

Pedagogical Innovations in English: A Comprehensive Exploration of Innovative Approaches in Language Learning

Dr. Asha P Pathrose

Assistant Professor in Education

St. Joseph's College of Education, Mysuru

Abstract—English language education has undergone a profound transformation over the past few decades due to rapid technological advances, evolving learner profiles, and shifting educational priorities. In contemporary classrooms, teachers are expected to address diverse learning needs while maintaining students' motivation, engagement, and achievement. Traditional teacher-centred methods characterised by lecture-based instruction, rote memorisation, and limited learner autonomy are no longer adequate to meet the demands of 21st-century learners. Educators now recognise that meaningful language learning grows out of interactive, participatory, and learner-driven experiences. This has resulted in the adoption of pedagogical innovations that integrate creativity, collaboration, critical thinking, and technology. This study examines the effectiveness of learner-centred, technology-enhanced strategies, such as peer tutoring, language games, creative activities, and digital platforms including Padlet, Kahoot, and Quizizz, in enhancing language learning. Findings from the survey on 45 B.Ed. trainees using a questionnaire about innovative classroom try-outs demonstrate significant improvements in vocabulary acquisition, communication skills, creativity, and student participation. The study concludes that pedagogical innovations not only enrich classroom dynamics but also foster holistic language development and 21st-century skills. Recommendations include integrating creativity, experiential learning, and collaboration systematically into the curriculum to strengthen English language education.

Index Terms—Pedagogical Innovation, Creative activities, peer tutoring, technology-enhanced strategies

I. INTRODUCTION

English language classrooms today are very different from those of the past. Learners are more exposed to

technology, more interactive in nature, and expect learning to be meaningful rather than mechanical. In such a context, the traditional practice of lecture-based teaching and rote memorization often fails to sustain learner interest or develop communicative ability. Teachers are therefore required to move beyond the role of information providers and become facilitators who create participatory learning environments. According to Kumaravadivelu (2006) language learning is no longer seen as the accumulation of linguistic forms but as the development of communicative competence through meaningful interaction.

Language learning is most effective when learners actively engage in communication, collaboration, and experiential tasks. Classroom practices that allow learners to discuss, create, perform, and interact help them internalize language naturally. This shift towards participatory learning has encouraged educators to experiment with innovative strategies that make English learning lively, contextual, and learner-driven. Brown (2014) describes learning a language as not a passive activity but an active, dynamic process that thrives on interaction, collaboration, and engagement.”

Pedagogical innovations in English language teaching include the use of peer learning, creative tasks, games, and digital tools that support interaction and reflection. Such practices enable learners to construct knowledge through experience rather than receive it passively. Technology-based platforms further support this process by offering opportunities for instant feedback, collaborative work, and self-paced practice.

In the Indian classroom context, where learners come from diverse linguistic and socio-cultural backgrounds, innovative approaches provide practical ways to increase participation and reduce hesitation in using English. These strategies not only improve language proficiency but also nurture confidence, creativity, and communication skills essential for the present century. This study, therefore, examines how selected innovative classroom try-outs influence the language learning experience of B.Ed. trainees.

1.1 Conceptual Framework of the Study

The present study is based on the idea that effective language learning occurs when learners are actively involved in the learning process. Instead of limiting classroom interaction to listening and note-taking, innovative try-outs encourage learners to speak, think, create, and collaborate. Such experiences make language learning more natural and less stressful.

Innovative try-outs refer to the planned use of creative activities, peer-supported learning, games, and digital platforms to make English classrooms more interactive. These practices provide opportunities for learners to use language in meaningful situations. When learners participate in storytelling, role plays, group tasks, and online collaborative activities, they practise language skills in an integrated manner.

These approaches also reduce fear and hesitation, especially among slow or reluctant learners, because the focus shifts from correctness to participation. As learners interact with peers and digital tools, they gradually gain confidence and autonomy in using English.

Thus, the conceptual basis of this study lies in creating learner-centred environments where knowledge is built through participation, creativity, and collaboration. Innovative classroom practices are viewed not as add-ons but as essential methods to make language learning effective and engaging.

