

Innovations in the English Teaching-Learning Process: A Research Analysis

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DOI: 10.64823/ijter.2606016

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Abstract: Innovation in the English teaching-learning process focus on shifting from traditional, rigid methodologies to personalized, dynamic, and tech-driven frameworks. By integrating Artificial Intelligence (AI) and evidence-based pedagogies, educators create inclusive, adaptable environments that boost student engagement, communicative competence, and real-time feedback.

The objectives of Paper discuss; Modern English Language Teaching (ELT) is continually reshaped by several key research areas and innovations:

1. Technological Integration and AI

- AI-Assisted Teaching: AI analyzes individual student progress, offering customized content, real-time error correction, and adaptive learning paths.
- Digital Platforms & VR: Mobile apps, virtual reality, and hybrid classroom tools redefine accessibility, allowing learners to practice in immersive contexts.
- Gamification: Incorporating points, quests, and competitive elements helps sustain learner motivation, particularly when building vocabulary.

2. Learner-Centered Methodologies

- Project-Based and Problem-Based Learning: Shifts focus from passive listening to active communication, where students use English to complete real-world tasks and solve problems.
- The Flipped Classroom: Students study new grammar or vocabulary at home through digital lectures and use class time for interactive, communicative activities.
- CLIL (Content and Language Integrated Learning): Integrates language learning with subject-matter instruction, helping students learn academic content and English simultaneously.

3. Evolving Pedagogical Trends

- Multilingual Approaches: Research acknowledges the value of L2 (second language) teachers and the practice of translanguaging—using a student's full linguistic repertoire as a resource for learning.
- Focus on Competence over Grammar: Curricula now prioritize *discourse* and *sociolinguistic* competence, teaching students how to communicate appropriately depending on context and cultural norms.
- Task-Based Language Teaching (TBLT): Uses practical, meaningful tasks as the core unit of lesson planning rather than rote mechanical drills.

4. Teacher Professional Development (CPD)

- Reflective Practice & Research: Teacher education emphasizes that educators should act as lifelong learners and knowledge generators.
- Action Research: Educators actively study their own classroom dynamics and student outcomes to iteratively improve their teaching strategies.

Index Terms: Innovation in the English teaching-learning, Artificial Intelligence (AI) and evidence-based

pedagogy

I. INTRODUCTION

Innovation in English Language Teaching (ELT) has shifted from purely technological integrations to holistic, learner-centered methodologies. Modern approaches prioritize interactive, real-world communication, blending digital tools with inclusive pedagogies to boost engagement and adapt to diverse learner needs.

Language is the most powerful medium of oral and written communication. So, it must be learned and taught well. A language teacher has a great responsibility of teaching his students in such a way that they can make the best use of language. Therefore, a language teacher must equip himself with teaching of English as a foreign or a second language. This paper is humble effort to help the teachers of English to teach English language well to their students.

i) Purposes of the Study:

The purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically, teaching must include two major components sending and receiving information. Ultimately teacher tries his best to impart knowledge as the way he understood it. So, any communication method that serves this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

Due to tremendous progress in information and communication technology, the scenario of contemporary teaching techniques is entirely changed. The teacher of 21st century should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovation techniques.

Teaching English depends on the potential excellence, skills and update knowledge of English teachers. The role of English teacher in present context has remarkably changed because of various factors such as social, cultural, economic and technological developments across the globe. The subject of teaching English at this level is very wide and the difficulties teacher faces are at large. Due to globalisation the world is changing rapidly, hence a teacher has to improve and update knowledge of innovative techniques to meet the demand of changing era.

