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## Globalization and the increasing demand for spoken English teachers

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### Abstract

Globalization has led to an increasing demand for English language skills worldwide, particularly in non-native English-speaking countries. This has resulted in the need for trained spoken English teachers who can effectively teach English as a second language to non-native speakers. Training of spoken English teachers has become an important aspect of globalization, as it involves preparing teachers to teach English as a global language, which includes the cultural, social, and linguistic aspects of the language. The training of spoken English teachers must be relevant to the local context, and should aim to produce teachers who are capable of using modern teaching techniques and technology to enhance language learning. One of the challenges in training spoken English teachers is the lack of standardization in English language teaching. This is because of the variations in language use, pronunciation, and vocabulary among different English-speaking countries. However, globalization has facilitated the development of standardization in English language teaching, which has enabled the creation of standardized curriculums and teaching materials. Globalization has brought about a greater need for trained spoken English teachers. The training of these teachers must take into account the local context, while also incorporating modern teaching techniques and technology. Standardization in English language teaching has also facilitated the training of spoken English teachers, which has resulted in the production of more effective and competent teachers who are capable of teaching English as a global language.

**Keywords:** globalization, global development, psychology, political issue, world citizen



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## 1. Introduction

The concept of globalization has been widely discussed in academic literature, with scholars highlighting its impact on various aspects of society. For instance, Castells (2010) argues that globalization has transformed the global economy by creating new opportunities for business and trade, while at the same time, increasing economic disparities among nations. Moreover, according to Giddens (2013), globalization has also led to the homogenization of cultures, as people from different parts of the world adopt similar lifestyles, beliefs, and values.

The rapid advancements in technology have played a pivotal role in the expansion of globalization, allowing people to connect and communicate across borders like never before. As noted by Friedman (2007), the internet has made it easier for individuals and businesses to connect, collaborate and share information, contributing to the growth of the global economy. However, despite the benefits, globalization has also resulted in various challenges, including the displacement of workers and the widening income inequality gap (Stiglitz, 2019). Overall, the impact of globalization on various aspects of society is a complex and ongoing topic of discussion. Nevertheless, it is evident that the integration of technology and the increasing interconnectedness of the world will continue to shape the global landscape for years to come.

The modern world is experiencing an unprecedented level of interconnectedness, where new technologies have enabled people to interact, connect and integrate across national boundaries. This phenomenon is commonly referred to as globalization, which is fueled by the rapid flow of information, ideas, capital, people, and images across permeable political borders. While the exchange of goods, services, and ideas has existed for centuries, the scale and speed of globalization are unparalleled in human history. As a result, many nations around the globe are experiencing the effects of globalization, both on a personal and national level, as it transforms the economic, social, and cultural landscape

## 2. Globalized English Language Teachers

According to Jie and Yun (2018), educators in today's globalized world must possess the ability to connect with both the global and the local. To achieve this, they need to be able to collaborate and communicate with teachers, researchers, and other educational professionals from different backgrounds and locations across national borders. The term "glocal" has been used to describe educators who possess these skills and are capable of operating within both local and global contexts (Jie & Yun, 2018).

Instructors who are glocal in nature are able to transcend cultural and linguistic barriers to facilitate effective learning experiences for students from diverse backgrounds (Jie & Yun, 2018). As noted by Anderson and Lawton (2018), these educators also possess a strong understanding of the cultural, political, and economic factors that shape education in both local and global contexts. By remaining anchored in the local while engaging with the global, glocal educators can develop innovative

teaching practices that cater to the needs of their students in both local and global contexts (Anderson & Lawton, 2018).

Furthermore, as argued by Robertson and Dale (2019), the ability to connect with the global while remaining anchored in the local is becoming increasingly important in the field of education due to the growing prevalence of digital technologies and the ease with which information can be shared across borders. Therefore, glocal instructors are essential to ensure that students are equipped with the knowledge and skills needed to succeed in a rapidly changing global landscape (Robertson & Dale, 2019).

Mainly, being glocal is crucial for educators in the current globalized world. This requires the ability to communicate and collaborate across borders while remaining anchored in the local context. By doing so, glocal instructors can develop innovative teaching practices that cater to the needs of their students and help prepare them for success in a rapidly changing global landscape

In today's globalized world, educators must be willing to embrace and appreciate diversity within and beyond their cultural, educational, and professional spheres. As stated by Garcia and Weiss (2019), these teachers must be open to learning from their students and valuing the different perspectives they bring to the classroom. This re-imagined role of teachers has significant implications for teacher development programs, as it requires a shift in focus towards the development of skills necessary for working in diverse and global contexts (Garcia & Weiss, 2019).

