed for global communication should expose students to diverse Englishes.

A learner who understands only one carefully standardized classroom accent may experience difficulty when communicating internationally. Exposure to Indian, Singaporean, Nigerian, British, American, Malaysian, Chinese, Japanese, European, and other English users can develop flexible listening and communicative adaptation.

Recent work by Fang and Xu further connects World Englishes and translanguaging with intercultural communication. Their research suggests that recognizing linguistic diversity can help learners navigate multilingual and multicultural communication more effectively.

This does not mean abandoning standards or grammatical instruction. Rather, standards should become resources for effective communication rather than instruments for delegitimizing linguistic diversity.

4. Intercultural Communicative Competence

One of the most important contributions of ELT to global communication is the development of intercultural communicative competence.

Michael Byram's influential framework emphasizes that effective intercultural communication requires more than knowledge of a foreign language. Learners need attitudes of openness and curiosity, knowledge of social groups and cultural practices, interpretive abilities, interaction skills, and critical cultural awareness (*Teaching and Assessing Intercultural Communicative Competence*).

Similarly, Deardorff's research identifies intercultural competence as involving attitudes, knowledge, skills, internal development, and effective external interaction (241–66).

An English speaker communicating internationally must therefore learn how to interact with difference.

This includes recognizing that behaviour considered polite in one cultural context may be interpreted differently in another. Direct disagreement may be acceptable in one professional environment but considered confrontational elsewhere. Silence may indicate discomfort in one setting and thoughtful respect in another.

Global communication therefore requires adaptability rather than memorization of cultural stereotypes.

ELT classrooms can develop this competence through comparative discussion, intercultural case studies, role-playing, reflective journals, international projects, authentic media, and interaction with speakers from diverse backgrounds.

Mahaputri and her colleagues demonstrate how a social-media environment such as Instagram can support intercultural learning within a Global Englishes framework. Such approaches are valuable because students encounter culture not as static facts about countries but as meanings negotiated through communication.

The objective should not be to teach statements such as “people from culture X always behave in way Y.” Such generalizations risk reinforcing stereotypes.

Instead, ELT should teach learners to observe, ask questions, suspend premature judgments, clarify meaning, and adapt sensitively.

5. English Language Teaching as a Framework for Global Communication

Contemporary ELT can develop global communication by connecting classroom practices with a set of broader communicative competencies.

