

CHAPTER II

LITERATURE REVIEW

A. Instructional Design

The term instructional design (ID) refers to the systematic and professional planning and implementation of education or training. Considerations regarding planned instruction have been made at least as long as there have been institutions for instruction and training. The term ID itself appeared for the first time in the USA in the mid 20th century. From its very beginning, ID was closely related to instructional technology, which is generally defined as the systematic application of theoretically and practically established knowledge to the development of learning systems, for which the name “instructional systems development” (ISD) is also used. Often the relationships between ID, ISD, and instructional technology are expressed by the formula “Instructional Technology = ID + ISD.” In a general sense, ID is defined as the entire process of instructional planning and implementation. However, the term ID is also used to denote a scientific discipline that refers to theory building and research on instruction and its implementation in various educational settings. More specifically, the term ID is used in a variety of ways with different meanings:

1. The narrowest variant concerns only the planning of a particular instructional treatment.
2. The somewhat wider usage concerns both the planning and construction of that which is needed for instruction in various educational settings.

3. The even wider interpretation adds the implementation of the instructional system or program in a specific context as well as the evaluation of outcomes. The term ID is most often used according to this understanding and sometimes refers to instructional technology with the same broad meaning.
4. The widest interpretation adds to the previous meaning by including maintenance and management of the instructional system or program over an extended period of time; this includes conducting ongoing evaluations, planning, and developing upgrades as well as managing all of these processes in an organized and economical way. This broad interpretation of ID corresponds to the most comprehensive definition of instructional technology.

ID, under any of these interpretations, can refer to these education or training processes with regard to varying degrees of scope (unit of instruction, lesson, curriculum, program, system, etc.). At the macro-level, ID concerns the instruction of complex curricula, programs, or systems that may cover months or even years of instruction; this is called large-scale ID, or, alternatively, curriculum construction and implementation. At the meso-level, the object of ID is lessons that cover hours or weeks of instruction. The micro-level concerns only short parts of a lesson, such as exercises or illustrative examples. The most frequent use of ID models refers to the meso-level. However, the limits between the three levels are fluid and not always clearly defined. Some authors tend to reduce ID to the mere planning of instruction as well as to restrict the term instructional technology to hardware and software, but these narrower interpretations do not meet the conditions of efficient instruction, because it has to take into account all relevant factors (e.g., learners, environmental factors) in a systematic way and in

accordance with a systemic approach. Today, education and instruction must increasingly accommodate a diverse set of students who need to learn complex cognitive skills and transfer them to a 6 varying set of complex real-world settings and contexts. Accordingly, these new demands present a serious challenge to the field of ID. In particular, more powerful ID models are needed in order to deal with today's scientific and societal demands.

Materials for language learning' will be taken to be anything that can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). As different learners learn in different ways (Oxford 2002) the ideal materials aim to provide all these ways of acquiring a language for the learners to experience and sometimes select from. However, the reality is that most commercially produced materials focus on informing their users about language features and on guiding them to practise these features, a fact that is highlighted by Richard's (2001: 251) comment that 'instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'. The same point is made by Tomlinson et al. (2001) and Masuhara et al. (2008) in their reviews of currently used adult EFL coursebooks: both

conclude that the emphasis in most coursebooks is on providing explicit teaching and practice.



Instructional design is used to design the instruction in creative, collaborative and purposeful way by identifying the desired learning results, then followed by designing the learning and instruction activities to meet that goal (Fried & Harper et al, 2018). This approach can help the teacher to prepare materials systematically and help students to learn meaningfully. instructional design can be accomplished in three stages: design the learning goals, identify the learning evidence and measurement, and design the instruction. In the first stage, the teacher needs to set the desired learning results by identifying the learning topics; moreover, the teacher must identify what knowledge and skills should be equipped with the students to enduring their understanding (G. P. Wiggins & McTighe, 2007). In the students' perspective, it can be presented as the learning is worth being familiar with, it is important to know and to do, and it is enduring understanding. In the second stage, the teachers should determine the acceptable learning evidence following the curriculum requirements at least. The teachers may consider the following behaviors as the students present the learning evidence, such as explanation, interpretation, application, having perspectives, empathies, and self-knowledge. Therefore, the teachers need to prepare for the measuring tools for proper evidence. Some possible pieces of evidence can be an essay, a piece of writing, drawing diagram, giving an oral presentation, conducting an interview, and performing the role play, the stage show. In the final stage, the teachers can plan and design the learning experience and instructions accordingly. At this moment, the teacher should consider the authentic learning activities that reflect the desired objectives, also promote the students' capabilities. Importantly, they must be measured. In the past years, many studies have applied instructional design instruction in different cases worldwide. For example,

Kelting-Gibson (2003) compared two lesson designs (traditional and backward design) on the Educational Planning and Management topic. It was found that the teachers who experienced the proposed lesson design based on instructional design could accomplish the goals faster than the other groups. Moreover, some teachers applied this lesson design in science, language, social studies, arts, physical education, and mathematics (Dahlke, 2018; Joyce & Swanberg, 2017; Ontaneda Rea & Sánchez Román, 2019). They consistently found that the students who learned with innovative instructional design-based lesson could learn better than those who learned with traditional lesson designs; moreover, they were found better learning motivation towards the learned lessons.

