

Explanatory Survey On Theories Teacher Knowledge Factors In Learning Innovation

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Abstract:

The rapid development of technology, globalization, and the demand for 21st-century skills have transformed educational practices worldwide. Learning innovation has become essential to improve student engagement, critical thinking, creativity, and problem-solving skills. In this context, teachers play a central role as key agents of educational change. Their knowledge and competence significantly influence the success or failure of innovative learning implementation. Teacher knowledge extends beyond mastery of subject matter. It includes pedagogical strategies, technological competence, and contextual awareness that enable teachers to design and apply innovative learning models. Understanding the factors of teacher knowledge that contribute to learning innovation is therefore crucial for improving educational quality and teacher professional development. Teacher knowledge is a multidimensional construct. Shulman (1986) introduced the concept of Pedagogical Content Knowledge (PCK), emphasizing the integration of content knowledge and pedagogical skills. Later, Mishra and Koehler (2006) expanded this concept through the Technological Pedagogical Content Knowledge (TPACK) framework, which highlights the importance of technology integration in teaching. Teacher knowledge can be classified into Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Contextual and Experiential Knowledge. These domains collectively shape teachers' ability to implement innovative learning practices.

Key Word: Explanatory; survey; teacher; learning; innovation; factors

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I. Introduction

Language is essentially a means of communication among the members of a society. It expresses thoughts, emotions, feelings, and desires of human beings. The need to communicate triggers both the occurrence and the development of a language and this need arises and becomes stronger and stronger when one has someone else to communicate with, i.e. where there is a society. In terms of linguistics, the study of language is a multidisciplinary endeavour. Communication takes place not only orally, but also in writing. A teacher is as an educator needs to know more about language. Teachers need to know more about language, and then we turn to a brief specification of what sorts of knowledge teachers need. Teachers need access to a wide range of information to function well in the classroom. The competencies required by the various state certification standards add up to a very long list indeed. Perhaps because this list is so long, teacher preparation programs often do not make time for substantial attention to crucial matters, choosing instead a checklist approach to addressing the various required competencies. Communication with students is essential in effective teaching.

To communicate successfully, teachers must know how to structure their own language output for maximum clarity and have strategies for understanding what students are saying since understanding student talk is key to analysis of what students know, how they understand, and what teaching moves would be useful. In a society that is creating increasingly diverse classrooms, teachers are more and more likely to encounter students with whom they do not share a first language or dialect and a native culture. An understanding of linguistics can help teachers see that the discourse patterns they value are aspects of their own cultures and backgrounds; they are neither universal nor inherently more valid than other possible patterns. Without such an understanding, teachers sometimes assume that there is something wrong with students whose ways of using language are not what they expect. Geneva Smitherman (1977) relates a poignant example of how teachers who do not recognize the validity of other ways of speaking can undermine their students confidence in their own communicative abilities:

Student (excitedly): Miz Jones, you remember that show you tolle us about? Well, me and my momma nem Teacher (interrupting with a warm smile): Bernadette, start again. I m sorry, but I can t understand you

Student (confused): Well, it was that show, me and my momma Teacher (interrupting again, still with that warm smile): Sorry, I still can't understand you.

Student, now silent, even more confused than ever, looks at floor, says nothing.)

Teacher : Now Bernadette, first of all, it's Mrs. Jones, not Miz Jones. And you know it was an exhibit, not a show. Now, haven't I explained to the class over and over again that you always put yourself last when you are talking about a group of people and yourself doing something? So, therefore, you should say what?

