

EFL Practices: Student-Centered and Innovative Approaches
Prácticas en Inglés como Lengua Extranjera: Enfoques Innovadores y
Centrados en el Estudiante

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Resumen

La presente revisión sistemática explora las buenas prácticas educativas en la enseñanza de Inglés como Lengua Extranjera con énfasis en metodologías centradas en el estudiante y enfoques innovadores. La investigación sintetiza los hallazgos de 18 estudios revisados por pares, los cuales identifican ideas clave de las buenas prácticas educativas, incluyendo el aprendizaje activo, la autonomía de los estudiantes y la aplicación del conocimiento en contextos reales. El Aula Invertida y el Aprendizaje Experiencial se destacan como metodologías efectivas que optimizan elementos como la participación, motivación, y el dominio del idioma de los estudiantes. La investigación realizó una inspección profunda acerca del impacto de las metodologías centradas en el estudiante en los resultados de aprendizaje, con base en investigaciones globales. Si bien estos enfoques promueven la igualdad educativa, persisten varios desafíos, como la accesibilidad a la tecnología y el apoyo institucional. Los hallazgos de esta revisión bibliográfica contribuyen a un debate más amplio sobre la instrucción basada en competencias y la transición de las metodologías de enseñanza tradicionales a un marco dinámico centrado en el estudiante. Las investigaciones futuras deberían explorar el impacto a largo plazo de estas metodologías en la enseñanza del inglés como lengua extranjera.

Palabras clave: Prácticas educativas; aula invertida; inglés; aprendizaje experiencial; metodología.

Abstract

The current systematic review explores the Best Educational Practices or Effective Educational Practices in EFL instruction, making emphasis in Student-Centered and Innovative approaches. The research synthesizes the findings of Eighteen peer-reviewed studies, identifying key insights of best educational practices, including active learning, students' autonomy and knowledge application in real-life contexts. Flipped Classroom and Experiential Learning stand out as effective methodologies which improve students' engagement, motivation and language proficiency. The review conducted a deeper examination regarding the impact of Student-Centered approaches in learning outcomes, based on global research. Although these approaches promote educational equality, some challenges remain, such as technology accessibility and institutional support. The findings contribute to a wider discussion on competency-based instruction and the transition from traditional teaching approaches to dynamical student-centered framed. Future research should explore the long-term impact of these methodologies in EFL instruction.

.Keywords: Educational Practices; flipped classroom; English; experiential learning; approach



Introduction

Best educational practices or effective educational practices play a significant role in language teaching process, which has evolved over time to open the path for introducing new strategies that place the students as active participants in their learning process. These practices are characterized by experience guided by appropriate principles, objectives and procedures or desirable guidelines applicable to specific regulations or a set of agreed parameters. ("*Concepto y utilidad de las buenas prácticas en la enseñanza*", 2015)

Rodríguez (2008, p.31) points out that a feature summarized in the expression is that a best practice is an innovative experience that permit solving an issue through improving the process itself.

Despite the recognition of effective educational practices, a need remains for teachers to masterly find and implement these strategies to enhance student learning outcomes. Traditional content-centered teaching approaches as well as grammar-translation method or the direct method, often fail, as they may disregard relevant elements influencing the teaching and learning process. Hu (2024) affirms that in traditional approaches "Students are subjected to a state of a lack of activity where their unique qualities and ability to think creatively are suppressed, their drive and untapped potential are ignored, and they are deprived of the chance to engage and contribute" (p.215). In contrast, student-centered methodologies that actively engage students and make emphasis on the application of theoretical knowledge in real-life scenarios have proven more effective. It is essential for the teachers to enhance student engagement through active learning to promote students' inclusivity throughout the learning process. Student-centered instruction promotes cooperative learning, which helps develop problem solving and improve skills related to decision making, by stimulating critical thinking and reflective skills (Munna & Kalam, 2021) Deslauriers et al. (2019) established that students engaged in active learning environments learn more than the ones involved in passive lecture environments. Additionally, it is crucial to mention recognizing and addressing the different students' learning needs, due to the impact they may have on students' learning skills and styles and the established learning outcomes.

Based on the premises previously mentioned, the concept of best educational practices has gained recognition, leading to the development of various student-centered teaching



strategies such as Flipped Classroom or Experiential Learning, In the context of teaching English as a Foreign Language, Flipped Classroom and Experiential Learning have gained recognition due to their potential for improving learning outcomes, by placing the learner as the central focus of the educational experience. Even though Experiential Learning has its historical roots dating back to medieval age, its current framework was developed in the 1970s. (D. A. Kolb, 1984)

Recent research has evidenced the recognition Experiential Learning has gained for its effectiveness improving language learning classrooms by the application of real-life tasks and reflective practices. Al-Amri (2022) found that students with different learning styles who were supervised when the approach was implemented reported significant improvements regarding their linguistic skills, enhanced learning experiences, in terms self-confidence and engagement in language usage.

