



# Innovative and Creative English Teaching Strategies: A Conceptual Framework

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## Abstract

*Utilizing innovative and creative strategies to enhance English language teaching is one of the most significant factors that English teachers should consider. This review paper focuses on the significance of the innovative and creative teaching strategies that educators should adopt. These strategies will create an engaging and motivating learning environment to help college EFL/ESL students improve their problem solving and critical thinking skills. This paper elucidates how technology, lesson planning, student-centered approach, and teaching flexibility contribute to enhancing teachers' skills to implement innovative and creative teaching strategies in the classroom. As a result, a conceptual framework was developed by integrating Vygotsky's social constructivism theory to cultivate innovative and creative English language teaching strategies. These strategies include a student-centered approach, cooperative learning, and flexibility in teaching, which contribute to more holistic learning.*

## Keywords

*innovation, creativity, teaching strategies, technology, flexibility*

## INTRODUCTION

In education, change is inevitable from the structure of the “classroom” to the type of students, the quality of lessons, and how teaching and learning should happen. One of the most widely discussed topics regarding change in the academe is the shift from traditional pedagogical approaches. Such approaches include but are not limited to the recitation method and memorization of lessons or concepts, where students are seen as passive learners, so they can only participate a little in classes. Instead, they sit quietly and try to listen to the teacher’s lessons delivered through a didactic method. In these modern times, such approaches have been argued to be getting less and less effective due to the changes happening in society and, in effect, the academic setting. New paradigms have been introduced as early as before the onset of the new millennium.

Newer studies have been conducted focusing on the student-centered approach as one of the characteristics of an “innovative” learning strategy (Paragae, 2023) and a “creative” teaching method (Zulkifli et al., 2022). “Innovative” is what most academic institutions want for their teachers and their teaching methods. Such a word often goes alongside the word “creative.” It is crucial to understand the

meaning of innovative and creative teaching methods. Since the beginning of the 21st century, numerous scholars contributed to the literature of pedagogical innovation and creativity. The most recent ones focus on innovation, on the one hand, as inevitably and naturally associated with technology. However, it may also pertain to less tangible aspects of teaching, like planning more engaging lessons (Suwartono et al., 2022). Aside from the involvement of technology and the teachers, learners and their (learning) environment must also be considered. These should be the main ingredients for an ideal and holistic innovative pedagogy.

On the other hand, “creativity” in the context of the academe may be seen as teaching about creativity, teaching for creativity, or teaching with creativity. The third is what all teachers should be concerned about, which can be expressed as “creative teaching.” This creativity is concerned with the subject being taught and the ability to be flexible in making activities based on the profile of the students or the class. Creative teaching should encourage educators to use various strategies to enhance students’ critical thinking, problem-solving, and motivation skills. Moreover, it is significant for English teachers to consider incorporating insightful discussions on technology, utilizing a student-centered approach, meticulous lesson planning, and embracing flexibility in their teaching strategies. The teacher is expected to be observant, if not vigilant, of their surroundings, i.e., the students, the classroom, and the teaching resources. Many teachers have tried and observed different practices, showing innovation and creativity in teaching. According to Saragih et al. (2023), these strategies are crucial for English language teachers to impart knowledge and help students achieve their learning goals. For example, Large Language Models (LLM) like ChatGPT have been used as a resource for students and teachers. This artificial intelligence AI-based chatbot was initially regarded as a problem for teachers, particularly concerning plagiarism, and students not doing their work. However, it can already be used as a resource for subjects like a second/foreign language (Hong, 2023). Because of the COVID-19 pandemic, other technological forms of innovation in teaching emerged. Teachers were (and still are) using recorded teaching videos that offer many benefits both for the teacher and the learners (Astutik et al., 2022).