1.2 Some of the Innovative Try-Outs in English Language Learning are as follows:

1. Peer Tutoring

Peer tutoring involves pairing students as tutors and tutees to support each other in learning English. Peer tutoring is a collaborative learning method where students support each other's academic growth by

working in pairs or small groups. B.Ed. trainees' alternate roles as tutor and learner, which not only reinforces their subject knowledge but also enhances leadership, empathy, and communication skills. Peer tutoring promotes active engagement, removes learning barriers, and builds confidence, especially among slow or hesitant learners. Within teacher education, it prepares student-teachers to adopt inclusive, learner-centred approaches in their classrooms, ensuring that learning is shared, supportive, and equitable.

2. Language Games

Language games are structured activities designed to teach vocabulary, grammar, pronunciation, and communication skills playfully through engagement, collaboration, and fun. By transforming the classroom into a dynamic language-learning space, these games help students practise grammar, vocabulary, pronunciation, and fluency without fear or inhibition. Activities such as word puzzles, sentence-building races, role-play cards, taboo, charades, and storytelling chains stimulate creativity and enhance communicative competence. For B.Ed. trainees, language games also serve as a practical pedagogical tool, enabling them to understand how active learning strategies can improve classroom participation when they become teachers.

3. Creative Activities

Creativity-based tasks allow students to express themselves while developing language skills.

Activities include:

- Story Writing and Storytelling

Story writing boosts narrative skills through sequential events, often starting with a picture prompt for brainstorming vocabulary and ideas. Students draw pictures, plan sequences, and write short narratives, integrating oral retelling for comprehensive practice. Group jigsaw activities divide stories for collaborative reconstruction enhance comprehension.

- Skits, Role Plays, and Drama

Role plays and skits develop communication by immersing students in real-life scenarios, improving fluency and expression. Teachers introduce theory before practice, with groups performing and reflecting on language use. These activities engage multiple skills like pronunciation and gestures

- Poetry Composition

Poetry lessons begin with analysing a model poem for structure, rhyme, and imagery, followed by students creating their own using similar patterns. Focus on ideas over grammar encourages critical thinking and personal expression. Reading aloud reinforces rhythm and vocabulary

4. Web Resources

Digital platforms have become indispensable tools for English education. Some of them are follows:

- a) Padlet: In this study, Padlet functioned as a shared digital wall where trainees posted their written tasks, vocabulary collections, story ideas, and peer feedback. It allowed all learners to view, comment, and learn from each other's contributions in one place. This platform supported collaborative learning, idea sharing, and reflective thinking while allowing students to work at their own pace.
- b) Kahoot: Kahoot was used to conduct interactive quizzes related to vocabulary, grammar, and comprehension. The live quiz format created excitement in the classroom and encouraged every trainee to participate. Immediate feedback helped learners identify their mistakes instantly and correct them without delay. The game-like environment made practice sessions lively and stress-free.
- c) Quizizz: Quizizz was used for practice exercises, revision tasks, and homework assignments. Since trainees could attempt quizzes individually at their convenience, it supported self-paced learning. The automatic scoring and feedback system helped them monitor their progress and improve accuracy through repeated practice.

These web tools were not used merely for entertainment but as structured learning aids to improve engagement, participation, and retention of language concepts.

5. Reading Month

Celebrating Reading Month cultivates a deep appreciation for books and strengthens reading habits among B.Ed. students. The month-long initiative usually includes activities such as book displays, author interactions, silent reading hours, book reviews, read-aloud sessions, literary quizzes, and library orientation programmes. By immersing students in diverse genres and encouraging critical reflection,

Reading Month fosters comprehension skills, vocabulary enrichment, and lifelong learning behaviour. For future teachers, it models the importance of creating a reading culture in schools and developing strategies to motivate young readers

II. NEED FOR THE STUDY

The need for studying pedagogical innovations in English arises from the changing landscape of education, the demands of global communication, and persistent challenges observed in classrooms. Several factors justify this educational inquiry. English classrooms today include students from varied linguistic, socio-cultural, and intellectual backgrounds. Traditional methods fail to address these differences. Innovative strategies, however, offer differentiated learning experiences tailored to individual needs and learning styles. Pedagogical innovations such as games, digital tools, and creative activities increase motivation by making learning enjoyable and meaningful. The digital revolution has reshaped how students' access, process, and retain information. Web tools like Padlet, Kahoot, and Quizizz create interactive learning environments, making language acquisition more dynamic. 21st-century learning emphasises creativity, collaboration, communication, and critical thinking. Research consistently shows that innovative teaching practices lead to improved language proficiency, better retention, and enhanced confidence among learners. Examining these practices helps educators adopt evidence-based methods. Issues such as large class sizes, limited resources, stress, examination pressure, and poor participation can be effectively reduced through learner-centred innovations that encourage cooperation and autonomy. In this context, studying pedagogical innovations provides direction for educators, curriculum designers, and teacher-education programmes to enhance the quality of English language teaching and learning.