Even though the previous research on student-centered and innovative approaches, there are still gaps persisting in understanding their influence on EFL instruction. The study employed a systematic literature review, with the aim of analyzing and synthesizing existing studies on Student-Centered and Innovative approaches in EFL instruction, this to provide a comprehensive evaluation of best practices while identifying gaps, and challenges in the existing literature. The purpose of the study was to explore and synthesize prior research on student-centered and innovative approaches in EFL instruction, with a focus on their influence on learning outcomes and addressing the challenges in their implementation. Moreover, this study aims to explore how effective student-centered and innovative approaches can be in EFL, making emphasis on their role in enhancing meaningful engagement and improving learning outcomes.

Theoretical Framework

Best Educational Practices

According to Corpas Arellano (2014), Bolivar (1999) established Best Educational Practices appeared as proposals of best teaching and learning, based on teachers and their effective teaching, which facilitates tasks in education.

Based on the above, best educational practices can be defined as learning strategies and processes designed to reduce inequalities between students and promote equity between



individuals as groups. The starting point of the is that the effectiveness of educational methods and actions does not affect all students in the same way. It is indisputable that some students progress faster than others. They call this differential efficiency. Following the international community UNESCO, in its Management of Social Transformations program (MOST), has detailed the features that characterize best educational practices:

- Innovative, because they develop new or creative solutions. In education, a best practice is an initiative, a policy, or a successful model of action that improves academic processes and the educational results of students.
- Effective, because they demonstrate a positive and tangible impact on education improvement. The innovative nature of a best practice is complemented by its effectiveness, otherwise, it would stagnate as a mere novelty.
- Sustainable, due to its social, economic, and environmental demands, it can be maintained over time and produces lasting effects.
- Replicable, because it serves as a model for developing policies and initiatives in other places.

(Corpas Arellano, 2014)

Which are the best educational practices?

Best educational practices seek to innovate and improve educational processes, which is why the following are defined as best educational practices:

- Innovate: It allows improving educational practice and teaching in the present. Everything that involves transforming learning models with the aim of making knowledge more attractive and simpler is part of a best educational practice.
- Adequate resources: For implementing these practices it will be needed the use of modern and adequate resources. Diverse kinds of resources such as technical, economic and organizational resources are beneficial for its implementation and effectiveness within the teaching process.
- Share Experiences: The students will acquire knowledge better through their own history. It is not only beneficial for knowledge acquisition, but also for helping students to create meaningful relationships with teachers. The use of shared experiences in class makes it possible to create an improved environment for students.



- Generate positive coexistence: The creation of environments and activities in which students are encouraged to coexist with their classmates is considered as a Best Practice in Education. This helps the prevention of the displaced feeling among students within their learning process.
- Structuring classes: It is essential for teachers to structure classes and follow a detailed lesson plan. Firstly, this will allow parents and school officials to show them the teaching methodology and the time to focus more on each lesson.
- Continuing education: A teacher's continuing education is the key to being good at his or her job. Every teacher must be qualified to teach the subject and adequately prepared to know what the most innovative and efficient current methodologies are in the teaching sector.

(“12 buenas prácticas educativas y docentes,” 2024)

Student-Centered Learning and Innovative Approaches

Taking as a starting point, the concept of Best Educational Practices, the analysis of the role of Student-Centered and Innovative approaches is crucial, as they are defining when talking about effective teaching. These approaches are known for encouraging students to be fully involved in their learning process, as well as to think critically and being flexible.

First, considering their interests, needs, and their role within the educational process, teachers make the classroom environment not only appealing but also more realistic (Kong, 2021; Nazim et al., 2024; Pastini & Lilasari, 2023; Wang, 2023) Second, innovative approaches help promote creativity and problem-solving skills, the exact skills required in the modern changing world (Chan & Lo, 2024; Nair, 2024; Shi et al., 2024; Sylva, 2024). Therefore, it is necessary to explain both parts and determine their relationships.

Student-centered learning (SCL) is characterized for involving students in active learning environments within the teaching process, and also for the empowerment of the students regarding to make decisions about how they will learn depending on if the students receive class online due to the modern existing technologies or face-to-face in a classroom. (Kerimbayev et al., 2023)



Kalyani & Rajasekaran (2018) stated that the meaning of Innovative Teaching refers to the creativity and novelty the teacher has, in order to improve their teaching methods. On diverse cultural contexts institutions dedicated to education implement innovative ideas, methods, and technology-based changes for enhancing students' learning process. The implementation of Innovative approaches in education is necessary for helping students to reach their potential, and for the present and future of educational contexts.