Instructional design is cost effective, given that it ensures students learn efficiently by creating high quality learning materials that take into account the strengths and weaknesses of students. These materials are also focused and customized to address the specific needs of educators. These experts also safeguard against training materials being created for business problems, which are better served with non-training solutions.

Procedures and principles of material development according to Tomlinson (2015) will be used to compile learning material due to the focus on developing the content of the material. According to Tomlinson, material development is intended to develop any materials that can be used to assist the implementation of learning. The steps in developing materials according to Tomlinson are: Analysis of student needs, Design, Implementation, Evaluation, and Revision.

Instruments and materials that have been prepared It is best to evaluate the material by an expert, validation in this study is included in section material evaluation.

Preparation of developed material by researchers is also based on 10 principles material development according to Tomlinson (2015). The ten principles put forward by Tomlinson include (1) having an influence on learners, (2) make students feel comfortable and happy, (3) develop self-confidence, (4) be relevant for students, (5) make students interested, (6) provide an explanation, (7) pay attention to student learning styles, (8) paying attention to affective attitudes different, (9) empowering abilities intellectual, emotional, and stimulates the right brain and left brain, and (10) the realization of feedback.

Above all, instructional design yields results. Those in this field create lesson plans intended to engage students, so they're more likely to achieve their goals. Evaluation is a key final phase of instructional design implementation, so instructors can ensure that the learning sessions have been effective in meeting preset objectives.

Instructional designers create and deliver educational and training materials to learners from all walks of life in a variety of ways. They work with traditional paper materials, such as handouts and manuals, as well as eLearning technologies and multimedia. Their work can be seen in elementary and secondary schools to universities and adult training facilities. They're also found outside the academic sector in a range of industries including health care, retail and the military. Justin Ferriman, eLearning consultant, even goes as far as stating that, "Every company needs an instructional designer on their staff."

For the corporate sector, instructional design plays an integral role that many don't often see. When new training programs are introduced within companies, instructional designers are the ones that systematically collect, process and analysis data,

determining if employees were properly educated on the new topics introduced. If an area of the training doesn't meet the previously set standards, then it's an instructional designer's duty to revamp the course to help make sure that learners are able to understand the topics down the road. This process helps ensure that companies are working efficiently and using their resources wisely. Instructional designers often work as part of a team, but their importance can't be overestimated. Consider an eLearning course for example. An instructional designer will play a part in developing this course, along with a multimedia designer, eLearning developer and a quality assurance employee. Despite being one of many involved, studies suggest the instructional designer will be responsible for 30 to 40 percent of the project's success. The usefulness of instructional designers across a range of industries ensures they are in high demand.

However any novice teachers' training program must support trainees with enough practices about how to prepare lesson plans, when novice teachers start writing their own plans, they become confused (John, 2006). Planning is an important step which reminds the teacher what to do in the class and gives students confident about their teacher (Harmer, 2001). Studies focused on the problems that novice teachers encounter at their planning or applying the plan steps during their classroom teaching (Dickson, Riddlebarger, Stringer, Tennant, & Kennetz, 2014). Nevertheless, it has been viewed that changing from novice teacher to an experienced one depends on many criteria and needs long time adaptation (Berliner, 2001). In the Arabic context, a study which has been conducted in the Emaciates context found that novice teachers not only encounter difficulties in the classroom management but also in the implication of lesson planning (Dickson et al., 2014). Another study conducted on the Yemeni graduated students on

their fourth Year at their B.A program found that novice teachers face many linguistic difficulties as well as encounter many problems in the planning and applying the lesson steps according to the allowed time (Bin-Hady, 2018). Thus, the current study aims at helping the novice teachers with the basic elements of plan and how to apply them according to the given time.

Planning lessons is a core task for professional teachers, and many initial teacher-education programmes worldwide provide pedagogical, subject-specific and practical learning opportunities with the objective of supporting pre-service teachers' learning to prepare teaching a single lesson or a unit of lessons (e.g., European Commission 2013; Flores 2016). However, empirical research on lesson planning as a skill for teachers and the development of such skills during teacher education is scarce (König, Buchholtz, and Dohmen 2015; Cochran-Smith and Villegas 2016).

Now a day, advanced technology has effectively revolutionized human society. An unexpected by product of this revolution has been the emergence of a generation of children weaned on multidimensional, interactive media sources, a generation whose understanding and expectations of the world differ profoundly from that of the generations preceding them. If we are to give these children the education necessary to succeed in our technologically intense global future then a new form of educational practice that builds on children's native learning abilities and technological competence must replace our existing methods.