Moreover, this perspective aligns with the goals of many educational institutions, which aim to produce globally-ready learners. According to O'Sullivan and Saltmarsh (2018), the ability to navigate and thrive in diverse and global environments is a key skill that students require in order to succeed in the 21st century. Teachers who are equipped to facilitate this type of learning are therefore essential to the success of these institutions (O'Sullivan & Saltmarsh, 2018). Luke's position also highlights the importance of teachers reassessing their roles and contributions to the education of young people in the face of economic and cultural change. As argued by Biesta (2018), educators must be aware of their societal responsibilities and seek to develop the whole person, rather than simply imparting knowledge or skills. This requires a shift towards more student-centered and holistic approaches to education (Biesta, 2018).

Furthermore, this re-imagined role of teachers has the potential to reinvigorate the symbolic capital and prestige associated with the teaching profession. As noted by Wang and Shen (2019), teachers who are seen as global citizens and who possess the skills necessary to work in diverse and global contexts are likely to be valued highly by their communities and societies (Wang & Shen, 2019). Basically, teachers for a globalized world are those who embrace and appreciate diversity, are willing to learn from their students, and are equipped to work in diverse and global contexts. This re-imagined role of teachers has significant implications for teacher development programs, the success of educational institutions, and the overall value and prestige of the teaching profession

The importance of shaping teacher identity in language teaching cannot be overstated. However, it is essential to acknowledge the significance of other components of teachers' work in relation to the subjects they teach. A broad and generic view of the teacher's job risks overlooking the intricacies of teaching specialized subjects like English as a foreign or second language (EFL/ESL). While a sociocultural perspective of teachers' role offers valuable insights for teacher development in how instructors should regard themselves and others, it may obscure rather than illuminate how teachers can build up the symbolic and professional capital required to accomplish their jobs effectively. This is not to criticize the sociocultural approach, as it rightly highlights the larger concerns of teacher duties and identity in the age of globalization. However, it is important to note that a socialized view of teacher learning needs

to be integrated into language teacher education models that create domain-specific competencies. In this regard, it is critical to consider the role of teachers in facilitating learners' cognitive and emotional processes, which is fundamental to EFL/ESL teacher development. Furthermore, teachers must be aware of the impact of globalization on English language teaching, which is increasingly viewed as an international language.

A study by Borg (2011) highlights the importance of teacher cognition in language teaching, stating that teacher beliefs, attitudes, and knowledge play a significant role in shaping their instructional practices. Similarly, Johnson (2017) emphasizes the need for language teacher education programs to integrate domain-specific competencies into their curricula to prepare teachers adequately for teaching EFL/ESL. Moreover, the role of emotions in language learning and teaching is critical, as highlighted by Dewaele and MacIntyre (2019), who argue that teachers need to be aware of their own emotions and those of their students to create a positive learning environment. In addition, the impact of globalization on English language teaching has been widely discussed in recent years. McKay and Bokhorst-Heng (2008) highlight the need for English language teaching to be culturally sensitive, as English is increasingly being used as a lingua franca across cultures. Finally, Freeman (2018) argues that language teacher education programs need to focus on developing reflective practitioners who can critically analyze their instructional practices and adapt them to the changing needs of learners.

While shaping teacher identity is critical in language teaching, it is equally essential to consider other components of teachers' work in relation to the subjects they teach. A socialized view of teacher learning can be valuable when integrated into language teacher education models that create domain-specific competencies. Additionally, teachers must be aware of the impact of globalization on English language teaching and the importance of emotions in language learning and teaching. It is only by incorporating these various factors that language teachers can be adequately prepared to meet the challenges of teaching in the 21st century.

According to Pennycook (2017), globalization has created a new perspective on language use and learning that emphasizes the social and cultural aspects of communication. In the field of English language teaching, this has led to a recognition of the diverse ways in which English is used and learned worldwide. As Kachru (1992) argues, English has become an international language that is used for a wide range of purposes beyond communication with native speakers. This has resulted in the emergence of new varieties of English, such as Asian Englishes and African Englishes, which reflect local cultures and linguistic influences (Modiano, 2016). In addition, the role of native and nonnative English speakers has become more complex, with nonnative speakers assuming more authority in the teaching and learning of English (Jenkins, 2000).