Student: My momma and me

Teacher (exasperated): No! My mother and I. Now start again, this time right

Student: Aw, that's okay, it wasn't nothing

(Smitherman, 1977, pp. 217-218)

Studies of discourse patterns in American Indian (Philips, 1993), Native Hawaiian (Boggs, 1972), Puerto Rican (Zentella, 1997), and African American (Heath, 1983) homes and communities have shown that the speech patterns that children bring to school from their homes can be quite different from the ones that are valued at school. These speech patterns are nonetheless essential to functioning effectively in their home communities. Acquiring the academic discourse patterns of school is an important part of the educational development of all students, but it is neither necessary nor desirable to promote it at the expense of the language patterns children already have. In fact, Mrs. Jones pedagogical approach to language development is more likely to sour children like Bernadette to the whole experience of schooling than it is to instruct them. In as diverse a society as ours, teachers must be prepared to work with children from many different cultural, social, and linguistic backgrounds. Many students in the average school are learning English as a foreign language, (including such matters as what sorts of mistakes they are likely to make and how much progress can be expected in a unit of time) helps teachers communicate with them more effectively. Even advanced speakers of English as a foreign language may use conversational patterns or narrative organization that differ from those of the mainstream. Understanding how their language use might differ from that of the native European-American English speaker is crucial for effective teaching. In their function as interlocuter, teachers need to know something about educational linguistics.

Teachers play a critical role in supporting language development. Beyond teaching children to read and write in school, they need to help children learn and use aspects of language associated with the academic discourse of the various school subjects. They need to help them become more aware of how language functions in various modes of communication across the curriculum. They need to understand how language works well enough to select materials that will help expand their students' linguistic horizons and to plan instructional activities that give students opportunities to use the new forms and modes of expression to which they are being exposed. Teachers need to understand how to design the classroom language environment so as to optimize language and literacy learning and to avoid linguistic obstacles to content area learning. A basic knowledge of educational linguistics is prerequisite to promoting language development with the full array of students in today's classrooms.

Teachers need to have access to basic information about language for the same reasons that any educated member of society should know something about language. Understanding the basics of how one's own language works contributes to skillful reading and writing. Recognizing the difference between nouns and verbs, consonants and vowels, oral and literate forms is as basic for the liberally educated human being as is knowledge about addition and subtraction, evolution, or the solar system. For students educated in the United States, basic knowledge should include knowing something about differences between the structure of English and that of other languages just as surely as knowing about the tripartite organization of the U.S. government. It used to be the case that English grammar and at least one foreign language were included in the core curriculum of middle and high school. That has changed over the last few decades. Not only are such subjects no longer required; in some places they are not taught at all.

By now several generations of teachers have gone through the public schools having had little opportunity to study the structure of English or to learn another language, and as a result, they do not feel very confident talking about language. English is the language of the society; it is the language most teachers use exclusively in their teaching; and it is the language that many teachers teach about to some extent. But how much do they know about it? Do they know its history? Do they know what languages are related to it? Do they know how it has changed over time, especially since the advent of the printing press? Do they know why there are so many peculiar spellings in English? Do they know how regional dialects develop? Teachers have practical, professional reasons to know these things, but we suggest that the attention to grammar and rhetoric that was characteristic of the trivium (the lower level of a classical education) was neither premature nor exaggerated. Everyone should understand such matters, and they will not learn them unless teachers understand them.

Teachers play a unique role as agents of socialization the process by which individuals learn the everyday practices, the system of values and beliefs, and the means and manners of communication of their

cultural communities. Socialization begins in the home and continues at school. When the cultures of home and school match, the process is generally continuous: Building on what they acquired at home from family members, children become socialized into the ways of thinking and behaving that characterize educated individuals. They learn to think critically about ideas, phenomena, and experiences; and they add the modes and structures of academic discourse to their language skills. But when there is a mismatch between the cultures of home and school, the process can be disrupted. We have discussed some ways in which mismatches between teachers expectations of how children should behave communicatively and how they actually do behave can affect teachers ability to understand children, assess their abilities, and teach them effectively. In fact, what teachers say and do can determine how successfully children make the crucial transition from home to school. It can determine whether children move successfully into the world of the school and larger society as fully participating members or get shunted onto sidetracks that distance them from family, society, and the world of learning.