Methodological Strategies for teaching English as a Foreign language

When the term Best Educational Practices is mentioned, it refers to the innovation within the teaching process of a foreign language, that is why through the pass of the years existent strategies were improved and modified, and new strategies have been developed, so both teachers and students have become fundamental elements within the process. Thus, two strategies have been selected that fit the criteria established above, to be considered Best Educational Practices in EFL classrooms (e.g., Chan & Lo, 2024; Kerimbayev et al., 2023; Munna & Kalam, 2021; Pastini & Lilasari, 2023).

Flipped Classroom

The Flipped Classroom learning model is new in the learning process. The Flipped Classroom model is a learning model where learning activities that are usually completed in class can now be completed at home by studying previous teaching materials, and learning activities that are usually done at home can now be completed in class, such as students being asked to report back on learning material or topics so that meaningful learning is created . (Bergmann & Sams, 2012; Lundin et al., 2018; Joy et al., 2023, as cited in Utami et al., 2024) This pedagogical inversion improves elements such as students' engagement and motivation, dedicating in-class time to active knowledge application and interaction, rather than passive knowledge delivery. (Namaziandost & Çakmak, 2020). For EFL classrooms, this means students to be exposed to authentic materials or linguistic content, getting more class time for collaborative and problem-solving tasks, language application, and personalized feedback from the teacher. By applying this teaching model in EFL classrooms elements such as

students' autonomy will be fostered by the hand of the improvement of language proficiency, as shown in several studies, evidencing its effectiveness (Putri et al., 2024; Rojas, 2024).

Experiential Learning

Experiential learning is a learning design where students go through semi-structured instruction and learn from one another through experiences (A. Y. Kolb & Kolb, 2009). Here, experiences are viewed as the beginning of the learning process, which students can reflect upon to acquire actual learning. Reflection on experiences serves as the bridge that connects experience and actual learning. Within second-language acquisition literature, experiential learning may allow students to learn language skills through experiences of working with others on different activities (Knutson, 2003, as cited in Ng et al., 2024).

This approach demonstrates to be highly effective in EFL classrooms due that it fosters deeper understanding and promotes practical language application. When interactive activities and real-life situations, are applied in classrooms, experiential learning allows educators to boost learners engagement and motivation (Kong, 2021; Sylva, 2024). Two examples of the experiential learning effects in classrooms are Project-Based Learning (PBL) and Gamification, both known for enhancing students' confidence when using and applying language in real-life situations, and for leading better retention and discourse skills (Chan & Lo, 2024; Shi et al., 2024).

Review of related literature

Comparison of Student-Centered and Traditional Approaches

Teaching has undergone significant changes through the years, giving sway to different teaching approaches and being grouped into traditional teacher-centered and student-centered approaches. Pastini & Lilasari (2023), highlighted as the main characteristics of traditional teaching approaches the passive knowledge acquisition and the use of standardized evaluation approaches, characteristics which make these approaches obsolete when facing the diverse learning needs and outcomes of the students. The deficiency mentioned can end up in disengagement, a lack of ownership within the learning process, and a limited development of essential 21st-century skills.



Wang (2023) stated that student-centered learning provides active engagement, customized education, ownership, critical thinking, and constructive feedback for students. Student-centered learning promotes collaboration, engagement, and participation, where students are more academically motivated and interest-wide in their learning style and pace, as well it has a noteworthy influence on the improvement of academic performance through increased motivation and engagement. Learning a foreign language improves efficiency as students demonstrate increased persistence and active participation in the learning process.

Motivation is considered one of the essential aspects for achieving learning outcomes in language teaching. It is important to mention that research proves the hypothesis that student-centered methods are significantly related to greater motivation and self-efficacy within the process. Traditional methods are also characterized by prioritizing lectures and memorization, making the student a passive entity within the process, even though traditional methods are characterized by offering organization and guidance, they can fail to adapt to different learning styles. The rigidity of the instructional format may also lead to an important level of disengagement, especially among learners who have the need to use more interactive approaches to keep engaged. (Pastini & Lilasari, 2023)

However traditional methods have their advantages when talking about structured learning related to reading comprehension and grammatical accuracy; on the other hand, student-centered learning has advantages when talking about students' engagement, motivation, and language acquisition. The incorporation of various aspects of both methodologies could be ideal for the improvement of the learning environment for EFL students. The combination of student-centered instruction with the structure of traditional methods could give way to take the best of both methodologies, for a balanced and valuable experience for language learning.