III. OBJECTIVES OF THE STUDY

1. To find out the effectiveness of innovative pedagogical strategies on the language skills of B.Ed. Trainees

2. To examine the effectiveness of innovative pedagogical strategies in enhancing trainees’ interest in language learning.

3.1 Hypotheses of the Study

1. H1: There is no significant difference between the pre-test and post-test scores of students taught through innovative pedagogical strategies in language skills.
2. H2: Innovative pedagogical strategies contribute to holistic language development, including listening, speaking, reading, and writing skills.

3.2 Method of the study

The present study adopted a quasi-experimental research design using a single-group pretest–post-test method. The study was conducted over a period of one academic semester to examine the effectiveness of innovative try-outs in English language teaching. A sample of 45 students was selected for the study using a convenience sampling technique. Data were collected through a researcher-developed rating scale, Language Achievement Test and the Reflection diary, administered both before and after the intervention. The pretest assessed the students’ interest in innovative strategies, while the post-test measured changes after the implementation of the innovative strategies. The difference between pretest and post-test scores was analysed to determine the effectiveness of the intervention.

3.3 Tools used

Language Achievement Test, Student Feedback rating scale, and Teacher’s Reflection Diary

IV. RESULTS AND DISCUSSIONS

Table 1: Pre-Test Percentage of Interest of Trainees in Innovative Strategies

Levels of Interest	Class Interval	Frequency	percentage
Very Low	48 – 52	1	2.2
Low	53 – 57	1	2.2
Moderate	58 – 63	43	95.5

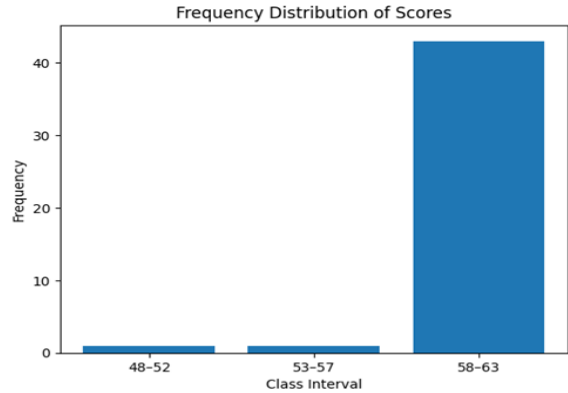


Figure 1

Only 2.2% of the trainees fall within the very low level of interest category (scores 48–52), indicating that very few trainees exhibit minimal interest in innovative pedagogical strategies. Similarly, another 2.2% of the trainees belong to the low-interest group (scores 53–57), suggesting a negligible proportion with moderate interest.

In contrast, an overwhelming 95.5% of the trainees fall within the moderate level of interest category (scores 58–63), demonstrating strong enthusiasm and readiness to engage in innovative pedagogy activities even at the pre-test stage. This dominance of the high-interest group reflects a generally positive attitude among trainees toward innovative teaching strategies.

Table 2: Post-test Percentage of Interest of Trainees in Innovative Strategies

Levels of Interest	Class Interval	Frequency	Percentage
Moderate	53-61	10	22.2
High	62-70	19	42.2
Very High	71-80	16	35.5

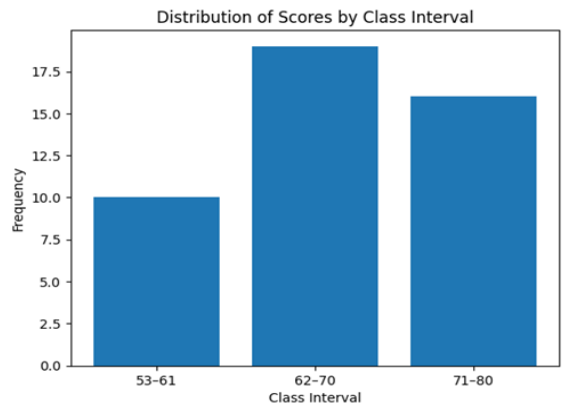


Figure2

Based on Table 2 and Figure 2, the percentage analysis of trainees' interest in innovative pedagogy activities shows a predominantly moderate-to-high level of interest among participants. About 22.2% of the trainees fall within the moderate level of interest category (scores 53–61), indicating that a smaller proportion of trainees show limited engagement with innovative pedagogical practices.