Teaching and learning of English which aims to develop language teachers' knowledge and understanding of intercultural language teaching and learning. English is the principal language, including the USA and UK both of which continue to produce reviews and reports lamenting the lack of recognition for the benefits of language learning, the low language status of language study, the poor uptake amongst business leaders. These studies include the Nuffield Language Inquiry (1998-2000) in the UK (The Nuffield Foundation 2000) and Looking Beyond Borders: the importance of foreign area and language studies 2005 in the USA

(National Associate of State Boards of Education 2005). Writing in this context about languages in the elementary (primary) school.

ii) Literature Study:

Every Skill and outcome that is important to society is introduced through the elementary school curriculum. The lists of curriculum requirements in almost every state at least to the importance of reading, math, social studies, science, music, art and physical education. The introduction of computers into nearly every elementary school program clearly reflects the values of our electronic information age. Not until world languages become a secure part of the elementary school curriculum will language learning begin to meet the needs and challenges of the twenty first Century.”(1)

Not only in India but in Europe, however languages have long been a fundamental and accepted part of educational programs. With the continued expansion of the European Union, European language policies are moving towards the teaching of at least two foreign languages from a very early age: a component of the curriculum considered basic skills (Euridyce 2005) in Finland all students in year12 study English and Swedish in addition to Finish, with more than 40 percent also talking German; in the Netherlands 99 percent of students take English in addition to Dutch at year 12 level, and 41 percent also take German and 21 percent French (Clyne2005 p 24). Amongst the countries where English is the majority language, there appears to be “pervasive complacency that “English is enough” combined with a lack or real awareness of and appreciation for the insights and understandings accruing from language learning.

According to Clyne (2005pxi) these are manifestations of what monolingualism as the norm, despite the fact that there are many more bilinguals and multilingual particularly English monolinguals as according to report by the National Centre for languages in the UK, only six percent of the world’s population are native English speakers and 75 percent speak no English at all. (CILT 2005 p4)

As we all know language is the tool of communication. Generally communication based on language whether it is Hindi, English, Marathi, Pujabi, Tamil, Telgu and so on. cognitive flexibility and other academic benefits, for supporting and enhancing literacy on English and for supporting trade and industry.

“We in the English- speaking world seem to have lost sight of languages as educationally important. We have replaced this idea with view that languages are educationally useful and we have seen this view increasingly undermined by the argument that everyone speaks English(2000,p30” (3)

Much of the research on cognitive aspects of second language learning has focused on creative and divergent thinking and many studies indicate a bilingual advantage in these areas. Bilingual children appear to develop a more analytical orientation than two language system and keeping them separate while they

perform particular tasks. This experience appears to give them an advantage over monolinguals when performing tasks involving control of passing.

The traditional focus of language teaching has been on the four micro-skills of Listening, Speaking, Reading and Writing in the target language. From the proceeding overview, it is clear that language learning has been shown to enrich students' cognitive development of literacy skills in a number of important ways. In traditional approaches, however the tendency has overwhelmingly been to separate language from its cultural context. It is this separation which is now being questioned and subjected to fundamental revision and the potential for language learning to develop knowledge and understandings culture and other ways of being represents a major paradigm shift for language teaching learning.

Recently however understanding about the role of culture in language and therefore in language teaching have undergone a fundamental shift in direction and emphasis involving significant reconceptualization. At the core of this reconceptualization is the notion that language cannot be separated from its social and cultural context of use and that every attempt to communicate with the speaker of another language is a cultural act. The basis of what has come to be called intercultural language teaching and learning involves recognition of the importance and certainly of culture. Culture shapes what we say, when we say it, from the simplest language we use to the most complex. It is fundamental way to speak, write, listen and read. In contrast to the static view which treats culture as facts or artefacts to be learned, intercultural language teaching involves a dynamic view of culture.

“In learning language, Students develop communication skills and knowledge and come to understand social, historical, familiar relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a board sense. In this way, language learning contributes to the development of interculturally aware citizens, of increasing importance at a time of raid and deep globalization (Victorian curriculum and Assessment Authority 2007”(4)

The phenomenon of globalization has led to the dramatic use of English as the global language, It is well known that many millions of people in countries all over the world are learning the language, Many of the developing economies are also embracing the learning of other languages as English more and more comes to be seen as a ‘Universal basic skill’, English is not only a big ,language is now in the care of multilingual speakers.

iii) Research Question:

a) If you'd like to explore how to implement these in your context, let me know?