One consequence of these changes is that English language learners need to develop new literacies and communicative skills that go beyond traditional reading and writing abilities (Warschauer, 2000). As Warschauer notes, new information technologies have transformed the way we access, produce, and interpret information, leading to the emergence of new forms of literacy that are multimodal, interactive, and situated in social and cultural contexts. In order to prepare learners for these new demands, English language teaching needs to take into account the changing nature of literacy and communication in the digital age (Leu et al., 2013).

Moreover, globalization has also created new opportunities and challenges for intercultural communication. As Byram (1997) argues, intercultural competence involves not only linguistic and pragmatic abilities, but also the development of attitudes and values that enable learners to understand and appreciate different cultures. With the increasing mobility of people across borders and the growing importance of English as a lingua franca, intercultural communication has become a crucial aspect of

language learning (Kramsch, 2014). This requires a pedagogy that promotes cultural awareness and sensitivity, as well as the ability to negotiate meaning and build rapport with speakers from diverse backgrounds (Canagarajah, 2013).

The impact of globalization on English language teaching and learning is far-reaching and complex. It requires a reconceptualization of the goals, methods, and outcomes of language education in order to prepare learners for the demands of a rapidly changing world. This includes a focus on developing new literacies, promoting intercultural competence, and recognizing the diverse ways in which English is used and learned worldwide

English language teachers must not only teach language skills but also develop the 21st-century skills required for success in a globalized world. According to the Partnership for 21st Century Skills (2011), these skills include learning and innovation skills, information, media, and technology (IMT) skills, and life and career skills. These skills are critical to developing learners' English speaking and listening skills. One of the key skills that English language teachers should develop in their learners is creativity (Wang & Gao, 2016). Creativity enables learners to think outside the box and come up with new and innovative ideas. Teachers can promote creativity by encouraging learners to brainstorm ideas, think critically, and collaborate with their peers. This approach allows learners to synthesize, analyze, and implement ideas collaboratively produced (Singh & Richards, 2006). Communication and collaboration are also essential skills that English language teachers should develop in their learners (Zhang & Liu, 2018). Teachers can promote communication by providing opportunities for learners to engage in meaningful conversations and discussions. Additionally, teachers can encourage collaboration by using group work and peer learning activities that require learners to work together to complete tasks.

To develop learners' speaking and listening skills, teacher educators should focus on providing theoretical and pedagogical ideas that help teachers understand the new situation in a globalized environment (Tejeda, 2018). One approach that teacher educators can use is to provide training on using technology to enhance language learning. For example, teachers can use video conferencing tools to connect their learners with native English speakers from around the world. This approach provides learners with opportunities to practice their English in real-life situations and learn about different cultures. By focusing on developing these skills, English language teachers can better prepare their learners for success in the 21st century (Partnership for 21st Century Skills, 2011).

### **3. Competencies of Speaking and Listening in English Language Teaching**

Another key aspect of oracy is the development of critical thinking skills through oral communication. According to Mercer and Dawes (2020), oral language proficiency is essential for students to express and critically evaluate their own and others' ideas, leading to a better understanding of complex concepts. In addition, oracy can enhance social and emotional learning, as it allows students to communicate their feelings and perspectives effectively, leading to improved relationships with peers and teachers (Eggin, 2004). One effective strategy for teaching oracy skills is the use of dialogic teaching, which involves encouraging students to engage in dialogue and debate with each other and the teacher (Alexander, 2006). This approach promotes active listening, turn-taking, and the development of reasoning and argumentation skills (Wegerif, 2017). It is important for teachers to integrate oracy into their lesson plans and provide opportunities for students to practice their speaking and listening skills. This can include class discussions, debates, presentations, and group work activities. Additionally, teachers can incorporate technology tools like podcasts and video conferencing to enhance oral communication skills in the classroom (Liu & Healey, 2018).

Sooth to say, oracy is a crucial aspect of communication skills that must be emphasized in education. Teachers should prioritize the development of speaking and listening skills to prepare students for successful communication in both personal and professional settings. By incorporating oracy into their lesson plans and utilizing effective teaching strategies, teachers can help students become confident and skilled oral communicators

Incorporating oracy in teaching not only enhances communication skills but also helps in improving other aspects of learning. As noted by De Guerrero and Villamil (2002), oral communication is a valuable tool in the development of second language proficiency. Through oral communication activities, students can improve their pronunciation, fluency, and grammatical accuracy, while also gaining confidence in using the target language.