Although many studies have been conducted on innovative and creative English teaching strategies, there still needs to be a relevant and suitable conceptual framework to provide teachers with a tool for appropriately teaching English to 21st-century learners. This paper focuses on the significance of the innovative and creative teaching strategies teachers should utilize in teaching English, and, through a proposed conceptual framework, integrates them with Vygotsky’s (1978) theory on social constructivism. The researchers systematically reviewed the studies related to English language education. The variables related to the topic were initially identified, as well as themes and gaps in the existing research that this study addresses. Reliable sources and databases (e.g., Google Scholar) were used. The information from the reviewed studies was synthesized and organized coherently. Finally, a comprehensive literature review was written, which critically analyzes the findings of past studies to provide a solid foundation for this review paper. The findings of the past studies were critically evaluated to develop a conceptual framework. This paper contributes to the existing literature on a nuanced understanding of how technology integration, student-centered approaches, meticulous lesson planning, and teaching flexibility collectively enhance critical thinking, problem-solving skills, and overall motivation in the English language classroom.

### **Technology Integration in English Teaching Strategies**

Integrating technology as a catalyst for innovation within the educational setting amplifies student involvement and interaction throughout the learning journey. Educational apps, multimedia demonstrations, and gamified learning systems represent a few resources capable of captivating students’ attention and fostering their inquisitiveness. According to Ampa and Nurqalbi (2021), technological

competence positively relates to innovative teaching performance. Therefore, teachers should utilize their competencies in implementing innovative teaching strategies in the classroom to enhance the learning process. Incorporating technology in education has unlocked opportunities for educators to rethink and elevate their instructional techniques and teaching strategies. While technology offers advantages, it should maintain the importance of proficient teaching techniques and approaches and the teacher's role in directing and assisting students in their learning journey. Relying exclusively on technology for information might lead to surface-level learning, which could impede the cultivation of students' critical thinking and analytical abilities. [Kim et al. \(2023\)](#) explored the utilization of ChatGPT as a second language learning tool and scrutinized its suitability. The findings of their study revealed that to use ChatGPT effectively and ethically in education, users should create novel task types that necessitate human-like creative and critical thinking skills. This measure is crucial to mitigate the risks of potential misuse. It can be argued that incorporating ChatGPT in educational settings can foster dynamic and student-centered learning environments. It can be a creative writing aid, inspiring learners to delve into their imaginations and refine their creative writing abilities.

Furthermore, ChatGPT's real-time question-answering and explanation capabilities can encourage critical thinking and problem-solving skills, which are important in an innovative and creative learning-teaching environment. Regarding assessment, ChatGPT introduces innovative evaluation approaches and methods that can benefit teachers. Its ability to analyze written responses allows for more intricate and thorough assessments of students' comprehension and skill levels. In addition, it facilitates continuous monitoring of student progress, empowering educators to pinpoint areas for improvement and customize their innovative teaching strategies accordingly.

Although ChatGPT shows potential in diverse educational environments, it also presents possible disadvantages that could impede critical thinking and detract from the student-centered approach, which is part of innovative and creative teaching strategies. The main concern lies in the potential overdependence on AI-generated content, which might dissuade students from honing their analytical and problem-solving skills. An excessive reliance on pre-generated responses from ChatGPT may discourage deep thinking and critical analysis, leading students to favor expedient solutions over exploring intricate concepts on their own. Innovative and creative teaching strategies encompass diverse approaches utilizing technology and interactive techniques to enrich learning. By integrating some technological tools in the classroom, students can actively participate in dynamic discussions, which, in turn, stimulates their critical thinking and problem-solving skills. Additionally, incorporating multimedia resources, such as videos, blogs (e.g., TESOL Blog, EnglishClub Blog), podcasts, digital language games, and TED Talks, enhances the presentation of information, making it captivating and appealing to various learning styles while igniting students' curiosity. For example, the study of [Zarei and Supyan \(2016\)](#) on a blog-based English language learning showed that ESL students were eager to participate in meaningful online interactions and improved their language skills and language patterns. Meanwhile, [Aditya \(2018\)](#) said that integrating podcasts into undergraduate English classes positively impacts the students' listening comprehension. [Zarei \(2019\)](#) found that using social media like Facebook likewise helps students' English language learning, motivation, and writing skills. Similarly, [Wulantari et al. \(2023\)](#) illustrated that gamification plays a significant role in ELT by enhancing motivation, engagement, collaboration, and active learning. These past studies uniformly highlight the positive impact of technology integration in English language teaching strategies.

