

## CREATIVE AND INNOVATIVE LANGUAGE TEACHING

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**Abstract:** The accomplishment of language learning objectives is mutually supported by the importance of both creativity and innovation in language instruction. Both the content offered and how teachers convey it to their students determine how successful language instruction is. In this instance, the content is prepared in compliance with the curriculum's guidelines, taking into consideration the content that is relevant to the situation to meet the learning objective. From here, lesson plans that spark students' interest, inventiveness, and inventions develop into vital diagrams that educators must create before beginning lessons in the classroom. As a result, this article offers some ideas for developing original and creative language instruction. 1

### INTRODUCTION

The topics of discussion today include innovation and creativity. The ability to be creative has even emerged as a necessary skill for pupils in the twenty-first century. To help children develop this talent, teachers must use creative and innovative language teaching methods.

Otherwise, the teacher-centered activity remains the primary problem in actual teaching practices. Compared to their students, teachers are more involved in classroom activities. The students appear to be viewing a film. They simply remain mute while their teacher explains everything. As a result, they speak in class using the target language less frequently. With the intention of teaching languages, this state is counterproductive. That is training someone how to speak in another language.

To make language instruction fresh and original, one needs a creative and inventive teacher. Being an innovative and creative teacher means that one should constantly reflect on their work in the classroom, never settle for a job well done, have a wealth of knowledge about the subject matter, be brave enough to try something new with their students, prepare well before acting in class, and occasionally take an innovative approach to teaching.

## INNOVATION AND MATERIALS

Innovation is invariably linked to technology. One common definition of innovation in the field of education is a technological advancement in instruction. In education, innovation is the technical capacity to design a lesson that engages students, motivates them to learn, develops their critical and creative thinking skills methodically, and creates a positive learning environment. Teaching and innovation are intimately intertwined and have an impact on one another. Building creative learners starts with innovative teaching practices. Students' critical thinking abilities and skills will be enhanced by this creative instructional method. One of the ways educators use innovation in the classroom is to establish a welcoming and suitable learning environment for kids so they can express their creativity. What does innovative education entail?

Innovative teaching refers to a setting in which educators can plan lessons in a methodical way that encourages students to study and expand their knowledge. It can be accomplished by using an engaging teaching strategy and providing the chance for students to reflect on their learning and identify their own mistakes. Since they are given responsibilities, the kids will appreciate that they are being treated like adults. Direct feedback will be another cutting-edge approach to instruction. By making this change to students' work, teachers allow their students to rework their answers rather than just focusing on getting a good grade. Asking students to solve specific challenges is another creative teaching method. We refer to this process as problem-finding. Students using this method need to be creative thinkers to fill in the gaps or even add another layer to enhance their teaching abilities. To produce unique teaching, some preparations must be made.

According to Songkhram [4], four key elements affect the development of creative teaching: technology, environments, learners, and lecturers/teachers. What does creative instruction entail? Teaching creativity can occasionally become a challenging task. Before implementing creative teaching, there are a few stages and additional preparation required. According to Beghetto [1], creative teaching is a multifaceted, intricate activity, just like other types of teaching. He distinguishes between three types of creative instruction. Teaching about creativity is the first, teaching for creativity is the second, and teaching with creativity is the third.

They differ based on a particular piece of knowledge and various educational goals. In 2017, Beghetto developed a theory of controlled improvisation. He claims that there are some prerequisites in this approach to develop the ability to educate creatively. These include having an understanding of creativity and how it relates to the subjects taught, being able to adapt activities to the needs of different kinds of groups, such as those with varying ages of pupils, and combining these skills with ongoing group observations and a flexible approach to the lesson plan. Thus, to

encourage students' creative thinking and activity, Beghetto [1] notes that sensitive and dynamic approaches for monitoring teaching for creativity are important.

### 2.1 The Role of the Creative Teacher

Instructors have a big say in whether or not the lessons are successful and accomplish their objectives. The six functions of the creative teacher are manager, facilitator, counselor, resource, participant, and assessor, according to Ja [2]. A teacher should plan what they will do in the classroom, the topic they will cover, and their teaching strategy as managers. In addition, the instructor must manage and keep order in the classroom.

To accomplish the purpose of the teaching process, the teacher should act as a facilitator. According to Ja [2], facilitation involves teaching students how to learn, offering scaffolding, and assisting them in their learning. The teacher's role as a resource is to present the content to the pupils in English, Javanese, or Indonesian. In addition to providing the pupils with work corrections, the teacher also provides them with constructive criticism. As a counselor, Ja [2] notes that teachers ought to commend or award their pupils for their efforts and offer guidance to those who have not completed their assignments or have not participated in class. In addition, the instructor has a participation role, which entails actively participating in the student's activities. Thus, during the exercise, the teacher can work as the student's companion.

Students should be involved in editing their assignments or homework with their teacher. Being an assessor is a teacher's final responsibility. Assessing how pupils are developing in the instructional process is the task. These are some instances of inventive and unique language instruction from classrooms. They are founded on the author's ideas, some research findings, and her own experience as a language instructor. The examples encompass the media, the methodologies, and the domain of the student's activities. The reader may find inspiration from these instances.