Moreover, oracy can also play a crucial role in fostering cultural awareness and understanding. By engaging in dialogue and discussions, students can learn to appreciate and respect diverse perspectives and values (Mercer, 2018). This can lead to the development of intercultural competence, which is becoming increasingly important in today's globalized world (Byram, 2018).

To effectively teach oracy, teachers must also consider individual differences in students' communication styles and abilities. For instance, students with hearing impairments or speech disorders may require accommodations or specialized instruction to develop their oral communication skills (Schick & Williams, 2020).

In addition to classroom instruction, extracurricular activities like debate teams and public speaking clubs can provide opportunities for students to practice and improve their oracy skills. These activities can help students build confidence, develop critical thinking skills, and improve their ability to express their ideas effectively (Bellon-Harn & Cienkus, 2019).

#### **4. Part of Teaching Speaking**

Another approach to teaching speaking skills is through task-based language teaching (TBLT). TBLT is a teaching method that emphasizes communication and language use in real-life situations through the completion of meaningful tasks. In TBLT, students engage in activities that require them to use language to accomplish a task, rather than simply memorizing and practicing language forms. Willis and Willis (2007) describe TBLT as “a sequence of activities that involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their communicative resources to complete a task” (p. 2). TBLT has been shown to be effective in improving speaking proficiency and promoting learner autonomy (Nunan, 2004).

In addition to the different approaches to teaching speaking skills, there are also various factors that can affect speaking performance. One such factor is anxiety, which is a common experience among language learners, particularly when it comes to speaking in front of others. Foreign language anxiety has been defined as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz, & Cope, 1986, p. 128). Anxiety can negatively impact speaking performance, but there are strategies that teachers can use to help learners manage their anxiety, such as creating a supportive classroom environment, providing opportunities for low-stakes speaking practice, and giving learners feedback on their performance (Phillips & Grogan, 2015). Overall, the teaching of speaking skills is an important aspect of language education, as it allows learners to communicate effectively in real-life situations. Through the use of different teaching approaches and strategies, teachers can help learners develop their speaking abilities and build their confidence in using the target language. (Dey, 2021).

In addition to the holistic approach to teaching speaking, incorporating technology can also enhance second language development. Specifically, incorporating computer-mediated communication (CMC) can allow for authentic and meaningful communication with native speakers or other learners from different cultural backgrounds (Belz & Müller-Hartmann, 2003). This type of interaction not only provides students with exposure to different accents and dialects but also allows them to practice negotiating meaning in a variety of contexts.

However, it is important to note that not all CMC activities are equally effective. For instance, using online chat rooms or discussion boards may not be as effective as video conferencing or voice chat because learners are often required to produce written language in these activities (Liaw, 2006). Additionally, CMC activities may not always align with classroom goals or curriculum objectives, so careful planning and selection of appropriate tasks are essential.

Moreover, teacher feedback plays a critical role in speaking development. Feedback that focuses on both form and meaning can help learners improve their accuracy and fluency. Additionally, providing corrective feedback that is tailored to learners' individual needs and goals can be more effective than generic feedback (Bitchener & Knoch, 2010). However, it is important to consider the timing and frequency of feedback, as too much or too little feedback can have negative effects on learners' motivation and performance (Ellis, 2009).

Overall, a balanced and integrated approach to teaching speaking that incorporates authentic and meaningful communication, technology, individual reflection, and personalized feedback can support second language learners in achieving their speaking goals. By adopting such an approach, teachers can provide learners with the necessary tools and resources to become effective and confident speakers of another language

### **5. Part of Teaching in Listening**

In addition to the changes in the types of spoken texts used for listening exercises, there has been a shift in focus from product-oriented teaching to process-oriented teaching in listening instruction. This approach emphasizes the importance of teaching learners the strategies they need to employ in order to understand spoken language, rather than simply testing their comprehension after the fact. One of the most commonly used strategies is the use of metacognitive listening strategies, which involve the learner's conscious awareness and regulation of their own listening processes (Vandergrift & Goh, 2012).

The use of technology in listening instruction has also become increasingly prevalent in recent years.

Computer-assisted language learning (CALL) programs, such as those that use speech recognition software, allow learners to practice listening and speaking skills in a more interactive and personalized way (Levy & Stockwell, 2006). Online resources, such as podcasts and videos, have also become popular tools for listening practice.

Another important development in listening instruction is the recognition of the importance of context and culture in understanding spoken language. This includes understanding the impact of factors such as regional accents, dialects, and social and cultural norms on spoken language comprehension (Brown & Yule, 1983). In order to help learners develop these skills, listening instruction often includes activities that expose them to a variety of spoken language contexts and cultures.