### **Lesson Planning for Innovative and Creative Teaching Strategies**

Understanding the basics of a lesson plan is essential to using it effectively with the students. A lesson plan is a blueprint that outlines the elements and order of activities intended to meet particular learning

goals or objectives. Crafting lesson plans through inventive and creative teaching strategies is significant, as it can captivate students via interactive and memorable experiences, stimulating active engagement, critical cognition, and adeptness in tackling challenges. Addressing various learning preferences and linking lessons to real-world applications enhances knowledge retention, reinforces self-confidence, and nurtures an enduring ardor for acquiring knowledge. Lesson planning provides a structured framework for English teachers to strategically integrate diverse and engaging teaching strategies, enhancing creativity and innovation in the classroom.

English language teachers must integrate creativity and innovation in lesson planning, such as curriculum design. Curriculum design for innovative and creative English teaching should be a dynamic and adaptive process. It should create diverse language learning experiences, utilizing gamification, multimedia resources, and real-world applications. This approach helps the students to engage with the English language in various contexts, fostering creativity, critical thinking, and innovation. This will also allow for more collaboration, language immersion, and innovative ways for students to explore English.

[Kukulka-Hulme et al. \(2023\)](#) studied new teaching, learning, and assessment forms to guide educators and policymakers. They stated that flipped classrooms and blended learning inside and outside the classroom enhance innovative teaching strategies. They added that educators can apply a flexible hybrid approach by embracing the concept of a 'flipped classroom' approach to more effectively blend distinct avenues of in-person and online synchronization, facilitating collaboration, discourse, and evaluation. Moreover, employing asynchronous activities for individual and collective tasks to establish foundational understanding and foster a sense of unity among learners contributes to innovative teaching strategies. [Mallillin et al. \(2021a\)](#) believe that a good teaching strategy establishes the groundwork for the purpose and methodology of conducting a class, aiding in forming expectations and cultivating a collective class ethos wherein students assume greater responsibility for their class involvement. Current trends in education demonstrate a movement toward blended learning within the classroom structure, which guides teacher instruction toward focused student activities. The teaching method entails constructing the learning journey across various phases: gathering knowledge, posing progressively complex questions, and fostering an evolving complexity. Pedagogical approaches incorporate modern technologies as educational tools, integrated by students. At the same time, teaching techniques breathe life into academic concepts through visual and hands-on learning encounters, facilitating a deeper understanding of lessons within real-world contexts. These techniques also spark reflective inquiries, nurturing students' capacity for independent thought and self-driven learning. These insights are derived from the study's findings.

[Hanif et al. \(2023\)](#) believe that the role of technology in lesson planning has a significant potential to transform teaching and learning practices. They believe that addressing challenges such as ensuring equitable access to technology for English teachers is essential to maximize the positive impact of technology on lesson planning. The instructional strategies for teaching highlighted by [Carag \(2020\)](#) cautioned against various innovative strategies that could effectively cater to the diverse abilities of learners, thereby enhancing the teaching-learning process. Creative teaching strategies encompass a practical comprehension of visual and conceptual ideas, fostering teachers' self-assurance and students' critical thinking. This approach analyzes and leverages reflexive methodologies within the new normal learning paradigm to identify and emphasize the unique attributes and classifications that define one's position in online learning, incorporating both teaching philosophy and operational practices. It mirrors teaching encounters and student outcomes within learning perspectives, as [Vital \(2021\)](#) noted.