According to Bloomfield, "In human speech, different sounds have different meanings. To study this coordination of certain sounds with certain meanings is to study language". In other words, a study of a language consists in giving meaning to a meaning. The meaning already exists, we have to give it a meaning to be intelligible to us as a language. The term of innovation can be very widely with its meaning. The basic definition of innovation is a new idea, way of doing something. An innovation is an improvement, a change, something new; something that did not exist before, something that is new in a specific context. All of the above combined any of the above, but only when it is successfully implemented. Different people will use the word innovation with one or more of these meanings for different purposes. Also, there can be an emphasis on product or process. English learning innovation is to innovate the way students in learning English as a foreign language. Language teachers have shown their enthusiasm in finding the best way to teach language by applying different forms of technology in language classrooms. Technology should help teachers not only to introduce something new, but it should also be added even for things that could be done with paper and pen, because the innovation in the process, or the appeal of the tool itself, leads to motivation, involvement, and learning for most students. By doing this, teachers are expected to be both creative and innovative and designing classrooms that are technology-friendly. Clark (1987) in Darasawang and Reinders (2015) state that Knowledge is seen as a set of revealed truths, whose underlying rules and regularities should be studied and consciously mastered. The teacher is seen as someone who possesses knowledge and whose task is to pass it on to the learners in his/her charge. The task of the learners is to acquire knowledge and become consciously aware of the rules underlying it, in order to control it and apply it in new contexts.

II. Material And Methods

Definition of Language

The meaning of language can be drawn from some branches of linguistics. Language is a learned arbitrary system of vocal symbols by means of which human beings interact and communicate in terms of their common cultural experience. Teachers need to understand that grammatical units such as bound and free morphemes, words, phrases, and clauses operate quite differently across languages. The locative meanings expressed by prepositions such as in, on, and between in English are expressed by noun endings (bound morphemes) in Hungarian, but they are often incorporated into the structure of the verb in Korean. In Chinese, plurality and past tense are typically expressed by separate words such as several and already rather than bound morphemes (-s and ed), but these words may be omitted if these meanings are obvious in context. The native Chinese speaker who treats plurals and past tenses as optional rather than obligatory in English is reflecting the rules of Chinese. Of course such a learner needs to learn how to produce grammatical English sentences. But understanding the variety of structures that different languages and dialects use to show meaning, including grammatical meaning such as plurality or past tense, can help teachers see the logic behind the errors of their students who are learning English.

Finally, teachers need knowledge about larger units of language use sentence and discourse structure that is fundamental to understanding the unique features of academic language. We have pointed out that teachers expectations for students participation in classroom talk may be based on their own cultural patterns. Such simple rhetorical tasks as responding to questions require making a hypothesis about why the question is being asked and how it fits into a set of social relationships that may be specific to a culture. Can you open the door? might be a question about physical strength or about psychological willingness, or it might be a request. If a child gives a puzzling response to a question, the teacher who knows something about cross-linguistic differences in the rules for asking questions and making requests might well be able to analyze its source. It is critical that interpretations of language use in terms of politeness, intelligence, or other judgments about the student be informed by this understanding of language differences. Trouble can occur at the discourse level when students do not understand teachers expectations about academic discourse patterns that they themselves learned in school. For example, in the interactive structure typical of direct instruction, the teacher initiates,

often by asking a question; a student responds; and the teacher evaluates the response. Asking a question in the response slot can risk teacher censure (Zuengler & Cole, 2000). It is unlikely that teachers are aware of their expectations for students participation in classroom discourse. Implicit norms for language use are part of what it means to know a language well.

When teachers have explicit knowledge of rhetorical structures, they have the tools for helping children understand the expectations associated with school English.

The Relationship of language and language teaching

In Indonesia, we start to teach English from the primary school level (Sekolah Dasar) although the English subject is an extra course at school. In the beginning, we often felt embarrassed because the result is not satisfied. The students cannot speak English fluently and some of them are not able to express the idea with complete sentence. As an English teacher, we realize that we really need to adapt and adopt the audio-lingual method to be applied for the students. There is a proverb says that practices make perfect. By adopting this philosophy, the teacher can apply the method that repetitions is one strategy to improve their English. Thus language and language teaching is a guideline for English teachers to transfer their knowledge in English classroom. The more the learners practice in speaking the more he or she gets fluently in English. Language teacher should take a role in helping the learners to speak English.