Empirical Evidence on Flipped Classroom in EFL

The advantages of Flipped Classroom in EFL contexts have been highlighted in numerous research, as well as its challenges, this has demonstrated the impact of the approach on learning outcomes, student engagement and language skills. The effects of Flipped Classroom on EFL students have been object of study in several empirical studies. Al-Amri (2022) made an evaluation on the perceptions the students of Saudi EFL University had, the

results revealed the students had a significant improvement regarding linguistics and satisfying educational experiences. According to the findings of the study, it is possible to say that students felt more in charge of their learning, which contributed to enhanced confidence and performance in their language skills. Similarly, Namaziandost & Çakmak (2020) investigated the self-efficacy of EFL learners in a flipped classroom setting, found out that both male and female students reported feeling more confident and in charge of their language learning process.

Additionally, diverse studies showed the benefits Flipped Classroom has in writing and speaking skills, this is the case of Putri et al. (2024) study, in which they made an exploration of the approach's impact on higher education students' writing skills, arriving to the conclusion that Flipped Classroom guide students' to improving their writing skills, making them being more coherent and organized when completing writing tasks. Likewise, Serrano (2024) made an analysis of the effects of audiovisuals in Flipped Classroom, concluding that students had improved their speaking skills proficiency, and also, they have increased their talking time, this due to greater exposure to materials considered authentic.

Additionally, to Flipped Classroom provided linguistic benefits, student-centered instruction is promoted by the approach. Nazim et al. (2024) studied the assessment practices of EFL teachers, pointing up the change from traditional methodologies to assessments that were more interactive and formative, which align with the student-centered instruction principles. Turan & Akdag-Cimen (2020) developed a systematic review on Flipped Classrooms in English Language Teaching (ELT), proving the effectiveness in encouraging students' critical thinking and learner autonomy.

Further, research has driven a comparison of the effectiveness of Flipped Classroom against traditional approaches. A research conducted by Nair (2024) developed a comparative assessment of Flipped Classroom and Traditional Approaches. The results of the research showed how effective Flipped Classrooms are about elements such as critical thinking skills and content retention. On the other hand, traditional approaches were proved to be less effective, due to the students under this kind of instruction obtained lower improvement on the mentioned elements. Likewise the research conducted by Hung & Yeh (2023) on the impact of Flipped Classrooms on EFL settings, focusing on vocabulary acquisition and

creative thinking, demonstrated vocabulary retention and participation were increased after implementing application-based activities during class. Contrasting the findings with traditional approaches which are emphasized in passive instruction, will be found ineffective when talking about students' engagement and knowledge retention.

The empirical evidence on Flipped Classroom implementation in EFL instruction demonstrated the approach offers important benefits for EFL learners, this by enhancing learners' engagement, autonomy and their language skills. However, as is known every approach has its implementing challenges, which must be addressed to exploit the approach's full potential and make it effective.

Experiential Learning and its Role in EFL

Experiential learning is widely recognized in EFL teaching as an excellent technique to increase students' engagement, motivation, and practical language application. Sylva (2024) defines Experiential Learning as an approach focused on real-life applications and problem-solving, making its application in EFL classrooms effective. Also, the author examined the effects of the approach on EFL students' performance in the classroom and demonstrated the students' improvement when exposed to immersive learning and interactive activities. The findings of the study proved students who engaged in Experiential Learning activities showed improved retention, comprehension and confidence when applying the language in real-life situations. Similarly, Shi et al. (2024) explored other methodology, -aligned with Experiential Learning-, the approach selected was Project-Based Learning, the authors concluded that students participating in real-life tasks improved their discourse skill, highlighting the effectiveness of methodologies related to Experiential Learning. The study by Chan & Lo (2024) demonstrated the effectiveness of Gamification -also aligned to Experiential Learning- supported these findings, by the application of Gamified Experiential Strategies they showed how experiential learning by the hand of game-based activities promote active students' engagement and improve their confidence in language use.

Experiential learning has been related to student motivation and classroom engagement, this is due to its effectiveness when increasing them. Kong (2021) conducted a study on the implication of Experiential Learning strategies, and on the influence those ones have on

students' engagement, arriving to the conclusion that the applied activities empowered students in their own learning process, by improving their engagement. Ng et al. (2024) conducted a systematic review centered on experiential learning in language instruction, finding that the implementation of experiential tasks leads to higher levels of motivation and perseverance in language acquisition by the students.

