

“INNOVATIVE APPROACHES TO TEACHING ENGLISH AS A SECOND LANGUAGE”

Zaylobiddinova Ruxshonabonu Zohidjon qizi

A student of the faculty of foreign languages Uzbekistan state world languages university

Abstract: *This study aims to explain innovative teaching strategies for teaching English as a foreign language. This research was conducted by following the stages of library research. Data was collected from accredited national and international journals and analyzed qualitatively. From the data collected, it was found What the innovative learning strategy is student-centered. In the learning process, students play an active role in building their knowledge. In addition, the implementation of innovative strategies aims to prepare students to master the skills needed in the digital and global era. Innovative learning strategies are proven to provide various benefits in the language learning process. Learning strategies often implemented in learning English as a foreign language are cooperative learning, problem-based learning, and project-based learning. In terms of assessment, innovative learning uses authentic research to ensure students can implement the knowledge gained in real situations.*

Key words: *Innovative learning strategy, student-centered, teacher-centered, teaching English as a foreign language*

INTRODUCTION

Teaching strategies are approaches or methods that teachers use to facilitate learning and help students achieve their learning objectives (Espmaker & Tedenby, 2020). Teaching strategies play a crucial role in the teaching and learning process and can help the teacher achieve

the learning objectives (Pungki & Suwartono, 2019). To achieve these objectives, the strategies implemented can vary widely and can be tailored to suit the needs and learning styles of individual students or groups. These strategies are approaches that teachers use to facilitate student learning and make the process more effective and engaging. Teaching strategies can help students learn by doing, preventing boredom and contributing to their learning goals' success (Hayati et al., 2021).

Many different teaching strategies can be used to facilitate learning and help students achieve their goals (Kiftiah, 2019). Lectures are a traditional teaching strategy in which the teacher provides students with verbal or written information (Fals, 2018). Traditional teaching strategies are approaches to education that have been used for many years and are based on the

transmission of knowledge from the teacher to the students. These strategies often involve the teacher standing before the class and delivering a lecture or presentation, with the students passively listening and taking notes (Tularam, 2018). Traditional

teaching strategies may also include textbooks, worksheets, and other printed materials to supplement the teacher's

instruction. One of the main advantages of traditional teaching strategies is that they are familiar to teachers and students and can be easy to implement. They can also effectively introduce new concepts and provide an overview of a subject.

However, traditional teaching strategies can also have some limitations. They may not be as engaging or interactive as some other approaches, which can make it difficult to hold the attention of all students. Additionally, traditional teaching

strategies may not be as effective at fostering critical thinking and problem-solving skills, as they tend to rely on the teacher providing information rather than encouraging students to think for themselves (Boumova, 2008; Tularam, 2018). Despite these limitations, traditional teaching strategies are used in many classrooms worldwide.

Effective teaching strategies should be based on thoroughly understanding the subject matter and the learners themselves. Teachers should consider their students' age, ability, and learning style, as well as the goals and objectives of the lesson. Teachers should also be innovative in choosing the strategy that aligns with the needs and abilities of their students, and teachers can create a more engaging and effective learning environment. Pujiati & Tamela (2019) stated that it is important for teachers to implement innovative teaching strategies and accommodate the needs of an inclusive classroom. Inclusivity in education is a topic that has gained a lot of attention from the government and also educators all around the globe. Hidayah & Morganna (2019) suggested several teaching strategies be used in teaching EFL in inclusive classrooms, such as active learning, peer-tutoring, cooperative learning, and direct instruction. Their study also suggested that the teacher must be ready to implement many different teaching strategies in the classroom to meet the student's needs. Teachers must also continuously develop their pedagogical skills and knowledge to implement the strategies well. Previous studies on teaching strategies listed the type of strategies that can help the students in the classroom along with their limitations. This study elaborates the innovative teaching strategies that can be used to teach English as Foreign Language. This study describes the definition of innovative teaching strategies in EFL classrooms, followed by the importance of implementing an innovative teaching strategy. Types of innovative teaching strategies will be presented in the last part of the article to comprehensively discuss the topic.

II. METHODS

This study is a literature review. It means that the result and discussion of this study are

made by collecting several pieces of literature, research, and articles (Knopf, 2006; Creswell,

2014). The sources were carefully selected to match the current topic of discussion and were taken from many respectable websites and journals. There were more than 30

sources collected for this study. Those sources were then selected based on the topic of their discussion. This step was done to select the best sources that correlate with the present study. The results of those sources were summarized and then categorized to answer the problem of the present study. The data taken were presented qualitatively to provide comprehensive rich, detailed, and contextualized information about a topic, allowing researchers to better understand complex phenomena (Moleong, 2018).