Moreover, [Mallillin et al. \(2021b\)](#) studied the structural domain of learning and teaching strategies in students' academic performance. Based on their research findings regarding teaching strategies, the

approach to teaching strategy as to comprehension and analysis levels reflects innovation, creativity, and a competitive edge, facilitating the presentation of core concepts within lesson structures. Regarding student attitudes, this approach demonstrates a tendency for students to adhere to lessons and tasks strictly. Regarding academic performance, the focus remains on learning, with active participation resulting in tangible outputs. This approach also emphasizes students' attentiveness to the instructional guidance within the lesson setup.

Applying design methods to solve problems seamlessly aligns with innovative and creative teaching approaches. As design thinking promotes iterative processes, idea generation, and user-centered strategies for addressing challenges, innovative teaching strategies champion experimentation, diverse perspectives, and interactive activities to enhance learning outcomes. The principles of design, including empathy, brainstorming, prototyping, and testing, reflect the innovative teaching approach of fostering curiosity, critical analysis, and collaborative problem-solving among students. Both concepts highlight the importance of surpassing traditional boundaries to explore fresh solutions. By integrating design methods into education, educators can empower students to embrace learning with an open and creative mindset, motivating them to employ innovative strategies for intricate issues within the classroom and in the broader context.

Furthermore, gamification is closely related to innovative and creative teaching strategies when teaching English in the classroom. Blending gamification with innovative and creative teaching strategies proves especially advantageous in English instruction. Educators and teachers can heighten student engagement, motivation, and overall academic accomplishments by infusing gamified elements into the learning process. According to [Rincon-Flores et al. \(2022\)](#), gamification is commonly perceived as an instructional approach that prioritizes student involvement and motivation. Typically, it consists of dynamics, mechanics, and elements. They stated that gamification, through the mechanics of rewards, can be a tool that allows for improving virtual educational environments. Innovative and creative teaching strategies involve straying from traditional methods and infusing a touch of novelty and dynamism into the classroom ambiance. Gamification aligns with this principle by infusing game-like elements such as competition, rewards, challenges, and interactive assignments into English education. This strategy transforms the learning experience into an immersive expedition, capturing students' curiosity and igniting their enthusiastic participation.

### **Student-Centered Approach**

Teaching and learning have long held that the teacher is the central element—the authority and controlling power—and students are the passive recipients of knowledge. This approach may have advantages, like many teachers' familiarity with it ([Paragae, 2023](#)). However, it has also been heavily criticized for its many disadvantages. For one, it is not as engaging or interactive as the modern approaches. This is a huge challenge for teachers, especially since students nowadays have a shorter attention span ([Closs et al., 2022](#)). Time magazine reported that people now have a shorter attention span than goldfish ([McSpadden, 2015](#)). Moreover, traditional teaching may not be as effective in fostering students' cognitive learning due to its being teacher-centered, where students do not have much encouragement to think for themselves. Newer approaches give more avenues for the critical thinking of students, e.g., their analysis and interpretation ([Seibert, 2021](#)). Education in the 21st century is already described as a "student-centered learning process" ([Zulkifli et al., 2022](#)). Student-centered approaches in teaching English center on active student involvement in the classroom, creating an interactive and collaborative classroom environment that enhances overall engagement in the learning process. According to a study by [Zarei and Sharna \(2019\)](#), adopting a student-centered learning approach played a significant role in

enhancing students' English language learning. Moreover, student interaction, integral to this approach, improved their language comprehension, conceptual grasp, and content learning progress. As with other teaching strategies, there are also disadvantages to the student-centered approach. For example, some students may struggle with autonomy, leadership skills, and self-confidence, essential in a student-centered learning environment. Moreover, it could also lead to uneven participation, where some students may dominate discussions or activities while others may become less engaged. The following sections discuss some of the widely used classroom strategies that are student-centered, specifically in the context of teaching English. These include problem-based learning, project-based learning, and cooperative learning.