- Before we explore at the exciting instructional design trends on the horizon, let's take a closer look at the challenges that still exist in the profession. While using instructional design approaches improves learning outcomes, it is not always an

easy road due to a lack of buy-in and resources. In recent years, the field of instructional design has faced several challenges, including

- **Lack of faculty buy-in:**According to a survey conducted by Intentional Futures, one of the most significant barriers to instructional design is the ability to cooperate with teachers. The importance of working with an instructional designer has not been properly demonstrated to many professors and administrators
- **Institutional shortage of instructional designers:** While many colleges and universities have in-house instructional designers and online education experts, their ratio to the rest of the faculty is often relatively low. Because of the scarcity, ID services have extensive wait times, making it difficult for teachers to take advantage of these opportunities in a timely manner.
- **Limited pipeline for training instructional designers:**There is several certificate and degree programme dedicated to training the future generation of instructional designers, but they can't even keep up with the expanding demand for the field.

a) Meaning and Concept of Innovative Practices in Teacher Education

There is wide variation among countries with regard to what they believe constitutes an innovation, reform or development in the teaching learning process .For example, the use of colored chalk and basic audio-visual materials may be regarded as being as educational innovation in some developing regions, whereas in other more affluent countries innovations may refer to the development and use of sophisticated technologies and methods, practices etc. In our country also, this electronic technology

has dramatically penetrated in to every area of our society and every aspect of our social and cultural live.

B. Innovative

Teaching strategies are approaches or methods that teachers use to facilitate learning and help students achieve their learning objectives (Espmaker & Tedenby, 2020). Teaching strategies play a crucial role in the teaching and learning process and can help the teacher achieve the learning objectives (Pungki & Suwartono, 2019). To achieve these objectives, the strategies implemented can vary widely and can be tailored to suit the needs and learning styles of individual students or groups. These strategies are approaches that teachers use to facilitate student learning and make the process more effective and engaging. Teaching strategies can help students learn by doing, preventing boredom and contributing to their learning goals' success (Hayati et al., 2021). Many different teaching strategies can be used to facilitate learning and help students achieve their goals (Kiftiah, 2019). Lectures are a traditional teaching strategy in which the teacher provides students with verbal or written information (Fals, 2018). Traditional teaching strategies are approaches to education that have been used for many years and are based on the transmission of knowledge from the teacher to the students. These strategies often involve the teacher standing before the class and delivering a lecture or presentation, with the students passively listening and taking notes (Tularam, 2018). Traditional teaching strategies may also include textbooks, worksheets, and other printed materials to supplement the teacher's instruction. One of the main advantages of traditional teaching strategies is that they are familiar to teachers and students and can be easy to implement. They can also effectively introduce new concepts and provide an

overview of a subject. However, traditional teaching strategies can also have some limitations. They may not be as engaging or interactive as some other approaches, which can make it difficult to hold the attention of all students. Additionally, traditional teaching strategies may not be as effective at fostering critical thinking and problem-solving skills, as they tend to rely on the teacher providing information rather than encouraging students to think for themselves (Boumova, 2008; Tularam, 2018). Despite these limitations, traditional teaching strategies are used in many classrooms worldwide. Effective teaching strategies should be based on thoroughly understanding the subject matter and the learners themselves. Teachers should consider their students' age, ability, and learning style, as well as the goals and objectives of the lesson. Teachers should also be innovative in choosing the strategy that aligns with the needs and abilities of their students, and teachers can create a more engaging and effective learning environment. Pujiati & Tamela (2019) stated that it is important for teachers to implement innovative teaching strategies and accommodate the needs of an inclusive classroom. Inclusivity in education is a topic that has gained a lot of attention from the government and also educators all around the globe. Hidayah & Morganna (2019) suggested several teaching strategies be used in teaching EFL in inclusive classrooms, such as active learning, peer-tutoring, cooperative learning, and direct instruction. Their study also suggested that the teacher must be ready to implement many different teaching strategies in the classroom to meet the student's needs. Teachers must also continuously develop their pedagogical skills and knowledge to implement the strategies well. Previous studies on teaching strategies listed the type of strategies that can help the students in the classroom along with their limitations. This study elaborates the innovative teaching strategies that can be

used to teach English as Foreign Language. This study describes the definition of innovative teaching strategies in EFL classrooms, followed by the importance of implementing an innovative teaching strategy. Types of innovative teaching strategies will be presented in the last part of the article to comprehensively discuss the topic.

Innovative learning design is one of the popular topics in the 21st century. Innovative in this context is characterized by new ideas from teachers that are applied to achieve better learning outcomes. The actualization of innovative learning aims at novel strategies and methods with varied characteristics yet aimed at better learning experience]. The innovative ability of teachers is expected to generate more meaningful learning to students. Teachers introduce, stimulate, and optimize the innovative abilities of students. Research conducted by (Jurgena & Cēdere 2016) points out that students innovative abilities will increase if teachers utilize technology and assign complex tasks that involve students' creativity. Adaptive learning refers to the students' ability to solve all of the problems. The aim of adaptive learning is to allow students with different problems to achieve optimal learning outcomes. Adaptation is not only done to face the challenges all of the time, but also to deal with the various differences found in the school environment. Students who have adaptive abilities in learning will be more sensitive and try to find solutions when they have problems. They rely on their own thoughts and methods to solve their problem. Technology can make students easier to improve their adaptive abilities in learning.