III. RESULT AND DISCUSSION

This study covers several problems. First, the definition of innovative teaching strategies will be discussed. The discussion is followed by discussing the importance of implementing innovative teaching strategies. The last part of this study will discuss the type of innovative teaching strategies for EFL and how those strategies are implemented in the classroom.

The history of innovative teaching strategies can be traced back to the earliest forms of education, as educators have always sought ways to make learning more engaging and effective for their students. Various approaches and techniques have emerged throughout the centuries, reflecting different societies' changing educational needs and contexts (Desinguraj et al., 2021). One of the earliest forms of innovative teaching was the Socratic method, developed by the Greek philosopher Socrates in the 5th century BCE (Boele, 1998; Delic, 2016). This approach involved the teacher posing questions to the students and encouraging them to think critically and arrive at their conclusions. The Socratic method remains an influential teaching strategy and is still used in many schools and universities worldwide (Boele, 1998).

In the 19th and early 20th centuries, the industrial revolution and the rise of mass education led to the development of more structured and standardized teaching methods (Bassendowski & Petrucka, 2013). The teaching process relied on lectures and textbooks and focused on transmitting knowledge from the teacher to the students. However, in the latter half of the 20th century, there was a shift towards more interactive and student-centered teaching approaches. These strategies, such as project-based and problem-based learning, sought to engage students more actively in the learning process and encourage critical thinking and problem-solving skills (Affandi & Sukyadi, 2016).

Innovative teaching strategies in English as a Foreign Language (EFL) are approaches to language instruction that depart from traditional methods and aim to make learning more engaging, effective, and efficient for students (Ampa & Nurqalbi, 2021). One of the main goals of innovative teaching strategies is to foster a more interactive and collaborative learning environment. The innovative teaching strategy is also expected to contribute to developing

students' language skills, as they allow students to use the language in meaningful contexts and receive feedback from their peers and teachers (Orlich et al., 2012; Zhu et al., 2013).

The goal of innovative teaching strategies is to foster a more interactive and collaborative learning environment (Serdyukov, 2017). This can be achieved through group work, project-based learning, and problem-based learning, encouraging students to work together and engage in authentic tasks. These approaches are particularly effective in developing students' language

skills, as they allow students to use the language in meaningful contexts and receive feedback from their peers and teachers (Juneau et al., 2022).

Using innovative teaching strategies can positively impact student learning and engagement, which can help increase student motivation and improve their overall learning experience (Subramanian & Kelly, 2019). Motivation is known to be a major contributing factor to students' achievement in learning. It can also improve critical thinking and problem-solving skills. An innovative teaching strategy will result in greater student participation (Subramanian & Kelly, 2019). Innovative teaching strategies often involve students working together and participating in the learning process, which can help to foster collaboration and increase student participation.

Additionally, it will increase students' understanding. This happens because the students can participate actively in the learning process. Students may be more likely to retain and understand new information (Parker & Welch, 2021).

The next benefit of using an innovative teaching strategy is it gives greater flexibility and adaptability for the teachers to tailor their approach to meet the needs and preferences of individual students (Juneau et al., 2022). It can

also improve communication and collaboration skills that help students develop important skills such as communication, collaboration, and teamwork.

Innovative learning has several characteristics. The main characteristic of innovative learning is that learning is designed to achieve four main skills: critical thinking, creative and innovative thinking, communication, and collaboration. So, in order to be able to practice these essential skills, the learning process is directed at activities that are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.

Another key aspect of innovative teaching strategies is technology and multimedia resources (Sumathi, 2022). Many language teachers now use various digital tools, such as video and audio recordings, online quizzes, and interactive games, to enhance language learning and make it more engaging and interactive. These resources can be particularly useful for learners who prefer a more visual and hands-on learning style (Naz & Murad, 2017). In addition, some

language teachers also incorporate elements of culture and authentic materials into their teaching to give students a more realistic and in-depth understanding of the language and the cultures in which it is spoken (Naz & Murad, 2017). This can include using authentic texts, such as news articles and advertisements, as well as incorporating cultural themes and activities into lesson plans (Cachia et al., 2010).

In terms of assessment, innovative learning applies authentic assessment. Authentic assessment is an assessment learning that involves students playing a real role in learning activities, and then students can carry out investigations, demanding that students play an active role in building knowledge from the surrounding environment (Benson & Brack, 2010).

Assessment in innovative learning is structured and developed to measure students' learning achievements which include knowledge competencies (critical thinking and problem-solving, creativity and innovation, collaboration, communication), intrapersonal competence (ability to work in teams, collaboration, communication, cooperation, and coordination), and interpersonal competence (the ability to work with others such as self-management skills, cooperation,

effective communication, and the ability to maintain relationships with others emotionally). Thus, innovative learning creates human resources who are literate in information, data, and technology, urgently needed to face the competition in life and the job market in the current and future globalization era.

