

**INNOVATIONS IN FOREIGN LANGUAGE
TEACHING**

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Author Note

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Abstract

This article investigates various innovations in foreign language teaching and their impact on student learning. The study explores different approaches, tools, and strategies that promote effective language acquisition, thereby facilitating the learning process. By examining the link between innovation and language education, this research aims to provide insights into how these innovations can be incorporated into teaching practices to help students learn foreign languages more easily. Furthermore, the article highlights the importance of embracing innovation in foreign language teaching and its potential to enhance student engagement, motivation, and proficiency in foreign languages.

Keywords: Innovations, teaching, foreign language, students, teachers, language, new innovations, tools, new way of teaching

Introduction

In today's interconnected global landscape, the significance of attaining proficiency in foreign languages cannot be overstated. To bolster the process of language acquisition, the field of foreign language teaching has wholeheartedly embraced a range of pioneering approaches, tools, and methodologies. This comprehensive article delves into the transformative impact of these innovations on student learning and the mastery of languages. The advent of technology has revolutionized language education, ushering in a new era of possibilities. Language learning applications, online platforms, and interactive resources have become the bedrock of personalized and captivating language learning experiences (Huhn, 2021). These digital tools provide students with the opportunity for independent practice, instantaneous feedback, and a means to track their progress, thereby instilling a sense of motivation and engagement (Carless & Lee, 2021). One such groundbreaking approach, task-based learning, has shifted the focus from theoretical language instruction to authentic, real-life language usage (Tella et al., 2012). By immersing students in genuine tasks that demand active problem-solving and goal achievement, this method cultivates practical language skills and facilitates a deeper understanding of linguistic concepts. Communicative language teaching, on the other hand, underscores the importance of real-life communication in enhancing fluency and proficiency in speaking and listening (Larsen-Freeman, 2021). By placing an emphasis on meaningful interactions, this approach nurtures students' ability to engage in practical conversations and comprehend spoken language effectively.

Furthermore, the integration of content and language instruction, known as Content and Language Integrated Learning (CLIL), stands as yet another formidable innovation in the realm of language education (Huhn, 2021). This approach enables students to acquire language skills simultaneously

with subject-specific knowledge, fostering a holistic understanding and application of both areas of study. Implementing these innovative approaches requires a continuous commitment to professional development (Kılınç & Gürel, 2019). Educators must remain abreast of the latest teaching methods and emerging technologies in order to effectively integrate these innovations into their pedagogical practices. By availing themselves of opportunities for professional growth, teachers acquire the necessary skills to implement these transformative approaches successfully.

Additionally, the design of the curriculum plays a pivotal role in the seamless integration of innovative techniques and activities (Tella et al., 2012). By purposefully incorporating these advancements into the curriculum, educators create dynamic language learning environments that cater to the unique needs and learning styles of their students. This article aims to offer valuable insights into the realm of foreign language teaching innovations and their profound impact. Through the application of innovative approaches, cutting-edge tools, and strategic methodologies, its overarching goal is to elevate the quality of language learning and empower students to acquire foreign languages with greater ease and proficiency.

Literature Review

Innovations in Foreign Language Teaching

In recent years, there has been a growing focus on exploring innovative approaches, tools, and strategies in foreign language teaching. Christina Huhn's research on effective models of foreign language teacher preparation sheds light on various innovations in this field (Huhn, Indiana University of Pennsylvania). Huhn's work emphasizes the importance of integrating new teaching methodologies to enhance language learning outcomes. Additionally, Diane Larsen-Freeman's study on recent innovations in language teaching methodology presents a comprehensive overview of innovative practices and pedagogical approaches employed by language educators (Larsen-Freeman).

Involving Innovations in Language Teaching

The incorporation of innovations in language teaching requires careful consideration of how these new approaches can be effectively implemented in the classroom. David Carless et al. highlight the need for teacher training programs that equip educators with the knowledge and skills to effectively utilize innovative teaching strategies (Carless et al., 2017). Furthermore, Kılınç and Gürel's investigation on the relationship between cultural intelligence and innovative behavior among prospective teachers emphasizes the role of teacher characteristics in embracing and implementing innovative practices (Kılınç & Gürel, 2019).

The Impact of Innovation on Student Language Learning

Innovative approaches in language teaching have shown potential for positively impacting student learning outcomes. Adeyinka Tella et al.'s study on innovative teaching strategies explores their impact on students' academic performance and achievements (Tella et al., 2012). The research findings highlight the benefits of incorporating innovative methods, such as task-based learning and communicative language teaching, in promoting student engagement and language proficiency.