Responsive learning is based on the skills of teachers to provide instructional design that aims to optimize students' sensitivity in the real world. This sensitivity is related to the adaptive abilities possessed by teachers or students. To deal with the

development of recent technology, individuals must have these skills in order to create meaningful learning. According to Sahin, responsive and adaptive abilities are integrated into three skills: (1) the skills of identifying and solving problems; (2) skills in utilizing technology; and (3) interpersonal skills. Adaptive and responsive learning are designed to meet diverse student needs, and the approach used is student centered learning. Harden refers to students as a central role. According to the characteristics of Z generation, students can orchestrate their own learning based on the objectives, choose the right learning resources to achieve the goals, decide their own sequence, and have responsibility for assessing the success of their own learning through student self assessment. Based on the students' diversity, the adaptive learning design facilitates students to choose what they need according to their learning styles, thus serving diverse learners' learning preferences. Life skills are defined as the ability of individuals to adapt positively to all kinds of life's demands and challenges. This ability includes attitudes, knowledge, and certain skills. Life skills do not just emerge, but are obtained from education and direct interaction with the environment and the people around them. As explained in Social Learning Theory by Bandura, effective learning includes an active role to carry out processes and build experiences. Students' life skills can improve by involving them in learning activities, by applying learning methods such as brainstorming, role playing, games and debates. Therefore, the role of teachers is very important to enhance life skills. In this context, teachers must have the competence and skills to develop instructional design based on life skill.

Innovative teaching means creativity and novelty of the teacher which changes the style and method of teaching. All over the world, educational institutions

implementing new ideas, methods, technology based innovations to enhance the students' knowledge. Innovative teaching is necessary for the present and future of education to help students to reach their full potential. Higher education should serve the long term intellectual needs of the student, for example, whether providing new material by teachers helped the student to gain new insights or opened up new channels of intellectual stimulation or enhanced student's essential and creative thinking power? Innovative teaching is a necessity for all teachers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance. Some research points out that many teachers lack competencies for innovative teaching.

Sam Thompson(2023) state teachers must be competent and have good skills or competencies to support their professional duties as teachers, antara lain teaching strategies to increase your students' engagement and improve their academic outcomes.

1. Methods of Innovative Teaching

a). Audio & Video Tools

Incorporate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, movies and pictorial material. Use info graphics or other mind mapping and brain mapping tools that will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better. For example, you can get some oral history materials, conduct live online discussions or playback recordings of public

lectures. There are a lot of smart apps for preschoolers that you can utilize to create awesome slideshows or presentations.

b). Brainstorm

Make time for brainstorming sessions into your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong. Set some ground rules before you start. You can go for simple brainstorming or group brainstorming or paired brainstorming

c). Classes outside the Classroom

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh and exciting and will learn and remember the things taught faster. Role playing is most effective for students of almost any age group. You just need to customize depending on the age group. You can even use this method for teaching preschoolers; just make sure you keep it simple enough to capture their limited attention span

d). Role Play

Teaching through role play is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The

role playing approach will help the student understand how the academic material will be relevant to his everyday tasks

e). Welcome New Ideas

An open- minded attitude can help you innovating new teaching methods. Though open- minded, sometimes most of us show reluctance to new ideas. If you're a teacher never do this, always try to accept new ideas even if it looks like strange at the beginning.

f). Puzzles and Games

Learning is fun where puzzles and games are part of education. Children may not feel they're learning when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges.

g). Refer Books on Creativity

To be a creative teacher, you need to do some research on creative ideas and techniques. There are a lot of books on creativity. Choose some of the best works and start learning, it will be helpful for your professional development as well.

h). Introduce Lessons like a Story

Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story to keep you engaged. Like that, learning sessions become more interesting when you introduce it like a story. If you are creative even math lessons can be related to interesting stories. With even the Knowledge and Human Development Authority (KHDA)

emphasizing on schools to take measures for improving the quality of teaching and learning, these innovative ideas are sure to make teaching methods more effective.

2. Innovative Learning Methods

a). Crossover Learning

Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn. An effective method is for a teacher to propose and discuss a question in the classroom, then for learners to explore that question on a museum visit or field trip, collecting photos or notes as evidence, then share their findings back in the class to produce individual or group answers. These crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events.

b). Learning through Argumentation

Students can advance their understanding of science and mathematics by arguing in ways similar to professional scientists and mathematicians. Argumentation helps students attend to contrasting ideas, which can deepen their

learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists work together to establish or refute claims. Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, restate remarks in more scientific language, and develop and use models to construct explanations. When students argue in scientific ways, they learn how to take turns, listen actively, and 4 Innovating Pedagogy 2015 respond constructively to others. Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately.

c). Incidental Learning

Incidental learning is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. Early research on this topic dealt with how people learn in their daily routines at their workplaces. For many people, mobile devices have been integrated into their daily lives, providing many opportunities for technology-supported incidental learning. Unlike formal education, incidental learning is not led by a teacher, nor does it follow a structured curriculum, or result in formal certification. However, it may trigger self-reflection and this could be used to encourage learners to reconceived what could otherwise be isolated learning fragments as part of more coherent and longer term learning journeys.

d). Learning by Doing Science (with remote labs)

Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, improve conceptual understanding, and increase motivation. Remote access to specialized equipment, first developed for scientists and university students, is now expanding to trainee teachers and school students. A remote lab typically consists of apparatus or equipment, robotic arms to operate it, and cameras that provide views of the experiments as they unfold.

