



## RESEARCH ARTICLE



## NOVEL STRATEGIES IN TEACHING ENGLISH AS A SECOND LANGUAGE

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## ABSTRACT

Teaching strategies are techniques or approaches that educators employ to support learning and assist students in meeting their learning goals. Employing innovative strategies to teach English help students learn language effectively. It further makes the teaching-learning process more efficient and interesting. The methods used to accomplish these goals might differ greatly and be adjusted to meet the requirements and learning preferences of certain individuals or groups of pupils. Innovative teaching strategies can support students' learning objectives and help them learn effectively. Learning may be facilitated and students can benefit from a variety of instructional strategies. The present paper presents learning strategies that are often implemented in teaching English such as cooperative learning, problem-based learning and project-based learning.

**Keywords:** *English, Cooperative Learning, Problem-Based Learning, Project-Based Learning.*



## INTRODUCTION

Since the beginning of education, educators have looked for ways to improve student engagement and effectiveness, which may be traced back to the history of creative teaching practices. Over the ages, several methodologies and strategies have surfaced, mirroring the evolving educational requirements and environments of diverse nations (Desinguraj et al., 2021).

Innovative education has a number of traits. The primary feature of innovative learning is that it aims to develop four key competencies: communication, teamwork, creative and innovative thinking, and critical thinking.

Innovative teaching practices for English as a second Language diverge from conventional approaches. One of the main goals of innovative teaching techniques is to create a learning environment that is **more team-oriented and participative**. It is also predicted that students' language abilities will develop since the creative teaching style allows students to utilise the language in relevant contexts and receive feedback from peers and teachers (Orlich et al., 2012; Zhu et al., 2013). According to Subramanian and Kelly (2019), the use of innovative teaching strategies has a good effect on student learning and engagement. This, in turn, can boost student motivation and enhance their entire learning experience.

It is well recognised that motivation plays a significant role in helping students attain academic success. It can also enhance one's capacity for critical analysis and problem-solving. More students will participate when teachers use creative teaching techniques (Subramanian & Kelly, 2019). Students collaborate and participate in the learning process as a common feature of innovative

teaching practices, which can promote teamwork and raise student engagement.

To provide students with a more realistic and comprehensive grasp of the language and the cultures in which it is spoken, some language teachers additionally include authentic resources and cultural components into their lessons (Naz & Murad, 2017). This might involve combining cultural themes and activities into lessons as well as using real materials, such news stories and advertising.

## METHODS OF TEACHING

The Socratic Method, created in the fifth century BCE by the Greek philosopher Socrates, was among the first creative teaching approaches (Boele, 1998; Delic, 2016). With this method, the instructor would ask the class questions and then encourage them to think critically and draw their own conclusions. In many colleges and institutions around the world, the Socratic Method is still a very effective teaching technique (Boele, 1998).

More organised and standardised teaching techniques were developed in the 19th and early 20th century as a result of the industrial revolution and the growth of mass education (Bassendowski & Petrucka, 2013). The goal of the teaching method was to transfer knowledge from the instructor to the students through lectures and texts. A lecture Method is a type of conventional instruction where the instructor imparts knowledge to the class orally or in writing (Fals, 2018). In these tactics, the instructor frequently stands in front of the class and gives a lecture or presentation, while the students sit back and take notes (Tularam, 2018). In addition, textbooks, worksheets, and other printed resources can be used in conjunction with traditional teaching tactics.



There was a change towards more participatory and student-centered teaching methods in the second half of the 20th century. These methods, which included project- and problem-based learning, aimed to improve student participation in the educational process as well as foster critical thinking and problem-solving abilities (Affandi & Sukyadi, 2016).

Now with the advent of technology and multimedia, a lot of language instructors employ digital technologies to improve language learning and make it more dynamic and engaging. These resources include online tests, interactive games, and audio and video recordings. Learners that prefer a more hands-on, visual learning approach may find these tools very helpful (Naz & Murad, 2017). To provide students with a more realistic and comprehensive grasp of the language and the cultures in which it is spoken, some language teachers additionally include authentic resources and cultural components into their lessons (Naz & Murad, 2017). This might involve combining cultural themes and activities into lessons as well as using real materials, such as news stories and advertising.

## STRATEGIES IN TEACHING ENGLISH

### 1. THE COOPERATIVE LEARNING APPROACH

Cooperative learning is an instructional approach where students work together in small groups to achieve a common goal. This approach is based on the idea that learning is a social process and that students can benefit from interacting with their peers.

Students use this learning strategy which consists of a set of learning activities in groups to accomplish pre-established objectives. In this group project, students collaborate in small groups to finish a job or assignment. This

instructional approach has the potential to promote cooperation and motivate students to cooperate and exchange ideas (Sajidin & Ashadi, 2021). Students that use this method are more likely to collaborate, work together, and exchange ideas. Additionally, by allowing students to discuss and debate concepts, it may be a more participatory and interesting approach to introduce new material. Students may benefit from this as they build critical problem-solving, collaboration, and communication skills. Students may collaborate to assist each other grasp new ideas and concepts through group work, which is another efficient way for them to gain support and feedback. One drawback of group work teaching tactics is that it might be difficult to oversee a big class of pupils and guarantee that each person contributes fairly and participates (Burke, 2011; Alfares, 2017).