### ***Problem-Based Learning***

According to [Malikovna et al. \(2022\)](#), problem-based learning is an approach that begins with an open-ended, authentic, or real-world problem. As such, it is based on the notion that open-ended inquiry increases student motivation. The students (in groups) determine what they know and need to know, explore how to acquire the needed knowledge, formulate assumptions, create solutions, and eventually report their findings. In an English class, teachers can start by showing students a few examples of grammar points and asking students what they notice ([O'g'li & Qizi, 2022](#)). There is an assumption that students already have prior grammar knowledge; they must analyze if the example contains grammatical anomalies based on their current schema. They then can discuss their findings with the teacher.

In more advanced topics, like in an English class of undergraduate students taking a specific program, e.g., economics, the teacher can create a scenario where students are obliged to solve a problem. Real examples or problems can be presented to students, such as "too high prices," "curious clients," or "foreign clients" ([Yu, 2022](#)). Spontaneous conversations will emerge from these problems, improving students' communication skills. The teacher can also participate in the conversations and try to deliberately complicate the problem. Doing this can also stimulate students' critical thinking.

### ***Project-Based Learning***

Project-based learning is a teaching method anchored on the philosophy of, as the name suggests, learning by doing. This means that learners are presented with problems or projects to solve. Project-based learning has gained popularity among educators and is considered "indispensable to meet the challenges of the 21st century" ([Islam et al., 2022, p. 251](#)). In different ways, project-based learning has been incorporated into teaching English to improve students' language skills.

In the study of [Siririmangkorn \(2021\)](#), she examined the effects of project-based learning using presentation and found that such an approach significantly improved the speaking skills of undergraduate learners. The students even expressed positive feedback on the said approach; they agreed that it effectively improved their speaking skills. The advantages of doing a presentation include several important things ([Siririmangkorn, 2021](#)): (1) bridging the gap between language study and language use, i.e., there is an authentic (spoken) language activity; (2) improving the learners' self-confidence; and (3) promoting collaboration, which also involves language use and practice; among others. Given the nature of the project, another benefit is its integration with technological skills development. Through this, other forms of communication can also be further developed.

Project-based learning can also be done by integrating a vlog as a student project. For example, in the study of [Yunita et al. \(2022\)](#), they found that project-based learning, applied through vlog design, has a major impact on increasing students' vocabulary. Throughout 11 weeks, they reported that vocabulary assessment scores were "always increasing" ([Yunita et al., 2022, p. 4664](#)). Aside from vocabulary, pronunciation was also improved, given the nature of such a project. The learners also expressed that doing the vlogs presented them with new weekly challenges.

The two strategies mentioned explain that project-based learning offers a huge opportunity to effectively teach English language skills. Moreover, project-based learning can be easily integrated with technology. This only makes it more holistic as it caters to the needs and interests of students nowadays, especially since they are considered digital natives.

### **Cooperative Learning**

The student-centered approach is cooperative learning. Cooperative learning (CL) is not merely group work; it requires students to “share information and work together in organized groups [emphasis added] to achieve a mutual goal” (Tamimy et al., 2023). In a literature survey about the use of CL conducted by Chen (2021), she concluded that CL is very important in an English as a Foreign Language (EFL) classroom. Her survey shows CL can improve students’ test scores, oral fluency, motivation, creativity, and productivity, among others. However, it also presents a few challenges, including big class sizes making group work difficult, curriculum mismatch, and the level of students’ knowledge or proficiency in English. Noise and losing control of the class also add to CL’s challenges (Nguyen et al., 2021).