Enhancing Ease of Foreign Language Learning

One of the key objectives of incorporating innovation in foreign language teaching is to facilitate students' ease of learning. Research by various scholars suggests that innovations in teaching methods and tools can contribute to making foreign language learning more accessible and enjoyable for students. For example, Tella et al. emphasize the role of technology-enabled activities, language learning apps, and multimedia resources in enhancing students' language learning experience and promoting independent and personalized learning (Tella et al., 2012).

Overall, the reviewed literature indicates that innovations in foreign language teaching hold great potential for improving student learning outcomes, enhancing engagement, and facilitating the ease of learning. By incorporating new teaching methodologies, tools, and strategies, educators can create dynamic language learning environments that cater to the diverse needs and learning styles of students. However, further research is needed to explore the specific mechanisms through which different innovations impact language learning and to identify the most effective approaches for implementing these innovations in various educational contexts.

Method

In order to answer the research questions an online questionnaire was conducted in the beginning of May 2022. The target group were students who are learning a language, are trying to learn a new language, or are looking for better innovations to learn a language and also teacher who are learning different languages. An online questionnaire was selected with the aim of reaching many students and teachers who are trying different innovations to learn a new language in a short period of time in different countries. The questionnaire started by asking whether you were a professor, a student or neither, as we wanted to include both professors and students in the survey. In total, 35 people participated in the questionnaire. Among this number, 9 people were the professors and 25 participants were students. One person choose none of the above and did not continued the questionnaire. So, the data from 34 participants can be considered in the results.

The questionnaire continued with a question about which field the students or

professors were from, to see how different faculties perceive foreign language learning.

After that, the participants were asked to choose which of the following innovations in foreign language teaching they heard off. The variety of answers was based on online teaching, and we thought it will be that, because nowadays we have a lot of technology – Internet – and the corona virus hit us 3 years ago, and online learning arised. The nex question was Which of the innovations in teaching foreign languages are you using/is your teacher using, because we wanted to know which innovations are already implemented and which are not so much.

The next section was about how can teachers use these innovations in their lectures. After that we asked in what ways they think these innovations can help students learn a foreign language more effectively, because we wanted to know what students and teacher think about innovations. Then we also asked about how can teachers try to help students learn a new language easily, because we thought that the most important thing is to just talk and write and read. The last closed question was about barriers, when teachers want to implement new innovations of teaching, because we wanted to figured out why the teachers do not implement new innovations in their courses.

The questionnaire closed with question about what they think about the innovations in learning a new language in if they have any comments about them.

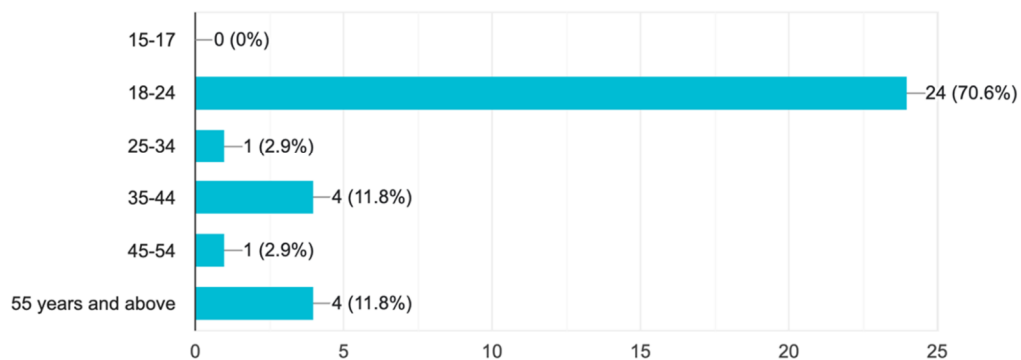
Results

Socio-demographic characteristics of the sample

The dataset consists of 34 entries in total, representing a sample of individuals. Out of the 34 entries, the majority (29 individuals) are identified as "Student," while the remaining 5 individuals are identified as "Teacher." This indicates that the dataset primarily represents students, with a smaller representation of teachers. All the entries categorized as "Student" share a consistent age range of 18-24 years old. This suggests that the dataset specifically focuses on young individuals within the college-going age group. The entries classified as "Teacher" are further divided into two age ranges. The first age range is 35-44, indicating the presence of mid-career teachers. The second age range is 55 years and above, suggesting the inclusion of experienced or senior teachers.