- b) What level of students you are teaching? (e.g., primary, university, adult learners)
- c) What resources or technology you currently have access to?
- d) how can you provide tailored lesson plan ideas or implementation strategies?

iv) Learning a second language can be facilitated through using the language for communication purposes.:-

1. Learners learn a language through using it to communication.
2. Authentic and meaningful communication should be the goal of classroom activities.
3. Fluency is an important dimension of communication.
4. Communication involves the integration of different language skills.
5. Learning is a process of creative construction and involves trial and even.
6. Communication of this kind should be both authentic and meaningful.
7. A greater emphasis should be played on language use rather than language knowledge.
8. Learn autonomy in language use and learner risk-taking should be encouraged.
9. Fluency and appropriacy in the use of the second language should take precedence over structural correctness.
10. Knowledge of the language and the ability to use it in communication with other people.
11. Understanding of the culture of another group.
12. Understanding one's own language and culture through comparison with another language and culture.
13. Knowing how to communicate across cultural boundaries (Liddicoat 2002 p30
14. Enriches our learners intellectually, educationally and culturally.
15. Contributes to social cohesiveness through better communication and understanding.
16. Further develops the existing linguistic and cultural resources in our community.
17. Contributes to our strategic, economic and international development.
18. Enhances employment and career prospects for the individual.

The common image of a teacher standing in front of a class, providing information to students sitting passively at their desk is simply archaic, according to contemporary scientific views of the learning process. But what exactly do we know? While traditional education has emphasized memorization and the mastery of text, research on learning has shown that people construct new knowledge and understanding based on what they already know and believe. While there is no universal best teaching and learning that can enhance our unquestionably exist. The goal of the analytical strand of the project is to provide evidence on the cognitive, objective, social, motivational and developmental factors that constitute the learning process.

The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge are suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested.

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the “chalk and Talk” method and projector (OHP) transparencies.

This directed instruction model has its foundations embedded in the behavioral learning perspective (Skinner, 1938) and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture.

Thus, the learning mode tends to be passive and the learners play little part in their learning process (Orlich et al.,1998). It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes.

Some limitations which may prevail in traditional teaching methods are:-

- (a) Teaching in classroom using chalk and talk is “one way flow” on information
- (b) Teachers often continuously talk for an hour without knowing students’ response and feedback.
- (c) The material presented is only based on lecturer notes and textbooks.
- (d) Teaching and Learning are concentrated on “plug and play” method rather than practical aspects,
- (e) The handwriting of the lecturer decides the fate of the subject.
- (f) There is insufficient interaction with students in classroom.
- (g) More emphasis has been given on theory without any practical and real life time situations.
- (h) Learning from memorization but not understanding.
- (i) Marks rather than result oriented.

II. Innovative Analysis through Tools:

Everyone loves a teacher with an infectious sense of humour. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student. Humour strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the

subject, may even enhance recall of the material. Humour has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humour is the most effective tool for enhancing recall of advertisements. It is easy to create a humour in the classroom by reading books of jokes and to listen to professional comics.

The students should be encouraged to take notes, especially to learn about the professionals' use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it - much humour lies in observations about real life and truthful situations. In conclusion, humour not only plays an important role in the healing process but is also very important in education.

1. Computer assisted language learning:

Language learning software was first created in 1960, concordance started in 1969, and the artificial intelligence program specifically designed for language learning appeared in 1976. Computer games for language learning emerged in 1988, e-mail project were used by 1988. The internet knowledge resources were first reported in 1974. Computer assisted language learning plays a vital role in teaching English at tertiary level. While computer has grown more powerful and multimedia has become more integrated, CALL. The major focus of CALL is on receptive skills. The internet is mainly a reading and listening to audio and video files. Though the limited access of CALL, it reached its full potential.