Enhancing students’ motivation through CL is supported by the study of Alamdari and Ghani (2021). They established that CL techniques significantly impact the motivation of foreign language learners. This is attributed to several reasons: (1) the novelty of the CL experience, (2) the joy of having fun in the classroom, (3) the active involvement of all students, (4) the integration of individuals and groups, and (5) the congenial classroom context. An interesting finding emerged from the study: Even though a certain culture (in this case, Iranian) tends to be individualistic, CL makes a big difference (Alamdari & Ghani, 2021). As CL offers many pedagogical advantages, teachers positively perceive it. Students become more responsible for self-study and generally achieve more. Even though CL has challenges, as mentioned, teachers can work around the problems by assigning roles to students, helping them understand the importance of their responsibility, and supporting them in their efforts every step of the way (Nguyen et al., 2021). In order to maximize the benefits of CL, teachers should also work with their colleagues and share best practices and feedback—the CL way.

### **Flexibility in Teaching Strategies**

Flexibility is an important element of creative teaching. Due to the COVID-19 pandemic, the concept of flexibility in education received a lot of attention. Even more so, the Fourth Industrial Revolution (4IR) compels the academe to adjust to current trends and technologies, with which 21st-century learners are very adept. According to Whalley et al. (2021), the 4IR is related to “a ubiquitously connected, pervasively proximate world” (p. 79). They said that to achieve educational quality, accessibility, and good pedagogic frameworks, there is a need for higher education to explore the 4IR in its context, to be more agile in delivery systems, and to develop mobile learning to bridge educational divides. In other words, learning can happen anytime, anywhere.

This is evident in various flexible strategies that English teachers practice. Mobile pedagogy, for example, is becoming prevalent, providing teachers with several benefits, such as rich, real-time, convenient, and contextual resources in teaching English (Jie & Sunze, 2021). But like any technology, technical breakdowns will always be part of its problem. Moreover, some teachers may experience psychological anxiety when introduced to new technologies. But these do not outweigh the benefits. In their study of using WhatsApp in teaching English, Albogami and Algethami (2022) showed that the application improves English learners’ speaking performance. It also addresses the students’ problems of having insufficient time to practice speaking and anxiety of committing mistakes, thus improving their motivation and attitude towards speaking. And since it is a digital native tool, the students have positive feedback on the app.

The anytime-anywhere learning is very true during the COVID-19 pandemic, where every school had to do flexible learning. For English language teachers, flexible learning has at least a couple of benefits: convenience and enhancement of teaching and learning (Tarrayo et al., 2021). On the flip side, however, flexible learning poses challenges, including student engagement, lesson comprehension, and connectivity issues. Addressing these problems requires planning, implementation, and monitoring of school administration; provision of adequate internet and technological resources; and capacity building and training.