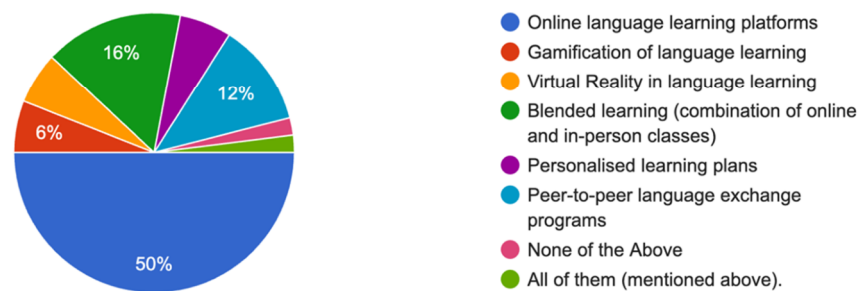
Figure 1*Age of the participants***Your age ?**

34 responses

**Figure 2**

1. Which of the following innovations in foreign language teaching have you heard of? (Select all that apply)

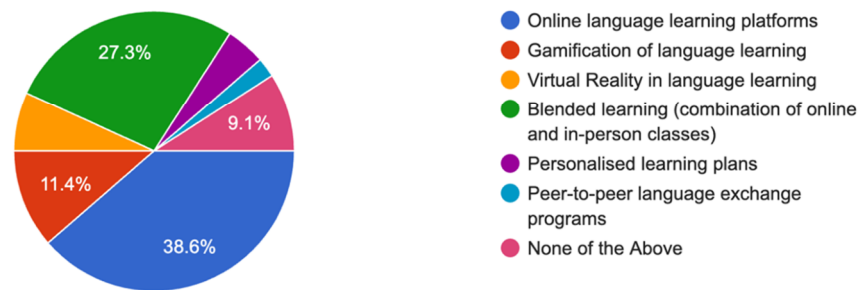
34 responses



The data indicates a notable awareness of online language learning platforms and peer-to-peer language exchange programs. Blended learning and gamification also received some recognition, while virtual reality in language learning and personalized learning plans were mentioned to a lesser extent. The responses provide insights into the participants' familiarity with these innovations in foreign language teaching.

Figure 3

2. Which of the innovations in teaching foreign languages are you using/is your teacher using?
34 responses



The data indicates a notable use of online language learning platforms and blended learning (combination of online and in-person classes). Gamification of language learning and virtual reality in language learning also received some mention. The absence of specific mentions for personalized learning plans and peer-to-peer language exchange programs suggests that they may not be widely used among the respondents or their teachers.

In what ways can foreign language teachers involve these innovations in their teaching ?

The data highlights various ways in which foreign language teachers can involve innovations in their teaching, including encouraging participation in language exchange programs, utilizing language learning apps, creating personalized learning plans, integrating technology, using virtual reality, incorporating gamification, and implementing blended learning techniques.

In what ways do you think these innovations can help students learn a foreign language more effectively?

Data suggests that these innovations can help students learn a foreign language more effectively by providing increased opportunities for practice and feedback, offering greater flexibility in learning schedules, enhancing engagement with the language, increasing motivation to learn, improving retention of language skills, and facilitating enhanced exposure to native speakers.

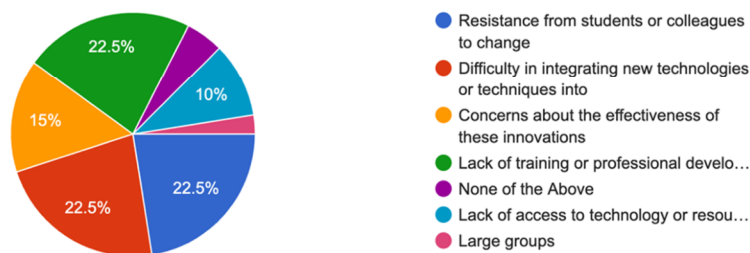
How can teachers help students learn a foreign language more easily?

It is suggesting that teachers can help students learn a foreign language more easily by focusing on communicative activities and real-world language use, creating a positive and encouraging classroom environment, encouraging students to take risks and make mistakes, offering

personalized support and guidance, incorporating authentic materials, and providing ample opportunities for practice and feedback.