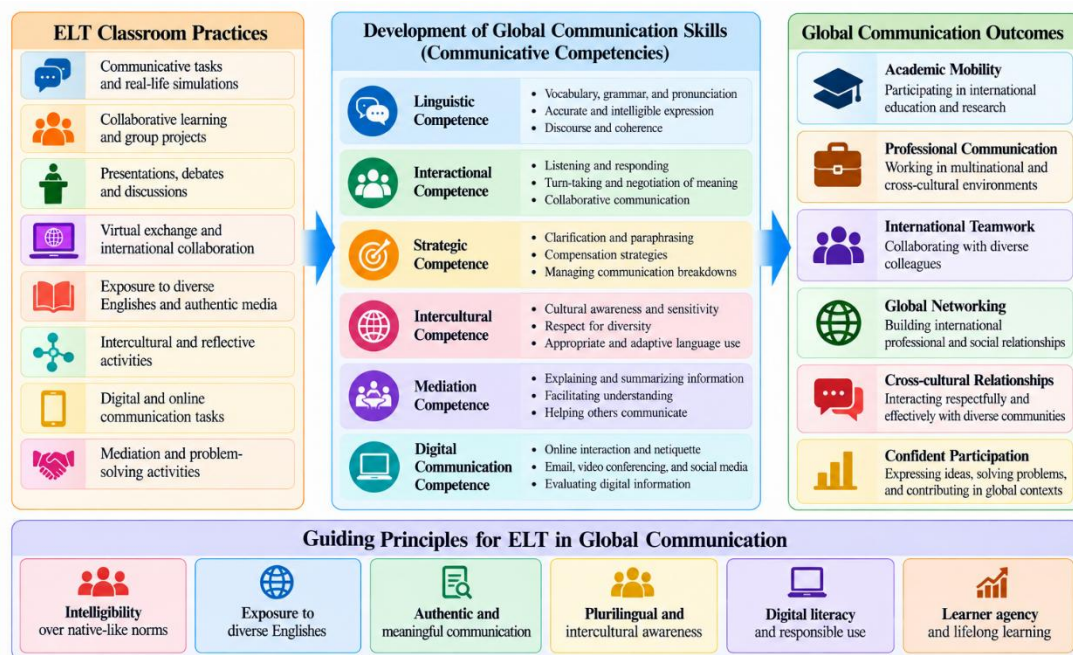


Figure 1. English Language Teaching Framework for Global Communication Skills.

Figure 1 presents global communication development as a progression from pedagogical activities to communicative competencies and wider outcomes. Communicative tasks, role-plays, collaborative learning, presentations, virtual exchange, and exposure to diverse Englishes develop linguistic, interactional, intercultural, strategic, mediation, and digital communication competencies.

These competencies subsequently support academic mobility, international teamwork, professional communication, global networking, cross-cultural relationships, and confident participation.

The framework also emphasizes six principles: intelligibility, exposure to diverse Englishes, authentic communication, plurilingual and intercultural awareness, digital literacy, and learner agency.

The implication is clear: global communication ability cannot be created by grammar instruction alone.

6. Speaking and Listening for International Communication

Speaking and listening occupy central positions in global communication.

Learners must be able not only to produce language but also to interpret speakers whose pronunciation, rhythm, vocabulary, and communication style may differ from those represented in traditional textbooks.

Pronunciation teaching is therefore undergoing an important conceptual change.

The goal of pronunciation instruction should not necessarily be elimination of the learner's accent. A more practical objective is international intelligibility the ability to make oneself understood and to understand others.

This approach respects linguistic identity while emphasizing effective communication.

Listening instruction should similarly include diversity. Students may benefit from listening to academics, professionals, tourists, entrepreneurs, and everyday users of English from different linguistic backgrounds.

Teachers can ask students not only:

What did the speaker say?

but also:

How did the speakers resolve misunderstanding?

What expressions were used to clarify meaning?

How did pronunciation differ?

How did the participants accommodate one another?

Such questions transform listening exercises into global communication training.

7. Negotiation of Meaning and Communication Strategies

Misunderstanding is not evidence that communication has failed. In many cases, successful communication depends on how participants respond to misunderstanding.

Global communicators require strategies such as paraphrasing, repetition, clarification, confirmation, simplification, exemplification, and reformulation.

Consider the following exchange:

Speaker A: "The implementation must be expedited."

Speaker B: "Do you mean we should complete it sooner?"

Speaker A: “Yes, exactly. We need to finish it before Friday.”

Speaker B has successfully mediated unfamiliar vocabulary through a clarification question.

Such strategies are particularly valuable in international communication where participants may have different levels of English proficiency.

ELT should consequently evaluate not only whether learners avoid communication problems but whether they can repair communication when problems occur.

Role-plays involving missing information, conflicting opinions, unclear instructions, and collaborative decision-making can provide practice in negotiation of meaning.

8. Mediation as a Global Communication Skill

The concept of mediation has become increasingly important in language education.

The *Common European Framework of Reference for Languages: Companion Volume* extends earlier language models by giving substantial attention to mediation, online interaction, and plurilingual/pluricultural competence (Council of Europe).

Mediation involves helping others construct, understand, or exchange meaning.

A learner might summarize a difficult English article for classmates, explain a concept using simpler words, facilitate discussion between people with different viewpoints, translate the essential meaning of information, or help group members reach mutual understanding.

These are important global communication abilities because international environments frequently involve unequal linguistic competence.

Effective communicators therefore do more than express themselves. They help other people communicate.

The role of English teaching should consequently include tasks such as summarizing information for a different audience, explaining data, simplifying technical vocabulary, facilitating group discussion, and resolving linguistic misunderstanding.