2. Blogs;

Blog is derived from weblog. It is a diary or regular opinion columns posted on the internet. In blog, the writer posts diary entry which others can read and comments on it. Web-blogging is for learner's autonomy, The blogs used in two ways in English language teaching, First, Learners' can be encouraged to write and post their blogs, if learners are learning, to write journals or engaged in other form of extensive writing in the classroom, is the right place to check their ability of writing. The learners are asked to post their blogs to create wider and more meaningful audience for their writing. The experience of creating publicly available blogs may be motivating their learners and encourage to develop the new set of writing strategies.

The second, the most common in the language learning, the teacher can write the main blog entries, which learners can then comment on them. Even teacher can send assignments or projects to students on the taught topics, by which students can complete the work and send back to teachers. It is very easy for the teacher to access the work through the blog and students can rectify their mistakes. So the blog can encourage teachers to control teaching outside the classroom.

3. Massively Multi- Player Online Games:

Game based learning has many faceted benefits: motivation, critical thinking, and engagement in learning. Games can be either designed especially for language learning objectives from existing well-known games like the Sims (Purushotam 20050) within the latter paradigm; one of the most promising approaches involves web 2.0 games, called massively multi player online games or MMGOG. The first gives a platform for an

online game for millions, and second is a particularly user created virtual world where user can interact in much the same way in the real world. It is very difficult task to engage the learner in extensive communication in English outside the classroom, but the games provide large scale opportunities for interaction.

4. Computer assisted language learning

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5. Mobile Phone Assisted language learning

Mobile phones are considered as miniature computers because of its additional facilities like texting, gaming, email and recording. Mobile Phone Assisted language learning covers PDAs, iPods and wireless computing. MPALL applications consists of mini lessons of grammar points, closed ended quizzes or games testing discrete language points available through SMS, the web or downloads, the vocabulary lessons, short definitions of words with examples of use, recording lectures for better understanding, dictionary, and a communicative language learning games using actions. The most important features of Mobile Phone Assisted language learning are, social interactivity, context portability, Sensitivity, connectivity, individuality and immediacy. Due to greater opportunities of Computer Assisted Language learning, more and more language learning is likely taking place outside classroom setting.

6. Digital age language learning

the powerful information and communication technologies available have opened up new social and educational opportunities, creating new needs and requiring the development new Skills. The development of literacy and communication skills in new online media is crucial to success in almost all waiks of life (Shetzer and Warschauer 1999:171) Digital age language learning, this new concept focuses on the need of adopting new technologies to incorporate digital literacy skills to language curricula.

7. Digital age language teachers have four important responsibilities

1. To know the availability of the online resources and to make language learning effective.
2. Context based selections of the resources according to students' group and develops suitable activities that will create opportunities for enhancing both language and digital skills. Need to teach the

skills necessary to function in the digital age, including reading and writing digital text and communicating and publishing online.

3. Digital literacy skills are done seamlessly and in an integrated manner so that the language course is a coherent whole rather than a collection of loose components.

8. The multimedia language lab

Multimedia language lab is developed to respond to students different learning styles.

The basic purpose of language lab is to focus on sound, text images, videos, animation and interesting context that can be created and accessed from electronic devices such as computer, mp3 players, cell phones, and iPods. By using multimedia in the classroom, the students can better understand the lessons by cultivating self-thinking ability with integration of four skills. Even this is use full for the learner to learn and stimulate retention by recorded classes and presentation.

This tool can develop all four skills of language. Silverman and Hins (2009) found that both English language learners and native speakers who used videos clip to illustrate vocabulary items showed greater improvements in vocabulary knowledge than those who did not receive the multimedia instructions. Even students can improve their vocabulary by playing games and puzzles on computer.