A substantial 42.2% of the trainees belong to the high level of interest group (scores 62–70), suggesting that the majority demonstrate a reasonable and developing inclination toward innovative pedagogy activities. This group reflects openness to new teaching methods, though further exposure and support may enhance their engagement.

Additionally, 35.5% of the trainees fall under the very high level of interest category (scores 71–80), highlighting a significant proportion of trainees who show strong enthusiasm, motivation, and readiness to adopt innovative pedagogical strategies in their teaching practice.

Overall, the findings indicate that most trainees possess favourable interest levels toward innovative pedagogy activities, with a clear scope for strengthening interest among those in the low category through targeted training, hands-on experiences, and continuous professional support.

Table 3: Descriptive Statistics and Paired Sample t-test Results

Variable	N	Mean	SD	Mean Difference	t-value	df
Pre-test	45	60.64	2.39	7.62	7.23	44
Post-test	45	68.27	7.69			

$p < .001$ indicates a highly significant difference.) From Table 3, it is revealed that $t = 7.23$, which is far above the critical value for $p < .001$ (≈ 3.5), and hence the improvement from pre-test to post-test is highly significant.

The paired sample t-test was conducted to compare the pre-test and post-test scores of participants ($N = 45$). The results showed a substantial increase in the post-test mean score ($M = 68.27$, $SD = 7.69$) compared to the pre-test mean score ($M = 60.64$, $SD = 2.39$). The mean gain score was 7.62 points.

The paired t-test yielded a statistically significant result,

$$t(44) = 7.23, p < .001,$$

indicating that the improvement from pre-test to post-test was highly significant. This suggests that the intervention administered between the pre-test and post-test produced a meaningful positive impact on participants' performance. Hence, the hypothesis that there is no significant difference between the pre-test and post-test scores of students taught through innovative pedagogical strategies in language skills is rejected.

The large difference in means and strong statistical significance show that learners demonstrated enhanced understanding/skills after the intervention. Overall, the findings provide strong evidence for the effectiveness of the educational strategy or program used in this study.

Effect of Innovative pedagogical strategies on speaking, reading, and writing skills.

The effectiveness of Innovative try-outs was assessed. It is observed that creative activities, peer-supported learning, games, and the use of digital platforms helped make the English classroom more interactive and learner-centered. As a result of the intervention, noticeable improvement was observed in students' language skills. Speaking skills became more confident and fluent, writing skills showed better organization and expression, and learners developed a greater interest in reading. The evaluation activities conducted after the intervention clearly indicated positive changes in participation, motivation, and overall language development among the learners.

4.1 Discussion

The findings clearly support the hypothesis that pedagogical innovations significantly enhance English language learning. Traditional methods, though still valuable for explanation and consolidation, are insufficient to meet learners' diverse needs. Integrating innovations bridges this gap by making learning interactive, student-centered, and enjoyable.

1. Peer Tutoring and Collaborative Learning

The findings of the present study reveal that peer tutoring and collaborative learning significantly enhanced students' confidence, communication skills, and empathetic understanding. When students explain

concepts to peers, they reinforce their own understanding while making learning more accessible for others. Similar findings were reported by Topping (2015), who emphasized that peer tutoring improves academic achievement as well as social and emotional outcomes for both tutors and tutees. The study highlighted that teaching peers strengthens conceptual clarity and metacognitive awareness. Likewise, Johnson and Johnson (2014) found that collaborative learning fosters positive interdependence, face-to-face interaction, and individual accountability, leading to deeper engagement and improved interpersonal relationships among learners.

2. Games

The study showed that games created an active and stress-free classroom atmosphere, encouraging participation and reducing learners' fear of mistakes. Repetition within games strengthened understanding of language concepts, while tools like Kahoot and Quizizz provided immediate feedback that increased motivation. These findings align with earlier research of Dörnyei and Ryan (2015), and Plass, Homer, and Kinzer (2015), indicating that game-based learning promotes attention, lowers anxiety, and supports better retention through engaging and interactive practice.