Teachers should be aware of the principles of word formation in English since such knowledge can aid their students in vocabulary acquisition. They should be aware, for example, of such patterns as the D/S alternation in pairs of related words like evade and evasive, conclude and conclusive: When they know this principle, students can learn two new words at once. Teachers should be aware of certain accent-placement regularities involving the suffixes written -y and -ic, so that they can help students learn groups of words together: for example, Synonym, synonymy, synonymous; photograph, photography, photographic; analog, analogy, analogic, and so on. A mastery of the connections between the patterns of word formation and the rhythms of English speech should equip teachers to point out such patterns in academic language and enhance students vocabulary growth.

The Relationship between the nature of language with the growing of innovation

Innovation concerns the how of teaching; the what of teaching is not explicitly addressed. The implementation of innovation in language education can shape, and be shaped by teacher identity construction (Trent, 2012). English language teaching is evolving all the time, particularly alongside advances in technology. Understanding how teachers construct their professional identities in workplaces offers useful information concerning the pedagogical practices and teaching strategies under innovation driven educational change. One example for innovative language learning is online language learning. This is the approach that has chosen in developing online language learning.

The Dick and Carey model views instructional design as an integral system with the constituent elements connecting and interacting with each other. When carefully designed, all the elements instruction such as instructor, learners, materials, activities, delivery systems and learning and performance environments, interact to achieve the planned learning outcomes. This model captures the following ten essential components instructional design (Dick et al 2014):

1. Identify instructional goals
2. Conduct instructional analysis
3. Analyse learners and context
4. Write performance objectives
5. Develop assessment instruments
6. Develop instructional strategy
7. Develop and select instructional materials
8. Design and conduct formative evaluation of instruction
9. Revise instruction and
10. Design and conduct summative evaluation.

This model is significant in that it does not treat these components as separate entities. Instead the components interact with one another to form an effective system of instructional design.

What do teachers have to know and do to provide such instructional support? They need to know something about how language figures in academic learning and to recognize that all students require instructional support and attention to acquire the forms and structures associated with it. This is especially true for English language learners. Often explicit teaching of language structures and uses is the most effective way to help learners. Teachers must recognize that a focus on language no matter what subject they are teaching is crucial. They must engage children in classroom discussions of subject matter that are more and more sophisticated in form and content. And they must know enough about language to discuss it and to support its

development in their students. Academic language is learned through frequent exposure and practice over a long period of time from the time children enter school to the time they leave it.

Concept of Teacher Knowledge

Teacher knowledge is a multidimensional construct. Shulman (1986, 1987) introduced the concept of Pedagogical Content Knowledge (PCK), emphasizing that effective teaching requires an integration of subject matter knowledge and pedagogy. Subsequent scholars expanded this framework to include technological and contextual dimensions, particularly in response to digital transformation in education. Teacher knowledge is commonly categorized into: Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Contextual and Experiential Knowledge, These knowledge domains collectively shape teachers' capacity to design, implement, and sustain innovative learning environments. Content Knowledge and Learning Innovation: Strong content knowledge enables teachers to present material accurately, flexibly, and creatively. Teachers with deep subject understanding are better positioned to: Integrate interdisciplinary approaches, Encourage higher-order thinking skills, Design problem-based and inquiry-based learning. According to Darling-Hammond (2000), teachers with strong content knowledge are more confident in experimenting with new instructional strategies, which fosters innovation in classroom practice. Pedagogical knowledge refers to understanding teaching methods, learning theories, classroom management, and assessment strategies. Innovative learning approaches—such as project-based learning, flipped classrooms, and collaborative learning—require teachers to move beyond traditional, teacher-centered instruction. Research indicates that teachers with strong pedagogical knowledge are more likely to: Adopt learner-centered approaches, Implement formative assessment effectively, Facilitate active and collaborative learning environments. Hattie (2009) emphasizes that pedagogical expertise has a high impact on student achievement, particularly when teachers intentionally adapt instruction to learners' needs. The integration of technology has become a defining feature of learning innovation. Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework highlights the importance of teachers' ability to combine technology with pedagogy and content. Teachers with strong technological knowledge can: Utilize digital tools to enhance engagement. Design blended and online learning environments. Support personalized and self-directed learning. However, studies show that technological innovation is most effective when teachers possess not only technical skills but also pedagogical insight into how technology supports learning outcomes. Contextual knowledge includes understanding learners' backgrounds, institutional culture, curriculum demands, and socio-cultural factors. Teachers' professional experience also contributes to reflective practice and adaptive expertise. According to Fullan (2016), sustainable innovation occurs when teachers are able to align new practices with their educational context. Teachers who reflect on experience and engage in continuous professional development are more likely to innovate meaningfully rather than adopt superficial changes. Continuous professional development (CPD) strengthens teacher knowledge and supports innovation. Effective CPD is: Collaborative, Practice-oriented, Aligned with classroom realities. OECD (2019) reports that teachers who participate in ongoing, relevant professional learning demonstrate greater readiness to implement innovative teaching strategies.