Finally, research on listening instruction has increasingly emphasized the need for teachers to take a learner-centered approach that considers individual learners' needs, goals, and interests (Field, 2008). This involves not only using activities and materials that are relevant and engaging to learners, but also providing opportunities for learners to reflect on their own learning and set goals for improvement. The listening instruction has undergone significant changes over the past several decades, with a shift from

text-based approaches to communication-based approaches, a focus on teaching listening strategies, the use of technology and authentic materials, and an emphasis on context and culture. These changes reflect a greater understanding of listening as a complex cognitive, social, and communicative skill that requires active engagement and strategic processing.

In addition to the metacognitive approach, another effective method for teaching listening is task-based learning (TBL). TBL involves engaging students in real-life tasks that require them to use listening skills in order to complete the task (Willis & Willis, 2007). The use of authentic materials and tasks in TBL helps students develop their listening skills in a more meaningful and engaging way.

TBL can be implemented in a variety of ways, including using problem-solving activities, simulations, and role-plays (Nunan, 2004). These activities allow students to use their listening skills in order to understand and participate in a communicative context, which is more similar to the situations they will encounter in the real world. TBL also provides opportunities for students to practice their speaking and other language skills, as they are required to use language to complete the task.

Another approach to teaching listening is the use of extensive listening. This involves exposing students to large amounts of authentic spoken language, such as through podcasts, videos, and movies (Nation & Newton, 2009). The goal of extensive listening is to help students develop their listening fluency and automaticity, as well as their ability to comprehend spoken language in a more natural way. Extensive listening can be combined with other approaches, such as the metacognitive approach or TBL, in order to provide a more comprehensive listening curriculum.

In addition to these methods, there are also a variety of listening assessment techniques that can be used to evaluate students' listening skills. These include traditional comprehension tests, as well as more communicative assessment tasks, such as role-plays and interviews (Buck, 2001). Assessment should be aligned with the instructional goals and methods, and should provide students with feedback on their listening skills in order to support their learning.

Overall, teaching listening requires a variety of methods and techniques that are tailored to the needs and goals of the learners. The metacognitive approach, TBL, extensive listening, and various assessment techniques are all important components of a comprehensive listening curriculum.

### **6. Teacher Cognition With Speaking and Listening**

As ESL teaching continues to be influenced by globalization, it is essential for teachers and teacher educators to have a deep understanding of the principles and theories underpinning oracy instruction. This understanding can be achieved through the development of teacher cognition, which enables instructors to effectively plan, deliver, and evaluate their lessons (Borg, 2006). One way to foster teacher cognition is through reflective practices, which allow educators to analyze their beliefs, attitudes, and instructional practices in relation to the effectiveness of the lessons they deliver (Farrell, 2015). Additionally, teacher educators have a critical role to play in supporting teachers' professional development by providing them with the necessary training, resources, and feedback to enhance their instructional practices (Richards & Farrell, 2011). It is crucial to adopt a holistic approach to teacher development that takes into account not only their knowledge of language, but also their social and cultural awareness (Kumaravadivelu, 2012).

Moreover, the use of technology in oracy instruction has become increasingly relevant in recent years. As students' use of digital devices and online platforms for communication continues to grow, teachers must incorporate technology into their lessons in order to enhance student engagement and interaction (Blin & Jalkanen, 2010). However, it is essential for teachers to receive training in the use of technology and to be aware of the potential limitations and ethical considerations of its use in the



classroom (Kessler & Plakans, 2013).

Teachers and teacher educators must continue to adapt to the changing needs of ESL students in the globalized world. This requires a deep understanding of oracy theory and principles, the development of teacher cognition through reflective practices, a holistic approach to teacher development, and the incorporation of technology into instruction in an ethical and effective manner. Teacher cognition research has gained much attention in recent years, especially in the field of second language acquisition. However, despite the plethora of research on English language teachers, little is known about their cognition in relation to the teaching of spoken English skills (Goh et al., 2005; Zhang et al., 2005). The lack of competence in teaching listening and speaking skills has been reported by many English language teachers, and they have admitted to being less proficient in these areas compared to other aspects of English, such as reading and writing (DeBoer, 2007).

In secondary schools, oracy development has been acknowledged as crucial for students; however, teachers have reported devoting the least amount of class time to these skills due to their lower weight in high-stakes tests (Goh et al., 2005; Zhang et al., 2005). East Asian teachers also express similar sentiments, with a majority of teachers polled in Korea, Japan, and Taiwan stating their lack of confidence in teaching English at the primary school level (Chen & Goh, forthcoming).