Remote lab systems can reduce barriers to participation by providing user-friendly Web interfaces, curriculum materials, and professional development for teachers. With appropriate support, access to remote labs can deepen understanding for teachers and students by offering hands-on investigations and opportunities for direct observation that complement textbook learning. Access to remote labs can also bring such experiences into the school classroom. For example, students can use a high-quality, distant telescope to make observations of the night sky during daytime school science classes.

e). Embodied Learning Embodied learning

involves self-awareness of the body interacting with a real or simulated world to support the learning process. When learning a new sport, Executive summary 5 physical movements is an obvious part of the learning process. In embodied learning, the aim is that mind and body work together so that physical feedback and actions reinforce the learning process. Technology to aid this includes wearable sensors that gather personal physical and biological data, visual systems that track movement, and mobile devices that respond to actions

such as tilting and motion. This approach can be applied to the exploration of aspects of physical sciences such as friction, acceleration, and force, or to investigate simulated situations such as the structure of molecules.

C. EFL Teacher ability

EFL teacher teaches English in a country where English isn't a native language. English is only used as an additional language in non-English-speaking countries. Competent teachers must have language content knowledge. Content knowledge enables teachers to help students cope with problems encountered while learning and understanding the topics covered in lessons. Content knowledge includes aspects such as grammar and the other features of language mastery that are necessary for students to build communicative competence in their use of English (Ruth, 2022).

English as a Foreign Language (EFL) is the term used to describe the study of English by foreign speakers in countries where English is not the dominant language. Not to be confused with English as a Second Language also called English as an Additional Language which is the practice of learning English in a predominantly English speaking country. English as a Foreign Language loosely conforms to the Evolving Circle theory of language described by linguist Braj Kachru in "Standards, Codification, and Sociolinguistic Realism: English in the Outer Circle."

According to this theory, there are three concentric circles of World English that can be used to categorize places where English is learned and spoken and to map English diffusion. These are the inner, outer, and expanding loops. Native English speakers are in the inner circle, English-speaking countries that have historically adopted English as a

second language or lingua franca are in the outer circle, and countries where some English is spoken but not widely spoken are in the outer circle. widespread.

The circles represent the different levels of the English World. According to this theory, English is the native language of the inner circle (ENL), the second language of the outer circle (ESL), and the foreign language of the developing circle (EFL). As English spreads globally, more countries are added to the circle.

EFL stands for English as a Foreign Language. Usually, this refers to English being taught in a Non-English speaking country but may also refer to any situation where English is being taught to a speaker of another language. EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. As the number of ESL students has increased in schools across North America, more classrooms and schools have become more like EFL than ESL environments," (Gunderson et al. 2009).

Education is the stage of contact between teachers and students to achieve the various educational goals that have been regulated (Hulawa, 2019; Wang & Kuo, 2019). The success of the learning and education process is influenced by multiple causes: the teacher. Therefore, teachers must master basic teaching skills (Maya, 2017; Sundari & Muliyawati, 2017). Essential teaching skills (teaching skills) are skills that are specific (most specific instructional behaviour) and must be possessed by teachers, lecturers, instructors or widyaiswara to teach effectively, efficiently and professionally (Mathew et al., 2019; Sundari & Muliyawati, 2017). Basic teaching skills are a form of behaviour or skills that are specific and fundamental that teachers must have as the primary capital to

carry out learning tasks professionally. Essential teaching skills are particular abilities or competencies that teachers must possess to manage, carry out good classroom management, and provide quality and meaningful learning to students to achieve the goals (Franz et al., 2020; Lavi et al., 2021; Restrepo et al., 2012). Eight basic teaching skills have an essential role in learning: asking questions, providing reinforcement, providing explanations, conducting variations, opening and closing lessons, guiding small group discussions, managing classes, and teaching small groups or individuals (Achdiani & Rusliyani, 2017; Taufik & Rivaie, 2012).

The importance of creativity and innovation within economic, social, and politic issues have been acknowledge by most countries. Indonesian policy of education, as Kampus Merdeka tries to strengthen and improve innovation ability and establishe knowledge-intensive economy based. Current education is interactivity within learning and teaching. Students are supposed not only what is being learned, bul also have ability to learn from experience. They serve as an innovative teacher who will make learners have a good character, such as critical thinking ability, creative and able to solve the problem and have a high learning achievement. Majority of teachers only create instructional design to complete administrative requirements. High learning outcomes can be achieved by conducting inference and implementation of innovative changes. Teachers, however should be able to display their capability in creating innovative learning environment. Teachers are expected to enhance students creativity upon learning process, which is designed through lesson plan. Innovative lesson plan (RPP) is the key to promote innovative learning process and encourage students to release their full

potential in learning. This paper attempts to examine teachers' lesson plan within Jember district to identify their level of innovative.

Learning is affected by diverse ways including teaching methods, learning styles and strategies, students' background, environment, teachers' personality's traits, socioeconomic aspects, motivation...etc. Improving learning is one of the goal wanted to achieve (Perkins & Salomon, 1989) and reports that studies suggested that a good teacher enhances to develop learning. Teacher behaviour and characteristics are important aspects in educational process that influence learning and students' motivation and outcome. Student motivation and learning are affected by teacher characteristics and behaviour. Studies suggest that there is a link between teaching practices and student achievement (National Board for Professional Teaching Standards, 1994). The Teaching and Learning Center at Winthrop University (2005) defines a good teacher as a teacher who is knowledgeable, utilizes suitable teaching methods, shows and instills enthusiasm about the subject matter, and takes care of students.