### 2.2 Media. Understanding the Intrinsic Elements of the Novel

The first step in the exercise is to read a book, watch a movie, or look for themes, settings, and characterizations in a book to determine its essential components. The instructor is working on a novel-based film. When creating the lesson plan, the instructor should take the length of the film into account. The instructor assesses each student's preparedness for instruction and media use. A pupil is asked to quickly go over the content from the last meeting by the teacher.

The instructor next demonstrates appreciation by displaying a few pictures of well-known actors. The instructor helps the class guess what will be covered in this meeting's study material. As a guide, the instructor hands out a worksheet with several questions about the movie that will be shown. Students are invited to see the movie by the teacher. Student groups of three to five are requested by the teacher. They are tasked with discussing the film.

Teachers keep an eye on their students' actions. One or two group representatives are asked by the teacher to present the findings in front of the class. Instructors and the other groups listen intently and provide the lecturer with comments. What did the kids think of the lesson, the teacher asks. The instructor assigns each student a comparable assignment after the class. According to Suwartono [4], the students are required to create a movie report that includes an intrinsic element depending on their choice.

### 2.3 Techniques

To help pupils understand various writing styles, teachers should provide examples of written texts. Since creative writing in a foreign language is a particularly thought-provoking work, teachers should provide students with a significant reading list as a source for writing. For students to learn creative writing, they should emulate the writing skills of great writers.

How to help kids become better writers.

Teachers need to give examples of excellent essays;

Students need to practice frequently. Students can hone their analytical skills by watching current events and listening to motivational lectures from notable individuals. Students should be encouraged to present their work to their teachers;

Instructors ought to monitor the writing process. Language instructors' main goal is for their students to write with as little hesitation and inaccuracy as possible and as much confidence as possible. It is important to promote "sensible" conversation and dialogue in the classroom;

The teacher should assist the pupils in editing and correcting their writing. Students should assess their learning by talking with one another so that mistakes can be fixed;

Instructors ought to provide enough feedback for students to improve.

Use the four golden rules as a teacher: acknowledge, listen, challenge, and support. By demonstrating your appreciation for the unique contributions each student makes to the class, you can acknowledge the distinctiveness of each student. Learn to pay close attention to what people say or try to communicate while maintaining an open mind. Make sure the tasks you provide them are challenging enough for them to complete. And help them along while they struggle to rise to that task.

### 2.4 Writing a Free Verse Poetry Using the Appropriate Words

Sometimes the inspiration for a poem in writing comes from the surroundings. When teaching poetry, the instructor can use the classroom setting as an additional medium. The item to be written is visible to the students. It fosters the growth of their imagination. The pupils are first split up into several groups. The ditches, hills, rice fields, gardens, and village roads are the specific objects that the students are expected to view and write about as writing resources. The teacher writes the theme on a piece of paper so that it is distributed equitably.

One of the papers with the theme is taken by the group leader. The group observes the selected theme. Following that, both the instructor and the pupils leave the classroom. By the selected theme, the students proceed straight to the site to inspect the object. Each student draws lines that represent the things they see. Every group activity is watched over by the teacher. Activities outside typically last around forty minutes. Students get the chance to read their poems when they have finished writing them.

All pupils are then invited to return to class by the teacher. Group seating is required of the students. After putting together all of the lines they had written in roughly twenty minutes, each student used the group's collection of several lines to construct a full poem. Once more, the teacher keeps an eye on each group in turn and offers recommendations for improving the poetry. Each group sends a representative to read poems in front of the class once their tasks are complete. Five minutes are allotted to students for reflection. They were also invited to express their thoughts and feelings as they were writing the poems. At the end of the lesson, students are given individual assignments, namely: write a poem based on the object they have observed earlier or another object around their house. The task should be submitted at the meeting next.

### 2.5 Teaching Descriptive Text

Students are given individual homework after the class, which includes writing a poem based on an object they have previously noticed or another object they have seen around their home. The assignment is to be turned in at the following meeting. A walking gallery exercise is one more inventive technique to present descriptive text. The teacher sets up the materials first; these include copies of prepared descriptive text, drawing papers, and colored markers.

The pupils are then divided into groups of three to five. A paper, a marker, and a copy of the text are distributed to each group. The group's task is to illustrate the provided text. There is a time limit on the drawing activity. The photo is affixed to the wall of the classroom, next to their seat. Next, two or three people from each group visit the opposite group with a note. The other members of the group are required to wait beside their image. While the standby students should share the information with the "guest," the students who visit the other group collect the information. There will probably be a disagreement or discussion at this point, so the teacher should mediate and end it if it involves the text. Speaking and reading comprehension should hopefully progress nicely.

### 3 CONCLUSIONS

In conclusion, the innovative and creative instructor is the source of creative and inventive language instruction. Teachers who are creative and innovative often possess a wealth of information, are risk-takers, thoughtful, and knowledgeable about a wide

range of approaches and procedures. The imaginative and creative teacher will plan the lesson plan carefully. The way the exercise is set up, the kids are expected to participate fully in class. The innovative teaching of languages can also be enhanced by the use of technology. Learning for students primarily depends on their independent work. Since we do not learn the majority of what we study in class. The majority of errors made by second language learners are caused by interference from their mother tongue. If we are interested, we can become fluent in a second language at any point. Instructors are crucial in fostering and growing students' enthusiasm for having constructive conversations. Exercise is the only way to learn a language. The learner's chances of mastering the language increase with increased exposure to it.

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