A key component of Experiential Learning that has been explored in several studies is Reflective Learning. Reflection allows individuals to analyze their experiences critically by themselves. Flanagan et al. (2024) revealed how organized reflective practices improved students' capacity to integrate and apply their information successfully. Their findings support the use of reflection to boost language development in EFL contexts.

Experiential Learning has also been evaluated, by observation with the aim of proving its effectiveness in interdisciplinary applications. Tembrevilla et al. (2024) led a systematic review on Experiential learning in different disciplines as well as, engineering education, finding parallels with its benefits in EFL instruction. The study concluded that hands-on and problem-based techniques in technical fields are related to experiential methodologies implemented in language learning. Additionally, the study conducted by Ng et al. (2024) was focused on mother tongue instruction, and found out that Experiential Learning promotes engagement and language acquisition, the benefits of the approach can be extended to the instruction of a foreign language, as long as it is well applied.

Despite the benefits Experiential learning also presents challenges in EFL instruction. Salih & Omar (2024) developed a study where it was highlighted that Experiential Learning has its advantages in EFL Instruction, teacher can face challenges when implementing it, due to factor of limited access to technology, lack of teachers capacitation and curricula constraints. However, they make an emphasis in the fact that the integration of digital sources, and teacher professional capacitation, these challenges can be addressed.

According to the findings obtained from each study, Experiential Learning's role in EFL instruction can be considered essential during the teaching process, due to the influential factors it has, such as language application in real contexts. The implementation of experiential learning techniques as project-based and game-based learning educators and policy makers will be able to enhance creative and effective learning spaces. Future research

must focus on the diverse innovative techniques for implementing Experiential Learning in EFL instruction and its long-term effects, aiming the maximization of its benefits.

Challenges and Considerations in Implementing Student-Centered Approaches

Although the benefits of student-centered approaches, they also present various challenges:

- **Teacher Training:** Challenges can be faced the switch from traditional to student-centered approaches happen, especially for those instructor accustomed to traditional methods, as Pastini & Lilasari (2023) emphasized, there is an existent need on the implementation of professional capacitation programs, were teachers can be provided with appropriate sources.
- **Institutional Constraints:** Implementation of student-centered can result challenging due to the fact that Educational Institutions may impose structural limitations as well as standardized assessment and testing, large sized classrooms, and rigid curricula. (Nazim et al., 2024)
- **Student Adaptability:** Due to the regular application of traditional approaches, not all the students adapt with ease to student-centered instruction. Wang (2023) pointed out that students may struggle when the face increased autonomy and responsibility in their learning process. Namaziandost & Çakmak (2020) highlight those variations in students' self-efficacy and motivation levels, also influence on their capacity to interact in student-centered environments. For helping ease this transition, it will be ideal to provide gradual scaffolding and structured assistance.

An integrated approach for addressing these challenges will be required, the approach may include curriculum and institutional adaptation, by the hand of strategies that offer students support for adapting the models studied, including teacher comprehensive training. The efficacy of student-centered approaches in EFL instruction will be improved by ensuring a collaborative learning environment and adequate sources.

Methodological Framework

Research Design

The study was conducted under a qualitative research approach, by applying a systematic literature review, which analyzed existent research on the effects of Student-Centered and



Innovative approaches on EFL teaching. The purpose of the literature review is to bring insights on the impacts of Student-Centered and Innovative approaches have on previously established learning outcomes in different educational contexts, by a synthesis of theoretical points of view and empirical research.

Data Collection

For conducting this literature review, the selected studies were screened according to specific inclusion and exclusion criteria, as detailed in Table 1. A total of eighteen studies were selected to follow the established criteria.

Table 1.

Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Focus of the article	Student-Centered/Innovative EFL teaching approaches	Articles centered on traditional teacher-centered EFL teaching approaches
Publication date	Articles published in the last five years	Articles published prior to the last five years
Publication type	Scholarly, peer-reviewed articles	Opinion Articles, theses, and conference papers
Language	English and Spanish	Other languages will not be included

Based on the criteria the databases utilized for retrieving relevant sources that were aligned to the criteria mentioned were: Scholar Google, ERIC, and ResearchGate, databases chosen due to the accessibility to high-quality and peer-reviewed publications, also their high coverage on education was an element to consider for extracting data from them. For improving the research precision, various specific terms were included:

- Best Practices in EFL
- EFL student-centered instruction
- Innovative approaches in EFL teaching



- Flipped classrooms in EFL.
- Experiential Learning in EFL.

Moreover, for limiting results filters were applied to find peer-reviewed journal papers and empirical research related to the topic proposed published within the established timeframe. Also, the inclusion criteria for studies selection were screened by language, with only English and Spanish publications, also it is important to point out that the study's scope was not Geographically constrained, with the aim of ensuring accessibility and relevance.