- a) **Writing:** on internet, there are many websites where one can get exposure to write article, short stories and poems. Students can write and get responses from peer group on experts for further developments.
- b) **Listening:** by listening recorded talks of experts and native speakers, lectures of eminent persons And English sound track movies such as 'Pride and prejudice' water lilies, Ghost and plays of Shakespeare can enhance listening ability and improve their interest in learning. And listen native speaker records and make self-correction by listening to the correct responses and learn proper pronunciation, stress and intonation by self-control.
- c) **Speaking:** speaking skills are improved by getting instructions of soft skills and involving oneself in the talk show chart and many more group activities. Language laboratory has following facilities to enhance learners' skills: online tutorials, teaching materials-audio recording, video recording, computer, LCD, soft skills teaching software, external web location, games and quizzes, tests, interactive teaching tips for common errors and pronunciation, functional grammar, building vocabulary power, group discussion. In this milieu it is time to shed away our post-colonial indignation and get into the right track of learning effective language skills.

9. Audio-visual aids in teaching English

Audio visual aids are effective tool to impart good education. These aids are divided as video, audio and audio-visual aids-video refers as seeing, audio refers as hearing and audio-visual refers to combination

of both. These aids are CD, DVD, tape recorder, e-book, graphics, pictures, charts and are used to create the requisite interest and motivate the students to learn the language. The main purpose of audio-visual aids is to enable the teachers to make his teaching effective and interesting. Good models are presented before the students to teach effectively. In this way it can be said that audio-visual aids direct sensory experience to the students.

10.Context Based Approach

Context Based Approach is a substitute to conventional way of teaching grammar in classroom. It is a bridge between knowledge of English grammar and the use of English language in real life communication. Instead of memorizing the rules and contextualize them. They can easily differentiate the structure and meaning. By doing so learners would gradually recognize the right structure for the right context. An elementary exposure to English language and its basic components aims to help the undergraduate students, who are already exposed to the language. Context Based Approach is usage base one, which could be effectively used in CLT. The core objectives of the approach is and useful in real life communication. The ultimate purpose of the approach is to raise grammatical consciousness, an awareness of the communicative function of grammar, and ability to distinguish between different grammatical systems. This broad umbrella definition fuses certain techniques of grammar translation method, structural approach to language and communication approach. Like in grammar translation method students are asked to compare and contrast the meaning of the sentences, like in structural approach, students are asked to identify the right solution for the particular context by group work.

The advantage of using context-based approach for teaching grammar is that students would comprehend why a particular rule is applied in a given structure and when best to use that structure in real life context. This would make the students confident of their communication as they would know exactly what they mean by using a particular grammar structure. The purposed approach would give a boost of communicative approach and help to have command of the language in undergraduate college. Due to globalization, English has got the states of global language, world language, and international language. English is a powerful market language and transaction of modernization. The changing scenario of English is impacted on English curricula and teaching methodologies to cater the need of present era.

In the last to ease the problem what should teacher do; that from the day one itself an English teacher has to encourage students to talk in English only. This act makes them confident. But talking extra care, the English teacher imports the nuisance spoken aspects of language once/twice in a week as a remedial measure. Such type of learner centric environment will certainly prevail, as more and more students will participate in

the session. Teacher should motivate students. Teaching- learning is not one way process; but it is a multi-way process. As soon as the teaching is over, students should raise their doubts, clarifications etc,

By doing so students' communication skills in English will be grow day by day. To develop this sufficient practice must be given to the students in their preliminary stage. While maintain classroom management concurrently learner – friendly atmosphere should be created. Above all a teacher is not a teacher but also a friend, guide and a philosopher to students. He/she guides students not only to pass in exam but also to phase challenges and take right decisions during the right time of crisis in life. This is of course real and tough task for a good teacher. So this is the right time that a concerned authorities and teachers should adopt new and innovative culture of teaching English, Let's hope our kids' English will be cashed in the way to come.

11. Conclusion:

Innovations in the English teaching-learning process represent a fundamental shift from traditional, teacher-centered methods to dynamic, student-centric approaches. Driven by evolving global needs and technology, modern research outlines key trends in personalized learning, task-based instruction, and digital integration that enhance communicative competence and learner autonomy.

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