Such skills are relevant to international business, conferences, multicultural classrooms, tourism, healthcare, research, diplomacy, and professional collaboration.

9. Plurilingualism and Translanguaging

Global communication is frequently multilingual.

Participants may use English alongside Tamil, Hindi, Mandarin, Arabic, Malay, Spanish, French, or numerous other languages. Contemporary language pedagogy increasingly recognizes that multilingual speakers do not need to treat their languages as completely separate mental systems.

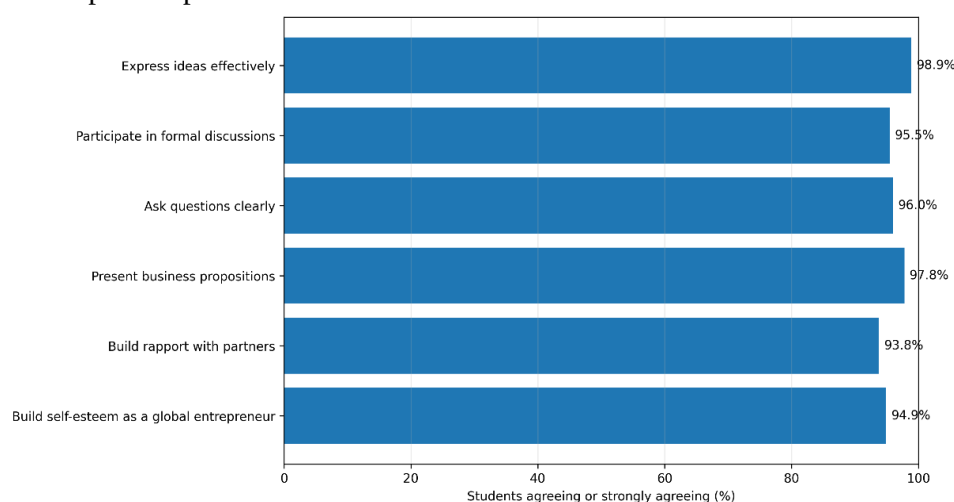
Translanguaging allows speakers to draw strategically upon their linguistic repertoires to construct meaning. Fang and Xu argue that combining perspectives from World Englishes and translanguaging can contribute to intercultural competence because learners become more aware of linguistic diversity and more flexible in multilingual encounters. This principle is particularly relevant in multilingual countries such as India. English proficiency need not require rejection of other languages. An effective global communicator may move between linguistic resources, explain culturally specific concepts, interpret meanings across languages, and recognize when direct translation does not fully communicate a cultural idea. ELT can therefore position multilingualism as a resource rather than a deficiency.

10. English for Academic and International Higher Education

Global higher education increasingly requires English for academic communication. Students participate in international conferences, research collaborations, exchange programmes, seminars, academic discussions, and publication networks. However, academic communication requires more than academic vocabulary. Students must learn to formulate questions politely, explain complex ideas, respond to criticism, give presentations, defend interpretations, summarize evidence, participate in seminars, and collaborate with researchers from different backgrounds. These are fundamentally communicative activities. Universities can therefore integrate English language development with academic tasks rather than isolating communication training within a single language course. For example, students may deliver research presentations, conduct peer-review discussions, simulate conference question-and-answer sessions, collaborate with overseas students, or summarize disciplinary research for non-specialist audiences. Such activities prepare learners for the communicative realities of international academia.

11. English, Employability, and Professional Communication

Global workplaces provide another major reason for developing English communication skills. Professionals frequently need to participate in meetings, deliver presentations, communicate with clients, conduct interviews, negotiate, write professional messages, explain technical information, resolve conflict, and build relationships. A study by Ismail Sheikh Ahmad and Zarinah Jan Yusof Khan involving 177 undergraduate entrepreneurship students provides useful evidence concerning learners' perceptions of these skills. Respondents reported very high agreement that English oral communication instruction would improve important professional abilities.



Source: Ahmad and Khan (2023), survey of 177 undergraduate entrepreneurship students. Percentages combine 'Strongly Agree' and 'Agree' responses.