III. Result

The findings reveal that teacher knowledge significantly influences learning innovation. Pedagogical and technological knowledge emerge as dominant factors in implementing innovative teaching strategies. Teachers with strong contextual understanding are more capable of adapting innovation to learners' needs. These findings support previous studies that emphasize the importance of integrated teacher knowledge for sustainable educational innovation. Learning innovation has become a central concern in education due to rapid technological advancement, shifting learner needs, and global demands for 21st-century skills. Teachers play a crucial role as agents of change, and their knowledge significantly influences the successful implementation of innovative learning practices. Teacher knowledge factors encompass not only mastery of subject content but also pedagogical competence, technological literacy, and contextual understanding. This review examines key dimensions of teacher knowledge that contribute to learning innovation. There are some steps to succeed innovative language learning:

(1) become a knowledgeable teacher, It's easier than ever before to learn about teaching. There are lots of books, training courses, free online courses, online resources, and university programmes that can help us develop as teachers. Learning about other things is important too. Creative teachers bring more to class than just a knowledge of teaching. They are educated in other areas, and can draw on their experiences and outside interests. It is very recommend taking up an artistic hobby such as learning to play a musical instrument, or following a drama course. As well as enjoying these things for their own sake, you can use them in your teaching to great effect. Using songs in the classroom, for example, is very motivating for learners and can help

them process the language and improve pronunciation. Including drama techniques and integrating them into your syllabus is another great way of allowing a hobby to enrich your teaching.

(2) connect with other teachers Although formal training will help you develop as a teacher, it's important to connect with others in your field. Inspiration can come from the big-name speakers and writers, but just as often, it comes from teachers like you and me. It's never been easier to find inspiring teachers to follow on Facebook, Twitter and in the blogosphere. Follow and read their blog, join a teacher's association and attend talks and workshops live or online. Inspiration rubs off and will create in you the desire to imitate these teachers in your daily teaching practices.

(3) become a collector of teaching ideas. It doesn't matter if you don't use the ideas you collect straight away. The important thing is to collect and organise them in a way that makes it easy to try them out when the right opportunity presents itself. It's these ideas that will nudge you along the road to creativity, especially as you begin to adapt and experiment with them. When discovering new ideas online, be sure to use the various bookmarking and curation tools available today, and follow the curated collections or lists of others. Curation will also help you to be more resourceful: you'll have ideas and activities at your fingertips in case things go wrong!

(4) share your learning. Teachers (like learners) can pick things up from others as they go along, but there comes a point when they find they have to make a commitment or a contribution. If you have training days in your school, offer to lead a session and then research the topic, so that you feel confident about sharing your knowledge with your peers. This can be a daunting but momentous moment in the life of a teacher, and you'll be amazed by how much you learn in the process.