Furthermore, teachers' knowledge and understanding of teaching spoken English are significantly influenced by their own learning experiences, perceived speaking ability, and familiarity with teaching methodologies (Chen & Goh, forthcoming). This highlights the importance of examining teachers' cognition in relation to spoken English teaching, especially in light of the potential impact of globalization on their decision-making processes and classroom practices.

Despite the extensive research in this area, there has been no study that has taken into account the impact of globalization on teachers' thinking. Therefore, there is a need for teachers to revisit their ideas and understanding of how to teach speaking and listening skills in the context of globalization (Kramsch, 2014). This would require teachers to critically reflect on their teaching practices and adapt them to the changing needs of their students (Tsui, 2003).

The importance of teacher cognition in the teaching and acquisition of a second language cannot be overstated. However, there is a need for further research to understand teachers' cognition in relation to teaching spoken English skills, especially in light of the impact of globalization. Such research could provide valuable insights into teachers' decision-making processes and enable them to adapt their teaching practices to better meet the needs of their students.

### **7. The Implications for Education of Teachers**

One way to address the challenges that globalization poses to language teaching is to develop a better understanding of the sociocultural and political contexts in which English is taught (Kumaravadivelu, 2008). This may include examining the cultural assumptions and biases inherent in the language materials used in the classroom (Norton & Toohey, 2001), as well as exploring the impact of English as a global language on local cultures and identities (Pennycook, 1994). By critically examining the sociocultural dimensions of language teaching, teachers can become more sensitive to the needs and perspectives of their students, and better equipped to prepare them for life in a globalized world.

Another important area of focus for language teachers is the development of intercultural competence (Byram, 1997). Intercultural competence involves not only the ability to communicate effectively with people from different cultural backgrounds, but also the ability to understand and appreciate cultural differences, and to adapt one's own behavior and communication style accordingly. By developing intercultural competence, teachers can create more inclusive and welcoming classrooms

that foster positive relationships and promote cross-cultural understanding (Deardorff, 2006).

It is also important for language teachers to have a strong theoretical foundation in language acquisition and pedagogy (Ellis, 2003). This includes an understanding of the cognitive processes involved in language learning, as well as knowledge of effective teaching methods and strategies. By staying abreast of the latest research and developments in language teaching, teachers can ensure that they are providing their students with the most effective and up-to-date instruction possible.

Furthermore, professional development opportunities for language teachers can be expanded to include training on the use of technology in the classroom (Warschauer & Meskill, 2000). This includes not only the use of digital tools and resources for language instruction, but also the development of digital literacy skills that are essential for success in the modern workplace (Leu et al., 2004). By incorporating technology into their teaching practice, teachers can create more engaging and interactive learning experiences for their students, and better prepare them for the demands of a technology-driven world.

Globalization poses significant challenges for language teachers, but also provides opportunities for growth and development. By developing a deeper understanding of the sociocultural and political contexts in which English is taught, focusing on intercultural competence, maintaining a strong theoretical foundation in language acquisition and pedagogy, and incorporating technology into their teaching practice, teachers can prepare their students for success in a rapidly changing world.

### 8. Conclusion

As English language teaching continues to evolve alongside the fast-paced globalization of society, it is crucial that educators also consider the broader social context in which they operate. While adapting to changing demands is necessary, it is equally important for ESL/EFL teachers to understand the fundamental principles of language learning and teaching. This includes understanding the structures of spoken language, the needs of learners, and effective methodologies for teaching speaking and listening skills. Additionally, teachers must be aware of their own biases and perspectives towards language and be open to new and emerging forms of English, as well as new technologies that affect communication and global relationships. To effectively teach spoken English in the context of globalization, teachers must adopt a cosmopolitan mindset and be prepared to navigate the challenges and opportunities presented by a rapidly changing world. This includes recognizing their role as global citizens and educators who have the responsibility to develop students' intercultural communicative competence and prepare them for success in a 21st-century society that requires critical thinking, creativity, communication, and collaboration. By embracing new literacies and innovative teaching practices, teachers can equip students with the skills they need to thrive in a globalized world. In summary, teaching spoken English in the context of globalization requires a multifaceted approach that encompasses both linguistic and social considerations. By continuously educating themselves on effective teaching methodologies and examining their own biases and perspectives, ESL/EFL teachers can develop the skills and knowledge necessary to prepare students for success in a rapidly changing world.

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