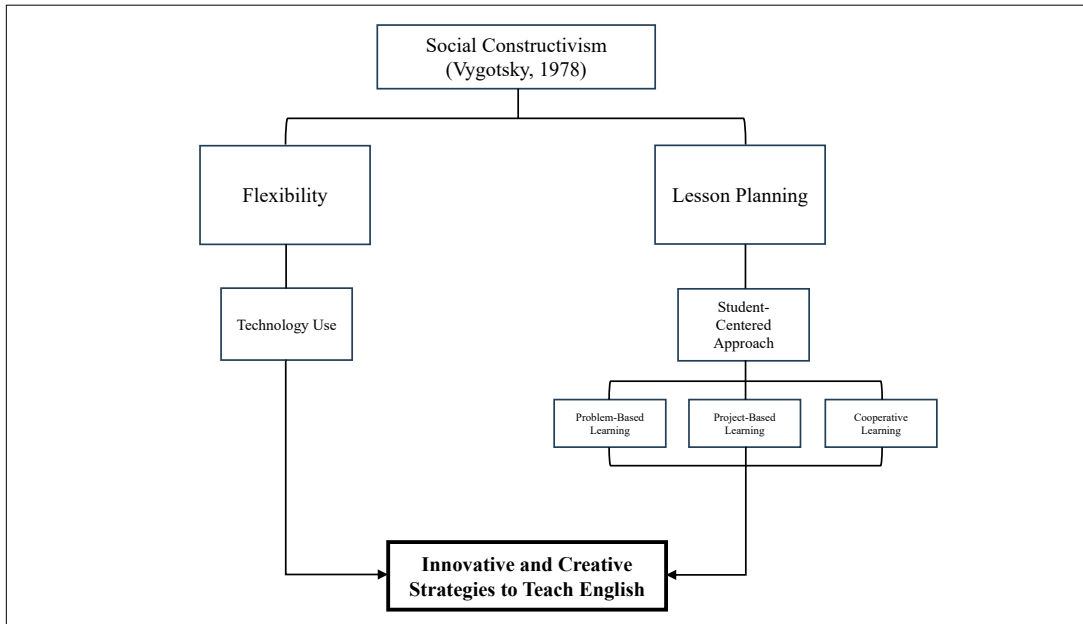
How should English teachers approach teaching now that in-person classes have already been brought back? Valtonen et al. (2021) introduced five suggestions, based on university students' preferences, in shifting toward flexible learning, i.e., the school should provide (1) cozy spaces open at later hours or even at all hours, (2) available computers with working Internet connection, (3) opportunities to study online and alone, (4) more interactive teaching and learning strategies, and (5) learning management platforms, minimizing the use of multiple applications simultaneously. This is supported by the study of Kokoç (2019), which found that perceived flexibility in time and content significantly positively affects behavioral engagement and academic performance. Moreover, Boquia (2023) showed that flexible learning is beneficial. However, it was noted that flexible learning cannot replace face-to-face instruction. Nonetheless, students find enjoyment in using the internet in learning and exploring. In the study by Judith (2022), learning English online poses various challenges like financial concerns, time management, learning autonomy, and internet access, among others. Given the above-mentioned studies, flexibility in English teaching strategies offers opportunities to enhance adaptability and enable teachers to create a dynamic and responsive teaching-learning environment. This promotes critical thinking skills and overall motivation in the English language classroom. Because of the above-mentioned studies, flexibility in English teaching strategies enhances adaptability and enables teachers to create a dynamic and responsive teaching-learning environment. This promotes critical thinking skills and overall motivation in the English language classroom.

### Conceptual Framework

Incorporating Vygotsky's theory of social constructivism, the conceptual framework emphasizes the social construction of knowledge, collaborative learning, and active engagement. The key elements of a social constructivist teaching approach include prioritizing meaningful interaction, creating a supportive learning environment, and scaffolding students' learning experiences. In a social constructivist classroom, students construct knowledge through inquiry-based learning, dialogue, and real-world applications. Teachers support learning by helping students with challenging assignments and promoting collaboration and critical thinking. Bakri et al. (2022) stated that in the Vygotskian paradigm, teaching English offers appropriate assistance, providing the student with an "uplift" to complete an activity. Moreover, they illustrated that teachers should focus on three key components: scaffolding, more knowledge of others, and student interactions. Hence, a heuristic teaching method is essential together with interactive and scaffolding techniques (Ni, 2022). This paradigm supports dynamic and enriching learning experiences that foster students' meaningful involvement. Flexible class designs, technology integration, and student-centered approaches are all deemed appropriate. Technology utilization can enhance collaborative learning experiences and provide access to various materials within the framework of this theory. At the same time, classroom flexibility allows teachers to adapt their teachings to the needs and abilities of their students. Lesson planning aims to scaffold learning experiences within the Zone of Proximal Development (ZPD) by dynamically accounting for students' interests, backgrounds, and prior knowledge. A student-centered approach aligns with the social constructivist perspective by emphasizing student participation, teamwork, and co-construction of knowledge.



With all that has been discussed so far, integrating them with the theory of social constructivism, a conceptual framework is created. As illustrated in Figure 1, the framework starts with the theory of social constructivism by [Vygotksy \(1978\)](#). This theory is applied to this study because language learning through flexibility and lesson planning using SCA are seen as part of the social construction of knowledge. Furthermore, this theory encourages English language teachers to infuse creativity and innovation into their teaching strategies. This requires the teachers to incorporate dynamic, interactive activities that promote language development, critical thinking, and problem-solving skills. It is worth noting that utilizing technology to develop innovative teaching strategies provides students with scaffolding in their language learning process.