(4) Start a teaching journal or a blog. The act of blogging and describing your teaching ideas generates conversations with other teachers, and those conversations stimulate more ideas; they are a great bridge to creative teaching.

(5) remove the blocks to creative thinking. Many people are confident about their creative potential and are not afraid to dip their toes in the pool, but lots of us at various times have felt we cannot do it. In those moments, we might feel we lack the imagination, that we're not clever enough, young enough or talented enough, and so on. No-one can claim that every person has the same skills and abilities as everyone else, but all people have the potential to be creative. Look what we do with language! Using a finite vocabulary, each of us creates original utterances, never articulated in quite the same way before, every time we speak. Work on your self-esteem; be around supportive colleagues who share the same interests and goals and make you feel good about yourself.

(6) practise your creativity Just as athletes maintain their ability through continual training, our brains also benefit from regular exercise. What do you do to exercise your mind? Do you enjoy crosswords, Sudoku or jigsaw puzzles? These and similar 'brain-training' activities have been shown to increase our concentration and boost creativity. We often tell our students that practice makes perfect, but it's important that we apply this to ourselves. Skilled people in all fields, from dancers to chefs to teachers, reach the highest levels through practice – they didn't get there overnight. But practice takes discipline and patience. When practising anything, it's a good idea to set your mind to the process rather than the goal. In other words, take satisfaction in what you're doing in the present moment rather than worry too much about what you have yet to achieve.

(7) start experimenting and reflecting on your teaching. A sure-fire way to burn out as a teacher is to stick to the same ideas and techniques without trying something new. This approach is bound to demotivate your students at some point too. Learners respond positively to teachers who don't follow the same old steps in the same old way day in and day out. As much as learners like teachers who are patient, tolerant and able to explain things well, they appreciate teachers whose lessons have surprises and elements of fun. Try out new ideas or adapt old ones, but remember to stop, think and evaluate the experience when done. Learn from your successes and your mistakes, and try to make this a regular part of your teaching.

(8) make creativity a daily goal. Being creative can help you solve problems. This is useful to teachers because problem-solving is what teachers do every moment of their working day, from deciding on teaching materials, procedures and grades, to adapting an activity that learners are not responding to, and helping individuals who are not progressing as they should. To keep developing these skills, you need to make creativity part of your daily routine rather than an occasional activity.

We have sketched here the reasons that educators need to know about language, the kinds of knowledge about language that they need, and an inventory of courses or course topics that would cover this crucial core of knowledge. We acknowledge that we have formulated it without thinking about the structures and constraints of traditional teacher education programs. Nonetheless, we are energized by the current political situation surrounding debates about bilingual education and the rather frantic search for better methods of teaching reading. The substance of these debates gives striking testimony to the historical absence of relevant expertise on language among those who are in the best position to improve public knowledge educational practitioners (see, for example, Pressley, 1998; Snow, Burns, & Griffin, 1998). We must now take steps to provide this preparation. It is clear that many of the challenges we face in education stem from the fact that ours

is a diverse society. Students in our schools come from virtually every corner of the planet, and they bring to school diverse outlooks, languages, cultural beliefs and behaviors, and background experiences. Teachers in our schools have not always known what to do with the differences they encounter in their classrooms. As a society, we expect teachers to educate whoever shows up at the schoolhouse, to provide their students the language and literacy skills to survive in school and later on in jobs, to teach them all of the school subjects that they will need to know about as adults, and to prepare them in other ways for higher education and for jobs. What does it take for teachers to handle this challenge? We must be clear about what teachers have to understand about language learning and teaching in order to work effectively with their students. We have argued that basic coursework in educational linguistics is essential the bare minimum for preparing teachers for today's schools. We must now take steps to provide this preparation

IV. Conclusion

This study concludes that teacher knowledge factors—content, pedagogical, technological, and contextual—play a vital role in learning innovation. Strengthening these knowledge domains through continuous professional development is essential to support innovative teaching practices. Educational institutions and policymakers should prioritize teacher training programs that integrate these knowledge components to foster meaningful and sustainable learning innovation.

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