Data Analysis

To identify trends and key patterns in the selected literature, a thematic analysis was conducted. The chosen studies were analyzed and synthesized based on the criteria mentioned below:

- Author and Date: Studies Placed to demonstrate the improvements in EFL due to student-centered approaches.
- Language: Categorization of sources based on the chosen languages. (English and Spanish)
- Type of Study: Differentiation between empirical research, case studies, and theoretical discussions.
- Reported outcomes: Key findings were documented related to implementation, challenges, and effectiveness of student-centered and innovative approaches.

For making the data analysis possible it was necessary to follow these structured steps:

1. Initial Screening: For determining studies' relevance Title and abstracts were reviewed.
2. Full-Text review: A thorough analysis of the chosen studies was done to ascertain whether their results matched those of the research.
3. Data Extraction: Key results, topics, and approaches were recorded using standard templates.
4. Thematic categorization: The chosen studies were arranged into theme sections to discover implications, trends, and gaps in EFL training.

5. Descriptive Analysis: To provide thorough synthesis, data and important insights from the literature were compiled using frequency tables and visualizations.

The current study guarantees a thorough, methodical examination of student-centered and innovative teaching approaches in EFL training by using this framework.

Results

A group of eighteen peer-reviewed articles were yielded to conduct this systematic literature review, the articles are aligned with the research objectives.

Geographical Study Distribution

For providing a comprehensive overview of global trends in Student-Centered and Innovative approaches in English as Foreign Language (EFL) instruction, the current literature review was conducted to analyze publications from different geographic locations. The chosen studies for this review have examined teaching approaches such as Flipped Classroom and Experiential Learning, studies that highlighted these approaches implication on different educational contexts. The geographical distribution of the studies is summarized in regions on the table below, making evident the global interest in these practices in EFL contexts. (See Table 2)

Table 2.

Articles by Geographic Location

Region/Continent	Number of Articles
Asia	10
Asia/Europe (Transcontinental)	2
North America	1
South America	1
Global	4
Total Articles	18

The table shows a global diversity regarding the interest in Student-Centered and Innovative Teaching Approaches within EFL instruction, with research publications from various locations across the world in different educational settings. Asia leads with ten articles, followed by Asia/Europe contributing with four studies, North America, and South America each one contributing with one study. Additionally, it is important to highlight that one article analyzes multiple international studies, presenting in this way a global review.

The geographic distribution shows the global interest on adopting Student-Centered methodologies in EFL instruction, and its widespread, especially in regions where English is taught as a foreign language. The aim of including studies from both Western and Non-Western contexts offers a wider perspective on the influence and effect of the implementation innovative approaches all over the world, across different educational contexts.

Study selection and Characteristics

Selected studies offer insights into the application of Student-Centered and Innovative approaches, with a fixation in Flipped-Classroom and Experiential learning. The findings are categorized into three main topics: Comparison of Student-Centered and Traditional approaches in EFL, Empirical Evidence of Flipped Classroom in EFL, and Experiential Learning and its role in EFL.

Comparison of Student-Centered and Traditional Approaches in EFL

Key differences between Student-Centered and Traditional Approaches are identified. The studies report an important improvement regarding students' engagement, motivation levels, and academic achievement, when exposing students to Student-Centered approaches, compared to Traditional approaches. (See Table 3)

Table 3.

Summary of Comparing Findings

Approach	Key Benefits	Challenges
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		Limited students'
Traditional	Provides Structured learning, beneficial for grammar and reading skills.	engagement, not easy for adapting to different learning styles, passive learning.
Student-Centered	Increased students' engagement and motivation, autonomy, critical thinking improvement.	Teacher training is required, institutional constraints, student adaptability.

Wang (2023) and Pastini & Lilasari (2023) highlight the positive impact of Student-Centered on essential elements within the teaching process such as: autonomy, critical thinking, and interactive engagement, while on the other hand, traditional approaches, doesn't demonstrate the same level of effectiveness, making students' learning process passive.

Empirical Evidence of Flipped Classroom in EFL

Studies which realize empirical research on Flipped Classroom, demonstrate its effects on linguistic proficiency, engagement and students' self- efficacy. Al-Amri (2022) conducted a study on Saudi EFL students which revealed an increased confidence in students when talking about their linguistic competences, while Namaziandost & Çakmak (2020) made an emphasis on demonstrating the improvements students showed in autonomous learning and self-efficacy.