Here are some ways to implement the cooperative learning approach in teaching English language skills:

- a) **Group Activities:** Assign group activities that require students to collaborate, discuss, and solve problems together. For English language learning, activities could include group discussions, debates, or collaborative writing projects.
- b) **Pair and Share:** Encourage students to work in pairs or small groups to share their ideas and findings. This can be done after individual work or as a way to brainstorm and generate ideas before individual assignments.
- c) **Jigsaw Technique:** Divide a reading or listening comprehension task into sections and assign each section to a small group. Each group becomes an "expert" in their section and then shares their knowledge with the rest of the



class. This promotes both individual mastery and group cooperation.

- d) **Peer Editing:** Have students work in pairs or small groups to edit and provide feedback on each other's written assignments. This not only improves their writing skills but also encourages collaboration and communication.
- e) **Role Playing:** Incorporate role-playing activities where students work together to create and act out scenarios. This helps improve speaking and listening skills, as well as creativity in using language.
- f) **Cooperative Games:** Incorporate language-based games that require teamwork. This can include word games, vocabulary challenges, or language-based puzzles that students solve together.

When implementing cooperative learning, it's essential to establish clear expectations for group behavior, ensure equal participation, and provide opportunities for individual accountability within the group context. This approach can enhance not only language skills but also teamwork, critical thinking, and social skills.

## 2. The problem-based learning strategy

Problem-Based Learning (PBL) is a student-centered instructional strategy that presents learners with real-world problems to solve. It encourages critical thinking, collaboration, and the application of knowledge in practical situations. This learning technique takes a comprehensive approach to overcoming obstacles or finding solutions to difficulties that arise in everyday life. Students use the teaching technique known as "problem-based learning" to tackle challenges or problems that arise in the actual world. It pushes pupils to use critical thinking and to apply what they've learned to

real-world issues. This can increase the significance and assist students understand the relevance of what they are learning (Ayuni & Susanti, 2018). Students may collaborate and share ideas and solutions when using problem-based learning techniques, which can also be more dynamic and interesting. Here's how we can implement PBL in teaching English:

### a. Select a Real-World Problem:

Choose a problem or scenario that is relevant to the learners and reflects real-world challenges. Ensure the problem requires the use of English language skills to be solved.

#### • Introduce the Problem

- Present the problem to the students. Encourage them to explore and understand the problem statement.
- Discuss the context of the problem and its relevance to the students' lives.
- Create Learning Objectives:
- Clearly define the language skills and learning objectives that students need to achieve while solving the problem.
- Align these objectives with language proficiency levels and curriculum standards.

#### b. Formulate Questions:

- Develop guiding questions related to the problem to direct students' inquiry.
- These questions should prompt critical thinking and encourage analysis and synthesis of information.

#### c. Language Skill Integration:

Design activities that integrate various language skills (reading, writing, listening, speaking) in the context of the problem.

Provide language support as needed, focusing on vocabulary, grammar, and language functions relevant to the task.

**d. Presentation:**

Have each group present their solutions to the class. This could include written reports, oral presentations, or multimedia demonstrations.

Use feedback from the PBL experience to adjust and improve future iterations of the lesson or project. Continuously iterate and refine the PBL approach based on student needs and outcomes. Implementing PBL in teaching English not only enhances language proficiency but also develops critical thinking, problem-solving, and collaboration skills, preparing students for real-world language use.

**3. The project-based learning approach**

Project-based learning can be a dynamic and engaging way to teach English, fostering language acquisition in a meaningful context. Using this method, students create learning objectives in order to create actual projects or goods. Through the use of projects or a sequence of activities that call for them to apply their knowledge and abilities to a real-world issue or challenge, teachers can implement project-based learning (Putri et al., 2017; Aghayani & Hajmohammadi, 2019). Here's how we can implement a project-based learning approach for teaching English:

- a. **Select Relevant Projects:** Choose projects that align with language learning goals and skills. Projects should involve reading, writing, speaking, and listening in English. Ensure that the projects are interesting and relevant to the students' lives or future careers.
- b. **Define Clear Objectives:** Clearly define the learning objectives for each project. These objectives should address specific language skills, such as vocabulary expansion, grammar usage, or communication proficiency.

c. **Writing Assignments:** Integrate writing assignments into the project. This can include project proposals, progress reports, and a final presentation or report. Provide guidance on proper writing conventions and formats.

d. **Speaking and Presentation Skills:** Incorporate opportunities for students to present their projects in English. This enhances speaking and presentation skills.

e. **Use of Technology:** Integrate technology tools that support language learning, such as online collaboration platforms, multimedia presentations, and language learning apps.

f. **Cultural Components:** Explore projects that incorporate cultural aspects of the English-speaking world. This can include literature, customs, traditions, and current events. Encourage discussions about cultural differences and similarities.

g. **Celebrate Achievements:** Showcase completed projects through presentations, exhibitions, or other means. This allows students to take pride in their accomplishments and reinforces the value of their language skills.

**CONCLUSION**

Innovative learning is a distinct learning approach from traditional learning. Conventional learning is centred on the instructor, whereas creative learning is centred on the learner. This is the main difference between the two. Students should therefore actively participate in improving their language skills. Additionally, students should be able to acquire the critical thinking, creative and innovative thinking, communication, and teamwork abilities necessary to participate in the global



marketplace through innovative learning. These abilities may be attained via the use of techniques like project-based learning, cooperative learning, and problem-based learning.

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