**Figure 1.** *Innovative and Creative Strategies to Teach English*

According to this theory, language, and culture are essential for humans to understand their reality. In other words, knowledge is socially constructed and co-constructed ([Akpan et al., 2020](#)). In teaching, several strategies have been grounded in Vygotksy’s theory. However, the ever-evolving academic landscape also calls for evolving strategies, especially in teaching English. In the figure above, social constructivism is the appropriate theory for the current pedagogical needs. As previously discussed, 21st-century learning should be student-centered, i.e., one that focuses on collaboration. Based on the discussions in this paper, the theory of social constructivism can be seen as being utilized and realized through flexible approaches and lesson planning. In the classroom, teachers should adopt a student-centered approach, which can be done through problem-based, project-based, and cooperative learning strategies. The proliferation of the latest technologies has dramatically recalibrated the educational landscape. Social constructivism and a student-centered approach can already be applied even though classes are not done in the four corners of a classroom. Virtual classes, mobile pedagogy, and learning management systems are a few technology-incorporated approaches that prove this point. They effectively address the changes in the academe and, more importantly, the needs of the students. Specifically for English classes, these are helpful since anytime-anywhere learning can expedite improving the learners’ grasp of the English language.

The current conceptual framework not only allows teachers to explore innovative pedagogical

approaches but, more importantly, equips them with a tool for appropriately teaching English to 21st-century learners. These digital natives are a whole generation of learners born with technology at the tip of their fingers. This may seem challenging for teachers, given that these technologies affect learners, like shorter attention spans. However, it would be better to consider it another reminder that teaching strategies should not stagnate. The framework is a teaching companion that would mitigate, if not solve, the technological effects on learners that traditional learning approaches might consider a problem. It responds to the call for the need to constantly adapt to the ever-changing academic landscape. It serves as a guiding resource and a practical tool to enhance English language instruction in modern learning environments.

## CONCLUSION

In summary, this review paper explores the idea of innovative and creative teaching strategies. In particular, it elaborates on the role of technology, lesson planning, student-centered approach, and flexibility in teaching. These enhance teachers' skills to implement innovative and creative teaching strategies in the classroom. In this case, teachers can create an interactive, innovative, creative, and motivating learning environment. All these elements significantly improve students' critical thinking skills, problem-solving skills, and creativity. Examining various innovative and creative teaching strategies, including flipped classroom models and blended, inquiry-based, project-based, and problem-based learning, underscores the importance of actively engaging students to achieve effective educational goals. Innovative and creative teaching strategies have the potential to revolutionize traditional pedagogical approaches, which could result in a dynamic and engaging classroom. Its efficacy is underscored by the demonstrated impact on enhancing critical thinking skills, problem-solving abilities, and overall motivation within the English language classroom. It is worth noting that the existing studies reviewed in this paper collectively shed light on the critical landscape of English language teaching, covering several innovative and creative strategies. Through a careful review of these studies, the researchers discussed the efficacy of technology integration, lesson planning, student-centered approaches, and flexibility in teaching. These findings contribute to the advancement of pedagogical practices and serve as a valuable resource for educators to address the demands of the 21st-century classroom. This paper aims to provide different approaches to address English language teachers' challenges in being creative and innovative in their teaching strategies. Furthermore, the development of the conceptual framework, grounded in Vygotsky's social constructivism theory, assists teachers in implementing innovative and creative teaching strategies within the context of English language instructions and teaching materials. This conceptual framework encourages teachers to embrace novel pedagogical strategies and helps them with the necessary skills needed to address 21st-century students. Finally, the conceptual framework helps teachers inspire students, fostering creativity, critical thinking, lifelong motivation, and enthusiasm for learning new knowledge.

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