Additionally, some studies demonstrate improvement in specific skills: writing and speaking. When evaluating writing Putri et al. (2024) demonstrated their students' enhancement regarding writing coherence and better organization. On the other hand, Serrano (2024) noticed students' improvement in their speaking skills related to the application of audiovisual sources. The insights present demonstrate the effectiveness of Flipped Classroom in EFL, due to its contribution to more interactive environments.

Experiential Learning and Its Role in EFL



Project-Based and Gamification strategies considered as Experiential Learning methods, are found effective when talking about engagement, motivation and language usage. Shi et al. (2024) and Sylva (2024) in their respective studies demonstrated the effectiveness of implementation of different experiential activities, highlighting those students involved in those activities showed improvement in different areas including confidence in language use. Although the mentioned studies were not the only ones that applied these activities, the following table demonstrates the different practices and activities employed in each study. (See Table 4)

Table 4.
Experiential Learning Practices and Activities

Study	Practices	Activities
Chan & Lo (2024)	Gamification	Game-based activities.
Flanagan et al. (2024)	Collaborative Learning	Group projects, community engagement, reflective debates
Kong (2021)	Hands-on Learning	Role-Playing, peer collaboration, experimentation
Ng et al. (2024)	Motivation-Driven Learning	Gamification activities, language immersion.
Salih & Omar (2024)	Situational Language Skills	Implementation of digital materials.
Shi et al. (2024)	Project-Based Learning	English Public Discourse and Speaking projects.
Sylva (2024)	Active learning through implementing Experiential Learning	Non-Specified active learning activities.
Tembrevilla et al. (2024)	Interdisciplinary application of Experiential Learning	Cross-disciplinary projects, real-life problem-solving activities

Also, not only the activities were studied, Reflective Learning plays an essential role in Experiential Learning, as stated by Flanagan et al. (2024), structures reflection brings support to students' ability to apply and retain the knowledge acquired in class. The findings highlight that Experiential Learning can be considered as an immersive and engaging approach in English as a Foreign language instruction.

Challenges on the Implementation of Student-Centered Approaches

As the benefits of Student-Centered approaches are several, their implementation comprehends also some challenges, key insights in the following list:

- **Teacher Training:** Pastini & Lilasari (2023) pointed that it is necessary for instructors to get capacitated for making the switch process from Traditional Methods to Student-Centered approaches effective.
- **Institutional Limitations:** Nazim et al. (2024) highlighted different elements can affect negatively the implementation of student-centered approaches, elements such as: rigid pre-established curriculum, large class sizes, limitations on institutional flexibility, and standardized assessments.
- **Student Adaptability:** Namaziandost & Çakmak (2020) and Wang (2023) highlighted some students may struggle when adapting to these new methods, due they will be accustomed to traditional methods, making them struggle with their autonomy and responsibility, needing scaffolding and structured support.

It would be ideal for ensuring effective implementation to address these challenges. This can be achieved with the implementation of a Holistic Approach by the hand of curriculum adaptations, institutional support, and comprehensive professional teacher training.

Summary of Findings

The current systematic literature review, explores the advantages and challenges on the implementation of Flipped Classroom and Experiential Learning in EFL instruction, confirming their benefits on different EFL contexts. Despite the challenges faced by the cited authors on the implementation of these approaches, the studies demonstrated the advantages are more, since these contribute to higher student engagement, motivation, and promote



improvement on students' language skills, strengthening the approaches' effectiveness in EFL classrooms, on the different contexts studied.

Discussion

The findings obtained from the current study highlight a global interest on the implementation of Student-Centered and Innovative Approaches in EFL classrooms. The eighteen studies analyzed on this systematic literature review highlighted how Flipped Classroom and Experiential Learning can impact positively in diverse geographic contexts, and on essential EFL instruction elements such as students' autonomy, motivation, engagement, and language skill improvement. The obtained findings strengthen the relevance of fostering active learning environments in which students become active entities within their own learning process, making EFL instruction effective and meaningful.

The study has demonstrated the positive effect of student-centered approaches such as Flipped Classroom and Experiential Learning to the improvement of students' motivation and language skills. Al-Amri (2022) and Pastini & Lilasari (2023) affirm these methods demonstrated to be effective in student engagement and autonomy, the main factors for efficient language learning acquisition.

On the other hand, the findings evidence that effective practices are characterized for prioritizing active student participation, and for promoting autonomy and integrating real-life learning experiences. The research from Putri et al. (2024) and Serrano (2024) sustain these characteristics by demonstrating productive skills (speaking and writing), were improved on students involved in Flipped Classroom models who were exposed to interactive and audiovisual learning experiences.