3. Creative Pedagogies

The findings indicate that creative pedagogies such as drama, storytelling, and creative writing enhanced students' linguistic competence and self-expression. These methods encouraged active participation and deeper emotional engagement, allowing learners to connect language learning with imagination and personal experience. Supporting this result, Maley and Peachey (2017) and Gardner (2011), highlighted that creative language teaching fosters intrinsic motivation and enables learners to use language meaningfully rather than mechanically. Their work demonstrated that drama and storytelling improve fluency, confidence, and communicative competence.

4. Technology Integration

The study found that integrating technology through tools like Padlet, Kahoot, and Quizizz enhanced communication, collaboration, and multimodal learning. Technology enabled students to participate actively, share ideas, and receive immediate feedback. These findings align with Hockly (2018), who

observed that digital tools promote learner autonomy, collaboration, and engagement in language classrooms. The study emphasized that technology-supported learning environments encourage meaningful interaction and reflective learning. Similarly, Redecker (2017) reported that technology integration develops critical digital competencies, including communication, collaboration, and creative problem-solving. These studies support the present finding that technology-enhanced pedagogy not only improves learning outcomes but also equips students with essential 21st-century skills.

V. CONCLUSION

Pedagogical innovations in English language teaching are vital for creating engaging, effective, and future-ready learning environments. Peer tutoring, creative activities, language games, and digital platforms like Padlet, Kahoot, and Quizizz provide rich, interactive opportunities for students to develop linguistic competence and 21st-century skills. These innovations make learning more meaningful, enjoyable, and collaborative. The findings and discussion clearly show that such innovative methods lead to improved motivation, better retention, higher proficiency, and positive learner attitudes. As education continues to evolve, integrating pedagogical innovations is not merely an option but a necessity for enhancing the quality of English language education.

REFERENCES

- [1] M. A. Alghamdi, "The impact of technology integration on students' engagement and academic performance in language learning," *Int. J. Educ. Pract.*, vol. 8, no. 2, pp. 324–336, 2020.
- [2] H. D. Brown, *Principles of language learning and teaching*, 6th ed. Harlow, U.K.: Pearson Education, 2014.
- [3] D. Crystal, *English as a global language*, 2nd ed. Cambridge, U.K.: Cambridge Univ. Press, 2003.
- [4] Z. Dörnyei and S. Ryan, *The psychology of the language learner revisited*. London, U.K.: Routledge, 2015.
- [5] C. T. Fosnot, *Constructivism: Theory, perspectives, and practice*, 2nd ed. New York, NY, USA: Teachers College Press, 2013.

- [6] H. Gardner, *Frames of mind: The theory of multiple intelligences*, 3rd ed. New York, NY, USA: Basic Books, 2011.
- [7] R. M. Gillies, "Cooperative learning: Review of research and practice," *Aust. J. Teach. Educ.*, vol. 41, no. 3, pp. 39–54, 2016.
- [8] N. Hockly, *Focus on learning technologies*. Oxford, U.K.: Oxford Univ. Press, 2018.
- [9] D. W. Johnson and R. T. Johnson, "Cooperative learning in 21st century," *An. Psicol.*, vol. 30, no. 3, pp. 841–851, 2014.
- [10] B. Kumaravadivelu, *Understanding language teaching: From method to postmethod*. Mahwah, NJ, USA: Lawrence Erlbaum Associates, 2006.
- [11] W. Littlewood, "Communication-oriented language teaching: Where are we now?" *Lang. Teach.*, vol. 47, no. 3, pp. 349–362, 2014.
- [12] A. Maley and N. Peachey, *Creativity in the English language classroom*. London, U.K.: British Council, 2017.
- [13] National Council of Educational Research and Training, *National education policy 2020*. New Delhi, India: Government of India, 2020.
- [14] J. L. Plass, B. D. Homer, and C. K. Kinzer, "Foundations of game-based learning," *Educ. Psychol.*, vol. 50, no. 4, pp. 258–283, 2015.
- [15] C. Redecker, *European framework for the digital competence of educators: DigCompEdu*. Luxembourg: Publications Office of the European Union, 2017.
- [16] J. C. Richards and T. S. Rodgers, *Approaches and methods in language teaching*, 2nd ed. Cambridge, U.K.: Cambridge Univ. Press, 2001.
- [17] K. J. Topping, "Trends in peer learning," *Educ. Psychol.*, vol. 25, no. 6, pp. 631–645, 2005.
- [18] L. S. Vygotsky, *Mind in society: The development of higher psychological processes*. Cambridge, MA, USA: Harvard Univ. Press, 1978.