- Characteristics of a Good Teacher

There is a large body of literature on what characterizes an effective teacher. Teachers have direct impact on students' education and outcome (Witcher et al., 2003). These research studies explored students and teachers' perceptions in terms of what makes an effective teacher. They used different tools to obtain the acquired data like self-report questionnaires or interviews. Kher, Molstad, and Donahue (1999) report that effective teaching is teacher-student relationship. Benson et al. (2001) report that an effective teacher is able to give clear, understandable and interesting information to the

learners. Cripps, Clark and Walsh (2002) highlighted on the knowledge of subject matter and context, pedagogy and interpersonal skills. Thompson (2008) stated that teaching skills and positive personality qualities are what constitute a good teacher.

- Qualities of Foreign Language Teachers

In her empirical study, Brosh (1996) examined the attributes of effective foreign language teachers. Two hundred English, French, Arabic and Hebrew teachers and 406 ninth grade high school students from ten schools participated in the study. The findings suggested that there was a high degree of similarity between the views of teachers and students. Both teachers and students agreed that the language proficiency was the most important attribute. They also agreed that the second most important characteristics was teacher's ability to convey knowledge in a way that was understandable to students. As for the third priority, students gave more importance to being fair to students and teacher's availability when needed after class time. In contrast, teachers emphasized the provision of successful experiences to students. Brosh argued in another study carried out on Israeli foreign language teachers and students that the desirable characteristics of good language teachers were (a) the command of the target language; (b) giving clear, understandable and interesting information to the learners in an enthusiastic way; (c) being fair to students; and (d) availability to students.

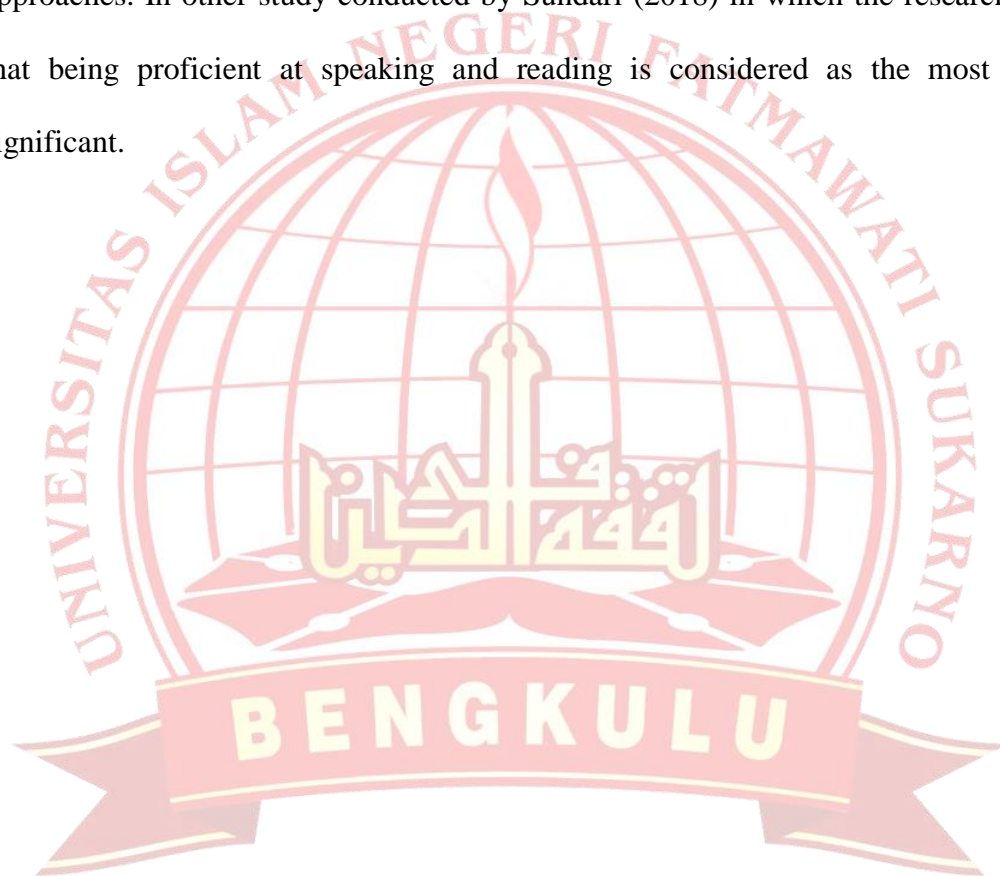
- Characteristics of EFL Teachers

Park and Lee (2006) reported in their study investigating opinions of high school English teachers and students that the teachers had significantly different perspectives than students on the three dimensions: subject matter knowledge, pedagogy, and socio-

affective strategies. Teachers emphasized English proficiency while students prioritized pedagogical knowledge. Furthermore, students themselves had different perceptions of a good teacher, particularly between high achieving students and low achieving students. The former favoured diverse attributes than low achieving students in terms of pedagogical knowledge and socio-affective skills, and male and female students showed different characteristics regarding socio-affective skills. Berlin (2000) in another research study, examines the qualities of a good English teacher from international students' perspectives in an EFL program at the University of Arizona. The researcher used a questionnaire and interview to elicit the required data. The students reported that (1) good teachers of English should care about individual differences of learners in English classes (2) English teachers need to make connections to the real world (3) English teachers should take into consideration the student-teacher relationship (4) English teachers should have a sense of humour (5) Students highlighted love and stated that there is a link between it and learning.

