

Chapter 14

Future-Ready English Language Education: Preparing Students for Global Communication

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A. THE CONTEMPORARY CHALLENGE

It takes more than just improving students' conventional speaking abilities or grammatical accuracy to prepare them for future global communication. English serves as a lingua franca among speakers of various language backgrounds in today's communication, which increasingly transcends linguistic, cultural, technological, and professional barriers. As a result, students must be able to interact with others in a way that respects cultural norms, interactional norms, and English dialects. According to research on English as a lingua franca, it is critical to shift away from models focused on native speakers and toward flexible, understandable communication that takes linguistic variety into account (De Oliveira, 2024; Jenkins, 2021; Pitzl, 2022). Therefore, developing intercultural communicative ability is a significant problem. Interpreting cultural meanings, negotiating differences, exhibiting empathy, and modifying communication tactics are all necessary for global communication.

Instead of treating languages as separate systems, translanguaging can facilitate this process by enabling multilingual

learners to deploy their entire linguistic repertoires (Matsuda, 2021; Ou, A.W., et al, 2022; Sahan, K., & Rose, 2021). Digital and multimodal communication presents a second difficulty. Students are using social media, messaging apps, video conferencing, collaborative documents, and other digital platforms to communicate more and more. Proficiency in language is necessary for this kind of communication, but the capacity to decipher interactive, visual, audio, and textual materials. However, students' chances to acquire these skills may be limited by digital inequality, especially when there is unequal access to technology and suitable learning environments (Akincioglu, 2024; Ducker, 2024; Pun, J., & Jin, 2022).

Lastly, generative artificial intelligence (GenAI) is revolutionizing language learning, writing, translation, and communication. AI tools create issues with accuracy, over-reliance, ethics, authorship, and the development of autonomous communication competence, even though they can offer personalized engagement and language practice (Law, 2024; Wirzal, M.D.H., et al, 2024; Xu, W., & Warschauer, 2020). Language proficiency must therefore be balanced with multicultural awareness, digital literacy, critical thinking, adaptation, and responsible use of emerging technology in future-oriented language education.

B. THE PRACTICAL SOLUTIONS

An approach that incorporates linguistic competence, intercultural competence, multilingual awareness, digital literacy, critical thinking, and responsible use of artificial intelligence (AI) must replace traditional language instruction in order to prepare students for future global communication. English instruction should not just teach students how to use the language correctly, but also how to successfully and appropriately engage in complex multilingual and digitally mediated communication contexts.

Develop English as a Lingua Franca Competence

Teaching English as a global lingua franca (ELF) instead of viewing native-speaker English as the sole acceptable model is one

workable alternative. Different English accents, types, phrases, and communication styles should be encountered by students (Hasbi & 'Adhimah, 2020). International conversations, presentations, role-playing, and group projects where students interact with speakers from other linguistic origins are examples of classroom activities. Instead of mimicking a specific native-speaker norm, this method assists students in realizing that effective global communication relies on intelligibility, flexibility, meaning negotiation, and communicative effectiveness. English language learners must be prepared for situations where there is no single target culture or native-speaker model, according to research on intercultural communication (Abdullah, F., et al, 2022; Chen, C. M., & Hsu, 2020).

Integrate Intercultural Communicative Competence

Intercultural communicative competency (ICC) should be specifically developed in future-focused English schools. Teachers might urge students to compare presumptions, values, communication methods, and social behaviours by introducing actual materials that represent many nations, cultures, identities, and viewpoints. International meetings, intercultural teamwork, intellectual exchanges, and corporate communication can all be simulated through role plays and problem-solving exercises. Crucially, culture should not be taught as a collection of clichés. Rather, students ought to acquire the ability to identify cultural diversity both inside and between societies. Multilingual awareness is a crucial component of global communication preparation since research shows a strong correlation between plurilingual awareness and intercultural communicative skills (Baker, 2022; Godwin-Jones, 2021; Helm, F., & Beaven, 2020).

Use Translanguaging as a Learning Resource

Acknowledging students' entire linguistic repertoires as learning resources is another useful tactic. Teachers can intentionally let students use Indonesian, local languages, English, or other available linguistic resources to generate ideas, explain complex concepts, compare meanings, and get ready for English

communication instead of mandating English-only contact at all times. By allowing students to utilize their prior linguistic and cultural expertise, translanguaging can boost engagement (Zakharova, Y., & Lasagabaster, 2026; Kwihangana, 2021; Wei, L., 2022). Similarly, studies show that translanguaging can serve as an inclusive teaching strategy for students from a variety of linguistic and cultural backgrounds. The goal is to deliberately use multilingual resources to improve meaningful English communication, not to decrease exposure to the language.