From the characteristics and types of assessments carried out in innovative learning, several learning strategies are categorized as innovative learning strategies. First the cooperative learning Strategy. This learning Strategy is a series of learning activities carried out by students in certain groups to achieve predetermined goals. This group work involves students working together in small groups to complete a task or project. This teaching strategy can foster collaboration and encourage students to work together and share ideas (Sajidin & Ashadi, 2021). This strategy can effectively foster collaboration and encourage students to work

together and share ideas. It can also be a more engaging and interactive way to present new information, allowing students to discuss and debate ideas and ideas. One of the key benefits of group work teaching strategies is that they allow students to learn from each other and collaborate to solve problems (Sajidin & Ashadi, 2021). This can help students develop important communication, teamwork, and problem-solving skills. Group work can also effectively provide support and feedback to students, as they can work together to help each

other understand new concepts and ideas. The limitation of group work teaching strategies is that it can be challenging to manage a large group of students and ensure that everyone participates and contributes equally (Burke, 2011; Alfares, 2017).

The main elements contained in cooperative learning are the participants in the group; there are group rules; the learning effort of each member of the group; and there are goals to be achieved (Sanjaya, 2009). Learning activities in cooperative learning are always carried out in group situations. There are no students who carry out activities individually because, indeed, learning must create a collaborative process. Student group activities must be carried out within the corridors of clear rules. Student

activity in groups must be directed and controlled, so there must be clear rules and division of tasks within the group. Rules and

Innovative Teaching Strategies in Teaching English as a Foreign Language. (I G A Pt Novita Sari Paragae)

a clear division of tasks in the group will encourage each member to be responsible for learning. In the cooperative learning Strategy, students who work together in learning and are responsible for their teammates can make themselves learn better (Slavin, 2009). In designing cooperative learning, a teacher should consider the aspects such as teacher interaction with students, student interaction with other students, material specialization and assignments, and the responsibilities that must be carried out by students (Borich, 2000).

However, teachers also should not ignore the importance of interaction between students and themselves. This is because the intensity of communication between teachers and students greatly influences the success of student learning.

Second is the problem-based learning Strategy. This learning strategy uses a systemic approach to solving problems or facing challenges that will be needed in real life. Problem-based learning is a teaching strategy in which students work to solve a real-world problem or challenge. It encourages students to think critically and apply their knowledge and skills to practical problems. This can help students see the relevance of what they are learning and make it more

meaningful (Ayuni & Susanti, 2018). Problem-based teaching strategies can also be more engaging and interactive, allowing students to work together and share ideas and solutions. In an English language learning context, problem-based teaching strategies can be particularly effective in helping students develop their language skills in a real-world context (Ngadiso et al., 2021). Students will work together to create something using the language skills they have learned to write and present their ideas (Basith & Amin, 2017). The limitations of this strategy

are it requires more preparation and planning on the part of the teacher and may not be as effective for students who are struggling with the content or may be more introverted (Kurniawati, 2022). The learning process is directed so students can solve problems systematically. Student development occurs not only in cognitive aspects but also in affective and psychomotor aspects through internal appreciation of their problems (Sanjaya, 2009). Thus, problem-based learning is a learning strategy that departs from students' understanding of a problem, finds alternative solutions to problems, then chooses the right solution to use in solving the problem.

Problem-based learning can be used if learning is oriented towards comprehensive student understanding, develops students' thinking skills rationally, and solves problems systematically. Problem-based learning has several characteristics, namely: Problems are used as the beginning of learning; The problem used is a real

problem; The problems encountered require review from various points of view; Interesting problems for students to gain new

learning experiences; Prioritizing independent learning; Utilizing varied sources of knowledge; and Collaborative, communicative, and cooperative.

Third, the project-based learning strategy. This strategy involves students designing learning objectives to produce real products or projects. Project-based learning is a teaching strategy in which students complete a project or series of tasks that require them to apply their

knowledge and skills to a real-world problem or challenge (Putri et al., 2017; Aghayani & Hajmohammadi, 2019). This strategy can be effective in helping students see the relevance of what they are learning and encouraging critical thinking and problem-solving skills (Putri et al., 2017). This strategy is particularly effective in subjects such as English as a Foreign Language (EFL), as it allows students to use the language in meaningful and authentic contexts. Project-

based learning allows students to see the relevance of their learning and encourages critical thinking and problem-solving skills (Mali, 2016). This makes the strategy more engaging and interactive, allowing students to collaborate and share ideas and solutions. It can also help students develop important skills such as communication, collaboration, and time management (Putri et al., 2017). These skills can be particularly valuable for EFL learners, as they can help

them communicate effectively and work with others in real-world situations.

learning is a challenging strategy to design and manage. It can be ineffective for students struggling with the content or who may be more introverted (Mali, 2016; Kodriyah, 2017).