- Students' Perspectives on Attributes of EFL Teachers, Students also played a pivotal role in the investigation of EFL teachers' characteristics. Hubbard (2001) examined the affective/emotional characteristics and behavioural characteristics of good teachers perceived by 101 eleventh grade English students from six public schools in Alabama. Regarding the first category, respondents emphasized that an effective teacher should be funny, friendly, caring, helpful, nice, respectful, interesting, understanding, patient, easy-going, willing to compromise and have good personality. As far as the second type is concerned, participants stated that effective teachers should love teaching, listen to students, make use of diverse teaching methods, be dependable, strict but fair, intellectual

and smart, organized and prepared and be good communicators. In their research study, Richter and Lara Herrera (2017) examined the perceptions of Mexican, Brunei, Malaysian, Myanmar, Filipino, Thai, Indonesian, Cambodian, and Vietnamese learners in terms of the characteristics and pedagogical knowledge of a good EFL teacher in which importance was placed on positive personality traits and using modern teaching approaches. In other study conducted by Sundari (2018) in which the researcher argued that being proficient at speaking and reading is considered as the most important significant.



D. Conceptual Framework

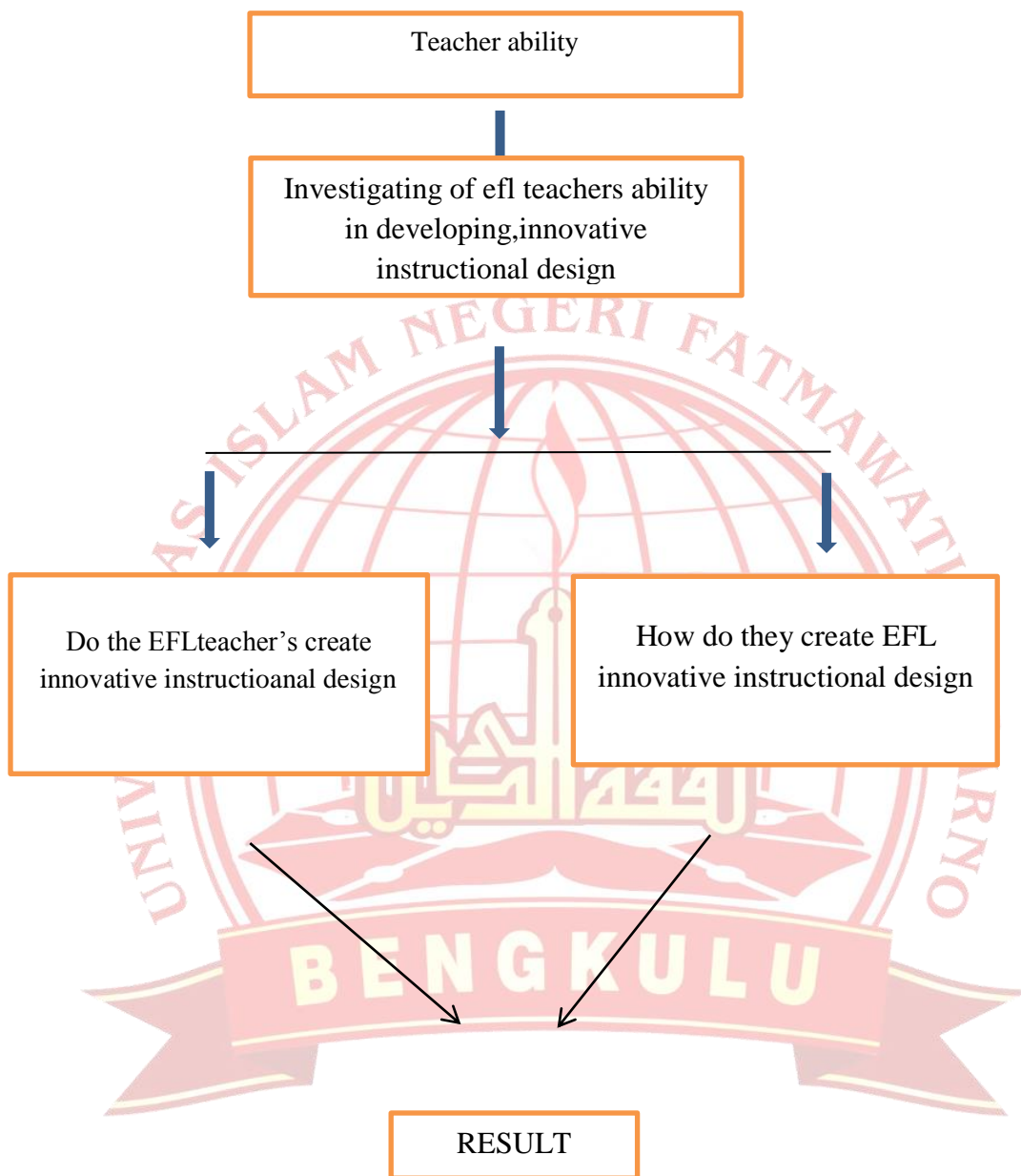


Diagram 2.1 conceptual framework

The teacher's ability to create innovative instructional designs can be seen in two ways, namely from the ability of the teacher himself and the influence of innovative learning designs on student learning.