Design Authentic and Collaborative Communication Tasks

Students must have the chance to utilize English in authentic contexts (Astawa et al., 2026). Therefore, decontextualized vocabulary examinations and isolated grammar exercises should not be the only activity in the classroom. International email exchanges, virtual meetings, podcasts, digital storytelling, group research projects, online debates, presentations, and intercultural interviews are examples of authentic assignments that educators might create. Students may be required to negotiate duties, solve problems, assess material, and interact with various audiences as part of project-based learning. These exercises foster teamwork, creativity, critical thinking, and problem-solving abilities in addition to language proficiency. These goals should be reflected in assessment as well. Teachers can evaluate intelligibility, interactional competence, intercultural sensitivity, strategic competence, collaboration, and the capacity to negotiate meaning in addition to grammatical accuracy. This strengthens the connection between what students learn in the classroom and the communication requirements they will face in professional and higher education settings.

Develop Digital and Multimodal Communication Literacy

Digital and multimodal platforms are being used for international communication. As a result, students must study how meaning is created through interactive media, text, images, music, video, hyperlinks, emoticons, and visual design. Instructors can assign

students to make English-language podcasts, movies, infographics, websites, digital presentations, or social media campaigns. Through these exercises, students are encouraged to modify their language for various audiences and communication platforms. Online material should be critically evaluated as part of digital communication. Students should be taught how to spot false information, assess sources, identify algorithmic influence, and use the internet responsibly. As a result, rather than being an extra technological ability, digital literacy becomes a crucial part of modern communication competence.

Integrate Generative AI Responsibly

Global communication and customized language practice are made possible by generative AI. Students can practice interviews, create alternative expressions, get feedback on their writing, simulate discussions, and investigate various communication settings using AI tools. Though its results rely on how the technology is integrated pedagogically, recent research indicates that AI-supported language learning can have a positive impact on English competence and self-regulation. But rather than taking the place of students' critical thinking, AI should be a learning partner (Fajaria et al., 2026). Students should be required by their teachers to assess responses produced by AI, confirm facts, spot language or cultural biases, and edit AI outputs. Therefore, ethical concerns including academic integrity, privacy, authorship, bias, and responsible use should be included in AI literacy. The expanding importance of GenAI is confirmed by a recent scoping assessment, which also highlights the need for more robust pedagogical frameworks for its application in language instruction.

Strengthen Learner Autonomy and Global Identity

Lastly, it is important to support students in developing into independent, thoughtful global communicators. To assist students in tracking their progress, teachers can employ learning portfolios, reflective journals, self-evaluation, peer feedback, and individual

communication objectives. Students may record their involvement in global conversations, examine communication challenges, consider cross-cultural connections, and devise methods to enhance future exchanges. Instead of treating students as passive consumers of linguistic instruction, this method views them as active participants. Developing students' ability to adapt, negotiate, communicate, and learn continuously in ever-changing language and technical environments is ultimately necessary to prepare them for future global communication.

C. THE FUTURE DIRECTION

In order to develop students who can communicate flexibly, critically, ethically, and confidently across linguistic and cultural borders, future English language instruction must go beyond the conventional objective of attaining grammatical and native-speaker-like competency. Future curricula should acknowledge the variety of Englishes and give intelligibility, communicative techniques, meaning negotiation, and intercultural understanding top priority as English continues to serve as a universal language. This change can help students become more adept at communicating with others from diverse linguistic and cultural backgrounds (Jenkins, 2021; Law, 2024; Tai, 2022).

Linguistic, intercultural, pragmatic, digital, and strategic competencies should all be incorporated into future courses. In addition to knowing what to say in English, learners also need to know how, when, why, and with whom to communicate. Therefore, rather than being treated as an extra subject, intercultural learning should be included into language classes. Students can improve their intercultural communicative ability and gain a better understanding of linguistic diversity by using plurilingual techniques.

Future education should give students more chances to interact with peers from around the world through online communities, cooperative projects, virtual exchanges, and intercultural simulations. In addition to fostering flexibility, empathy, teamwork, and digital competency, these experiences can link classroom instruction with

real-world international communication. In the end, human-centred, multilingual, intercultural, digitally informed, and AI-aware English teaching should be the norm. Developing students who can engage in meaningful and responsible participation in a world that is becoming more interconnected should be the main goal.

Generative AI will increasingly influence how students write, speak, translate, collaborate, and access information. Future English education should therefore develop AI literacy alongside language proficiency. Students need to learn how to critically evaluate AI-generated language, verify information, recognize bias, protect privacy, and maintain academic integrity. Rather than replacing teachers, AI should support personalized practice, feedback, simulation, and learner autonomy (Holmes, W., & Tuomi, 2022; Xu, W., & Warschauer, 2020).

It is anticipated that classrooms in the future will be more multilingual. Teachers should employ multilingual repertoires as instructional tools rather than seeing students' first and additional languages as barriers. Particularly in classrooms with a diverse student body, translanguaging can support understanding, engagement, identity formation, and meaning-making. Therefore, future studies should look into the methodical integration of translanguaging into teacher preparation, assessment, and curriculum design.

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