Graph 1. Perceived Value of English Oral Communication Skills for Global Business Communication.

Source: Calculated from data reported by Ahmad and Khan (2023), based on 177 undergraduate students.

Combining “Strongly Agree” and “Agree” responses reported in their tables produced agreement levels of approximately 98.9% for expressing ideas effectively, 95.5% for participating in formal discussions, 96.0% for asking questions clearly, 97.8% for presenting business propositions, 93.8% for building rapport with business partners, and 94.9% for developing self-esteem as a global entrepreneur. These findings should not be generalized to all learners globally because they come from one institutional context. Nevertheless, they illustrate an important relationship between language education and professional confidence. Communication ability influences whether disciplinary knowledge can be presented effectively to others. A technically skilled graduate who cannot explain an idea, answer a question, participate in a discussion, or establish rapport may struggle in internationally oriented workplaces. For this reason, English courses intended to support employability should include presentations, interviews, meetings, networking conversations, negotiations, group discussions, professional writing, and cross-cultural scenarios.

12. Digital Communication and Virtual Exchange

Global communication increasingly occurs online.

Email, videoconferencing, messaging platforms, collaborative documents, professional networks, social media, and virtual workplaces have changed the communicative skills learners require.

Digital communication presents different challenges from face-to-face conversation.

Written online communication must often express tone without gesture or immediate clarification.

Video meetings require turn-taking across delayed connections. International teamwork may occur asynchronously across time zones.

The CEFR Companion Volume recognizes this development through descriptors for online interaction.

English teaching should therefore include digital communication skills such as professional email, virtual meeting participation, online discussion, collaborative writing, and digital presentation.

Virtual exchange is especially valuable.

Students from different geographical locations can work together on shared tasks using English. Such projects create authentic communicative needs because participants must negotiate linguistic and cultural difference rather than merely simulate it.

The growth of virtual intercultural exchange reinforces the idea that the English classroom can become connected to the global world rather than remaining confined to local classroom interaction.

13. Global Englishes and Respect for Linguistic Diversity

One challenge facing ELT is the persistence of the belief that successful English communication requires native-like speech.

Global Englishes research challenges this assumption.

Rose, McKinley, and Galloway argue that the contemporary sociolinguistic reality of English requires pedagogical attention to the diversity of English users and contexts.

Recent Global Englishes-informed pedagogy has also emphasized real-world communication, engagement with diverse English media, interviews, debates, collaborative seminars, and reflective activities.

Such approaches can strengthen learners' confidence because they recognize that English is used internationally by speakers from diverse linguistic backgrounds.

The relevant question becomes:

“Can this person communicate effectively?”

rather than:

“Does this person sound exactly like a native speaker?”

This distinction can reduce unnecessary linguistic insecurity.

Accent is not automatically evidence of poor communication. A speaker can possess a noticeable regional accent while remaining highly intelligible, strategically competent, culturally sensitive, and professionally effective.

Global communication-oriented ELT should therefore value intelligibility, flexibility, and mutual accommodation.

14. Developing Intercultural Awareness through Classroom Practice

Intercultural competence cannot be developed entirely through lectures about culture.

Students need opportunities to encounter, analyse, and respond to cultural difference.

One useful classroom activity involves presenting two or more interpretations of the same communicative situation.

For example, a manager who gives extremely direct criticism might be perceived as honest and efficient by one participant but disrespectful by another. Students can examine why interpretations differ and propose language that maintains clarity while protecting interpersonal relationships.

Authentic media can also support intercultural discussion. Advertisements, interviews, workplace conversations, news reports, films, podcasts, and social-media interactions can reveal how cultural assumptions shape language.

Learners should be encouraged to examine their own assumptions as well as those of others.

Intercultural education is most effective when the learner moves from judging difference to interpreting it.

15. Collaborative Learning and International Teamwork

Global communication rarely occurs only between two isolated individuals. Academic and professional communication frequently involves teams.

ELT therefore needs to develop collaboration.