Projects created by students encourage a wide range of abilities, not only technical knowledge or problems but also practical skills such as coping with incomplete or imprecise information, setting goals, and group cooperation. In project-based learning, students are required to formulate their specific learning objectives. What project you want to make must be based on the interests and abilities of students both individually and in groups. Students are also

required to organize their learning activities by dividing the workload between them and integrating the different tasks developed by each student. The focus of learning in project-based learning lies in the core principles and concepts of a scientific discipline, involves students in problem-solving investigations and other meaningful tasks, provides opportunities for students to work independently in constructing their knowledge, and the main target is to produce a real

product. Project-based learning has enormous potential to provide a more interesting and meaningful learning experience for students (Wasis, 2008).

The characteristics of project-based learning are: Students make decisions and create frameworks; There are problems whose solutions are not predetermined;

Students design processes to achieve results; Students are responsible for obtaining and managing the information collected; Students evaluate continuously; Students regularly review what they are working on; The final result is a product, and its quality is evaluated; and The class atmosphere

tolerates fault and change. Based on some of the characteristics above, project-based learning is a learning Strategy that can build student independence and creativity.

In addition, through project-based learning, students are trained to be accustomed to being responsible for realizing

what has been planned according to their interests and abilities.

IV. SUGGESTION AND CONCLUSION

From the explanation above, it can be understood that innovative learning is a learning strategy that is different from conventional learning. The most prominent thing that distinguishes the two is that conventional learning is teacher-centered, while innovative learning is student-centered. Therefore, in innovative learning, students are expected to be directly involved in building their knowledge. In addition, through innovative learning, students are also expected to

be able to master the skills needed to be able to compete in the global world, such as critical thinking skills, creative and innovative thinking skills, communication skills, and collaboration skills. Therefore innovative learning Strategies such as cooperative learning, problem-based learning, and project-based learning are directed to achieve these skills. Likewise, the assessment process is also directed to assess students' abilities in implementing the knowledge gained in real contexts in everyday life. Thus, the assessment process is carried out with authentic assessment.

This study is still limited to a literature review aimed at explaining innovative learning strategies in the context of learning English as a foreign language. For this reason, further research is still needed, especially to examine how successful and what obstacles are experienced

in implementing.

REFERENCES :

1. Affandi, A., & Sukyadi, D. (2016). Project-based learning and problem-based learning for EFL students' writing achievement at the tertiary level. *Rangsit Journal of Educational Studies*, 3(1), 23-40.
2. Aghayani, B., & Hajmohammadi, E. (2019). Project-Based Learning: Promoting Efl Learners
3. Writing Skills. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 78-85.

4. Alfares, N. (2017). Benefits and difficulties of learning in group work in EFL classes in Saudi Arabia. *English Language Teaching*, 10(7), 247-256.
5. Innovative Teaching Strategies in Teaching English as a Foreign Language. (I G A Pt Novita Sari Paragae)
6. Ampa, Andi & Nurqalbi, Nurqalbi. (2021). Innovative Learning Strategies to Increase Students' Participation and Quality of English Teaching and Learning Process. *Technium Social Sciences Journal*. 26. 314-325. 10.47577/tssj.v26i1.5195.
- Anil, B. (2017). Applying innovative teaching methods in a second language classroom.
8. *International journal of research in English education*, 2(2), 1-9.
- Ayuni, M., & Susanti, N. I. (2018). Problem Based Learning in Foreign Language Learner's (FLL)
9. Grammar Class: How Will Students Perceive It?
Bashith, A., & Amin, S. (2017). The effect of problem based learning on EFL students' critical thinking skill and learning outcome. *Al-Ta Lim Journal*, 24(2), 93-102.
10. Bassendowski, S. L., & Petrucka, P. (2013). Are 20th-Century Methods of Teaching Applicable in the 21st century?. *British Journal of Educational Technology*, 44(4), 665-667.
11. Benson, R., & Brack, C. (2010). Online assessment. In R. Benson & C. B. T.-O. L. and A. in H. E. Brack (Eds.), *Online Learning and Assessment in Higher Education* (pp. 107–153).
12. Chandos Publishing. [https://doi.org/https://doi.org/10.1016/B978-1-84334-577-0.50004-3](https://doi.org/10.1016/B978-1-84334-577-0.50004-3)
- Boele, D. (1998). The “Benefits” of a Socratic Dialogue: Or: Which Results Can We Promise?.
13. *Inquiry: Critical thinking across the disciplines*, 17(3), 48-70.
- Borich, G. D. (2000). *Effective Teaching Methods*. Merrill Prentice Hall: Upper Saddle River, New Jersey.
14. Boumová, V. (2008). Traditional vs. modern teaching methods: Advantages and disadvantages of each (Doctoral dissertation, Masarykova univerzita, Filozofická fakulta).
15. Burke, A. (2011). Group work: How to use groups effectively. *Journal of Effective Teaching*, 11(2), 87-95.