E .Previous Related Study

The first related study by (N Umamah 2021) “*Teachers ability analysis of developing innovative instructional design*”. Research results show that 90% history teachers has formulated innovative learning purposes, 10% was considering lack of innovative. Learning materials that have been developed 81.1% innovative, 18,9% was considered lack of innovative. Learning models selected 68.8% have been facilitating students to be innovative, while 31.2% has not meet innovative level. Learning media engaged provide opportunities for students to express their innovative way and creativity is 57%, while 43% has not accommodated students being innovative. For evaluation aspect within lesson plan 47% has provided students to be innovative in reflecting their knowledges, experiences, and skills, while 63% has not. This research will be engaged as considering factor for reseachers in designing models and learning media that innovative, adaptive, responsive based on life skill.

The similarities in this research both evaluate the ability of English teachers in designing innovative learning using a qualitative descriptive approach, while the differences are in the samples studied. The focus is on the teacher's ability to design innovative learning. The results are to improve the quality of English learning and provide guidance for other teachers.

Then, a study conducted by (Meihami,2022)” *An exploratory investigation into EFL teacher educators’ approaches to develop EFL teachers’ ability to teach for creativity*. Teacher creativity is considered to be one of the essential qualities that

play a key role in teacher success (Richards, 2013). While a creative teacher can think about how to answer unexpected questions, a less creative teacher attempts to follow the established procedures without changing the course contents to make them suitable for unexpected situations (Constantinides, 2010). On such occasions, creative teachers depend on more innovative ways to teach more effectively (Kumaravadivelu, 2003), and they can build on their higher-order thinking styles to use the ideas proposed by learners in classrooms since they think of those ideas as “windows to the students’ thinking processes” (Smith & Smith, 2010, p. 255)

Becoming a creative teacher, however, is a daunting task. Firstly, the term “creative” is frequently confused with other similar adjectives, such as resourceful, effective, and trained (Maley & Kiss, 2018). As a result, teachers often mistakenly assume they will be creative when they are sufficiently resourceful. However, being resourceful or effective does not necessarily imply being creative because creativity is a multi-faceted concept that helps teachers acquire qualities, such as critical thinking, problem-solving, and decision-making. Secondly, creativity is the missing concept in SLTE programs because these programs only develop the knowledge and skills of EFL teachers (Maley & Kiss, 2018). Nevertheless, knowledge and skills are not sufficient to help EFL teachers to overcome difficulties in their classes.

EFL teachers should be prepared to function creatively in their classes, and either pre-service or in-service SLTE programs can prepare teachers. It is, thus, critically important to know how SLTE programs attempt to address the development of EFL teacher creativity. Unfortunately, as Maley and Kiss (2018) noted, there is a paucity of research in this regard. Examining EFL teacher educators’ approaches in

terms of the practices, courses, and activities can help us identify the problems and offer possible solutions to enhancing teacher creativity. Therefore, this exploratory study aimed to investigate Iranian EFL teacher educators' approaches to develop teachers' ability to teach for creativity in their classes.

The similarities between the research both discuss the development of English as a Foreign Language (EFL) teachers' abilities in the context of English language learning, the research method uses a qualitative approach and has the aim of improving the quality of English language learning, both at the school level and in teacher development. Meanwhile, the difference lies on the focus of the research, data collection methods and emphasis on the concept of creativity. The first research illustrates the importance of innovation in learning design, while the second research highlights the need for creativity in overcoming unexpected learning challenges.

The last previous study, by (Umamah et al 2020)" *Teacher Perspective: Innovative, Adaptive, and Responsive Instructional Design Aimed at Life Skills* ". Research results show that 85.71% of teachers have the readiness to design innovative, and adaptive learning aimed at life skills. Unfortunately, teachers still have difficulty developing it. While 14.29% of teachers stated that they were not ready because they did not have the provision of knowledge related to their development. This research also described ideas and teacher perspective in designing innovative learning, adaptive responsive aimed at life skills. Furthermore, this study also described the level of teachers' readiness based on analytic abilities, developmental abilities and measurement. The study recommends that the urgency of developing learning

designs that are innovative, adaptive and responsive aimed at life skills to empower students facing challenge of life.

The similarities between these studies highlight the importance of innovative learning designs in the context of English learning. Both studies use a descriptive qualitative approach to understand more deeply teachers' abilities in designing and implementing innovative learning designs. Both studies involve data collection through classroom observations, interviews with teachers, and analysis of learning documents. Meanwhile, the difference is that the first research focused on the ability of English as a Foreign Language (EFL) teachers in designing innovative learning designs at a state secondary school in Kaur, while the second research highlighted teachers' perspectives on adaptive and responsive innovative learning designs aimed at for life skills, the first research emphasizes the importance of improving the quality of English learning at SMAN 04 Kaur, while the second research emphasizes the importance of developing innovative, adaptive and responsive learning designs to empower students to face life's challenges.