Group projects can require students to allocate tasks, negotiate disagreement, provide feedback, make decisions, and present collective outcomes.

The value of group work is not simply that several students speak English simultaneously. Well-designed collaboration develops communication behaviours such as active listening, respectful disagreement, leadership, compromise, clarification, and conflict management.

Teachers can assess both the final product and the quality of interaction.

This is particularly relevant to employability because international workplaces increasingly value employees who can work across disciplinary, linguistic, and cultural differences.

16. The Role of Digital and Media Literacy

Global communication skills now include the ability to evaluate digital information.

English learners regularly encounter websites, AI-generated material, social-media posts, online advertisements, videos, and professional communication.

Language proficiency alone does not guarantee critical understanding.

Students need to distinguish reliable from unreliable sources, recognize persuasive language, interpret multimodal messages, understand digital tone, and communicate responsibly online.

Digital literacy and language literacy therefore increasingly overlap.

An ELT activity might ask students to compare how the same international event is presented by different English-language sources. They can examine vocabulary, framing, visual selection, tone, and intended audiences.

Such activities simultaneously develop reading, critical thinking, media literacy, and global awareness.

17. Challenges in Developing Global Communication Skills

Although the need for global communication-oriented ELT is increasingly recognized, implementation involves significant challenges.

One challenge is examination-driven education. When assessments focus primarily on grammar and written accuracy, teachers may have limited incentives to devote classroom time to communication, mediation, intercultural awareness, and collaboration.

Large classes can also restrict individual speaking opportunities.

Another difficulty involves teacher preparation. Educators themselves may have been trained within native-speaker-oriented or grammar-dominant models and may require professional development in Global Englishes, intercultural communication, digital pedagogy, and mediation.

Access to international interaction is also unequal. Not every institution has resources for international exchange, digital infrastructure, or immersive technologies.

However, global communication activities do not always require expensive technology. Local multilingual communities, online public materials, intercultural case studies, collaborative simulations, and diverse recordings can provide meaningful resources.

A further challenge involves avoiding superficial approaches to culture. Teaching lists of national customs can unintentionally reinforce stereotypes. Intercultural communication should instead emphasize diversity within cultures and variation among individuals.

18. Assessment for Global Communication

Assessment strongly influences learning.

If English examinations measure only grammar, students will understandably prioritize grammar.

If curricula claim to value communication, assessment must also measure communication.

Global communication assessment can include oral presentations, group discussion, interviews, role-plays, mediation tasks, reflective portfolios, professional communication, virtual exchange, and problem-solving activities.

Assessment criteria may include clarity, intelligibility, interaction, responsiveness, strategic competence, audience awareness, organization, intercultural sensitivity, and the ability to negotiate meaning.

Accuracy should remain one criterion, but not the only criterion.

The CEFR's emphasis on interaction, mediation, plurilingualism, and online communication provides useful models for designing more comprehensive assessment.

19. The Changing Role of the English Teacher

The teacher remains central to developing global communication. However, the role changes from transmitting grammatical knowledge toward designing communicative environments. Teachers become facilitators of interaction, designers of authentic tasks, sources of linguistic feedback, cultural mediators, organizers of collaborative learning, and guides to reflective communication. They also help learners develop confidence. Communication anxiety can prevent students from using language even when they possess sufficient grammatical knowledge. Teachers must therefore establish classroom environments where mistakes are treated as part of communication development rather than evidence of failure. Global communicators do not need to speak without mistakes. They need to continue communicating despite them.

20. A Global Communication-Oriented ELT Model

An effective model of contemporary ELT can be summarized as:

Language Knowledge + Interaction + Strategy + Intercultural Awareness + Mediation + Digital Literacy + Confidence = Global Communicative Capacity

Each component contributes something different.

Language knowledge provides linguistic resources. Interaction provides practical experience. Strategic competence enables speakers to manage difficulties. Intercultural awareness supports respectful engagement with diversity. Mediation helps speakers facilitate understanding. Digital literacy prepares learners for networked communication. Confidence enables learners to actually participate. Removing any one component weakens the overall communicative capacity.