Figure 4

6. What barriers do you see to implementing innovations in foreign language teaching? (Select all that apply)
34 responses



The main barriers to implementing innovations in foreign language teaching are difficulty in integrating new technologies or techniques, lack of training or professional development opportunities for teachers, lack of access to technology or resources, concerns about the effectiveness of these innovations, and resistance from students or colleagues to change.

Discussion

The survey results provide valuable information on the socio-demographic characteristics of the sample, and on participants' awareness and use of innovations in foreign language teaching.

Regarding the sample, it is important to note that the data set represents mainly students, with a smaller representation of teachers. Most participants are students, aged between 18 and 24. This indicates a focus on young people of university age. The data set also includes 5 teachers, divided into two age brackets: 35-44 and 55+. This suggests the presence of mid-career and experienced/senior teachers.

The data in Figure 2 reveal participants' awareness of various innovations in foreign language teaching. Online language learning platforms and peer-to-peer language exchange programs are the innovations most familiar to respondents, with 50% and 12% recognition respectively. Blended learning and gamification also received some recognition, with 16% and 6% mentions respectively. However, virtual reality in language learning and personalized learning plans were mentioned to a lesser extent.

Figure 3 gives an overview of the use of innovations in foreign language teaching.

The data show notable use of online language learning platforms and blended learning (a combination of online and face-to-face courses), with usage rates of 38.6% and 27.3% respectively. Gamification of language learning and virtual reality in language learning were also mentioned, although specific usage rates were not provided. However, personalized learning plans and peer-to-peer language exchange programs appear to be used less by respondents or their teachers.

The survey also explores how foreign language teachers can integrate these innovations into their teaching. The data highlights a variety of approaches, including encouraging participation in language exchange programs, using language learning apps, creating personalized learning plans, integrating technology, using virtual reality, integrating gamification, and implementing blended learning techniques. This information can guide teachers in integrating these innovations into their pedagogical practices.

In addition, the survey examines how these innovations can help students learn a foreign language more effectively. The data suggest that these innovations can enhance language learning by providing more opportunities for practice and feedback, offering greater flexibility in learning schedules, strengthening commitment to the language, increasing motivation to learn, improving retention of language skills, and facilitating exposure to native speakers. These results underline the potential benefits of integrating these innovations into language teaching.

To help students learn a foreign language more easily, the survey suggests several strategies for teachers. These include focusing on communicative activities and real-world language use, creating a positive and encouraging classroom environment, encouraging students to take risks and make mistakes, offering personalized support and guidance, incorporating authentic materials, and providing plenty of opportunities for practice and feedback. These strategies can help create an effective language learning environment.

Figure 4 highlights the obstacles to implementing innovations in foreign language teaching. The data highlights several challenges, including student or colleague resistance to change, difficulty in integrating new technologies or techniques, concerns about the effectiveness of these innovations, lack of training or professional development opportunities for teachers, lack of access to technology or resources, and large group sizes. These barriers need to be overcome to successfully implement innovations in language teaching.

In summary, the survey results provide valuable information on participants' awareness and use of innovations in foreign language teaching. The data highlight the need to further explore the dynamics of motivations to follow a vegan diet on social media networks,

considering the influence of health-related motivations and the impact of content.

Conclusion

In conclusion, this article explores various innovations in foreign language teaching and their impact on student learning. Technological advancements have revolutionized language education, providing personalized and engaging experiences through language learning apps, online platforms, and interactive resources. Innovative approaches, including task-based learning, communicative language teaching, and Content and Language Integrated Learning (CLIL), promote real-life language use, fluency, and integration of content knowledge. The questionnaire results highlight college-age students' familiarity with online platforms and blended learning. To incorporate these innovations, teachers can encourage participation in language exchange programs, utilize apps and technology, and create personalized learning plans. These innovations offer increased practice, flexibility, engagement, retention, and exposure to native speakers.

Moreover, teachers can enhance foreign language learning by emphasizing communicative activities, fostering a positive learning environment, providing personalized support, incorporating authentic materials, and offering ample practice and feedback opportunities. However, barriers to implementation, such as technology integration, limited training or resources, and resistance to change, need to be addressed. Despite the challenges, embracing innovation in language teaching holds great potential for enhancing student outcomes and engagement. By incorporating innovative approaches, tools, and strategies, educators can create dynamic language learning environments that cater to the diverse needs and learning styles of students. Further research and addressing the identified barriers are essential for effective implementation in various educational contexts and a comprehensive understanding of the specific impact on language learning.

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