21. Conclusion

English Language Teaching plays a significant role in preparing learners for communication within a globally interconnected world. English functions across international education, research, employment, business, tourism, digital networks, and intercultural relationships, but successful participation in these environments requires abilities extending far beyond grammatical correctness. Contemporary ELT must therefore broaden its objectives.

Learners need linguistic competence, but they also require interactional competence, strategic flexibility, intercultural awareness, mediation ability, intelligibility, digital literacy, collaboration, and confidence. Communicative Language Teaching provides an important foundation for this transition because it positions language as something people use to accomplish social purposes. English as a Lingua Franca and Global Englishes perspectives further remind educators that English belongs to a diverse international community of users rather than to one cultural or geographical group. Intercultural communication theory demonstrates that successful global interaction requires openness, interpretation, adaptability, and critical cultural awareness.

The language classroom can develop these abilities through purposeful communicative experiences. Presentations, debates, collaborative problem-solving, simulations, intercultural analysis, professional communication, digital interaction, virtual exchange, and mediation tasks provide learners with opportunities to practise the communicative realities they are likely to encounter outside educational institutions.

The workplace evidence discussed in this chapter further illustrates that learners themselves perceive English oral communication as closely connected with their ability to express ideas, participate in discussions, ask questions, present proposals, establish professional relationships, and communicate confidently.

For these reasons, the future purpose of English Language Teaching should not be defined primarily as producing speakers who imitate an idealized native norm. Its broader purpose should be to develop people who can communicate intelligibly, confidently, flexibly, critically, and respectfully with others across linguistic, cultural, professional, geographical, and digital boundaries. Such an approach positions English not merely as an academic subject but as a means of international participation. When ELT develops language together with intercultural understanding, communicative strategy, mediation, collaboration, and digital literacy, it can make an important contribution to the development of capable global communicators.

Works Cited

- [1] Ahmad, Ismail Sheikh, and Zarinah Jan Yusof Khan. "English Language Skills and Becoming a Global Entrepreneur: Lessons for Entrepreneurship Education." *International Journal of Learning, Teaching and Educational Research*, vol. 22, no. 6, 2023, pp. 195–211. <https://doi.org/10.26803/ijlter.22.6.11>.
- [2] Boonsuk, Yusop, and Fan Fang. "'The Hegemony Still Persists': Is Global Englishes-Informed Pedagogy a Turning Point in English Language Education?" *Humanities and Social Sciences Communications*, vol. 13, 2026, article 779. <https://doi.org/10.1057/s41599-026-06836-6>.
- [3] Byram, Michael. *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters, 1997.
- [4] Canale, Michael, and Merrill Swain. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing." *Applied Linguistics*, vol. 1, no. 1, 1980, pp. 1–47. <https://doi.org/10.1093/applin/I.1.1>.
- [5] Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment—Companion Volume*. Council of Europe Publishing, 2020.
- [6] Deardorff, Darla K. "Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization." *Journal of Studies in International Education*, vol. 10, no. 3, 2006, pp. 241–266. <https://doi.org/10.1177/1028315306287002>.
- [7] Fang, Fan, and Yidie Xu. "The Local-International Trend of Intercultural Communication through World Englishes and Translanguaging." *World Englishes*, vol. 44, 2025, pp. 638–654. <https://doi.org/10.1111/weng.12713>.
- [8] Mahaputri, Ratna Andhika, et al. "Instagram for Learning Interculturally: A Blueprint in a Global Englishes Era." *Language and Intercultural Communication*, vol. 25, no. 1, 2025, pp. 142–155. <https://doi.org/10.1080/14708477.2024.2307596>.
- [9] Rose, Heath, Jim McKinley, and Nicola Galloway. "Global Englishes and Language Teaching: A Review of Pedagogical Research." *Language Teaching*, vol. 54, no. 2, 2021, pp. 157–189. <https://doi.org/10.1017/S0261444820000518>.
- [10] Seidlhofer, Barbara. *Understanding English as a Lingua Franca*. Oxford UP, 2011.