Flanagan et al. (2024) provided empirical evidence where it is explained that increased learning autonomy in Flipped Classrooms drives to enhanced motivation and active participation. Similarly in the case of Experiential Learning, as Kong (2021) analyzed in their respective studies, role-playing and real-life activities enhance better engagement and language acquisition. Additionally, experiential learning strategies such as Project-Based Learning and Gamification improve language acquisition and engagement. (Shi et al., 2024; Sylva, 2024)

Finally, the exposed findings revealed that additional methodologies such as Gamification (Chan & Lo, 2024) and Artificial Intelligence-driven tools (Hung & Yeh, 2023) are emerging, beyond Flipped Classroom and Experiential Learning, as new and promising teaching strategies. Nevertheless, Namaziandost & Çakmak (2020) proposed that challenges such as students' adaptability and access to technology, should be considered by educators and policy makers when implementing these methods.

The findings obtained on this study, are align with previous research, supporting the effectiveness and usage of Student-Centered approaches in EFL instructions. Wang (2023) on their studies reinforce the idea of how Student-Centered approaches influence positively in academic motivation, participation, and achievement. Furthermore Namaziandost & Çakmak (2020) highlights that for Flipped Classroom's success, is important to give especial attention to the role of self-efficacy, evidencing how student empowerment in their language skills improve learning outcomes.

The findings contribute to a wider discourse on shifting from teacher-centered methodologies to student-centered ones, highlighting that innovative teaching approaches yield better academical results regarding linguistic and cognitive skills, by the hand of active participation by part of the students.

While main findings support the effectiveness of innovative and student-centered approaches, there were studies evidenced unexpected findings. Namaziandost & Çakmak (2020) found that Flipped Classroom effectiveness can vary depending on different elements such as socio-cultural contexts, that can affect students' performance.

The findings evidenced that despite most benefits of innovative approaches, their effectiveness and positive influence can depend on context variables, such as student readiness, socio-economic conditions, and digital access.

The development of the study faced several limitations. First, the timeframe limited the reach of reviewed literature to twenty-one peer-reviewed articles, which although are located geographically diverse, may not fully cover global perspectives on Student-Centered and Innovative approaches. Moreover, the study was centered on Flipped Classroom and Experiential Learning, opening the possibility of overlooking other innovative strategies such as gamification or blended learning.



In addition, the variations found in aspects such as educational systems, institutional support, and cultural contexts, support for innovative approaches may influence the broadness of findings. Future research should broaden the reach of reviewed studies to make it possible to explore additional approaches to dispose an improved and wider comprehensive understanding of effective EFL instruction approaches.

Future research must investigate deeper the long-term effects of Flipped Classroom and Experiential Learning regarding language competencies, farther students' engagement, and motivation. The implementation of Longitudinal research could proportion wider and deeper insights into academic performance and language skills over time.

Adding to this it would be ideal, further studies focus on the examination on the influence of environmental factors such as socio-cultural and economic conditions, accessibility to technology, and educational policy support, in the approaches studied effectiveness. On the other hand, research on the possibility of integrating Flipped Classroom with artificial intelligence-driven tools, gamifications, or other new and innovative strategies could provide valuable insights on improving EFL instruction.

Conclusions

In conclusion, for maximizing the benefits of the Innovative and Student-Centered approaches, continual research and institutional support are essential elements in English as a Foreign Language (EFL) instruction. These elements support the effectiveness and sustainability of implementing these progressive pedagogical methods.

Continual research ensures these approaches to keep dynamic and responsive to nowadays evolving educational scenarios. It permits educators to conduct systematic evaluations of new emerging methodologies efficiency, to assess the influence of new technologies integration during the teaching process, and to identify the ways these strategies affect students' engagement and development in diverse linguistic and cultural settings. The research process is crucial for preventing educational stagnation, addressing emerging challenges, and identifying best practices. Even the most promising strategies are under the risk of becoming outdated and failing to meet the current needs of EFL learners.

A strong institutional support is equally vital; this can be understood as meaningful actions to foster innovation and empowerment in educational institutions and their educators.



Institutions can provide this support in several ways. Firstly, institutions must provide adequate resources, this does not only refer to elemental classroom materials, but this also encompasses providing access to digital resources, authentic content, appropriate technology infrastructure, and learning environments that promote collaborative work and participation. The lack of appropriate resources can reduce the potential of any student-centered strategy. Secondly, when shifting from traditional to student-centered methodologies it is important that teachers are well prepared for this transition process, making it necessary for them to receive constant capacitation in several areas such as differentiated instruction, classroom technology integration, student-centered and innovative approaches, and fostering learner autonomy. Institutions will provide educators with workshops, and access to professional development networks, for them to be well-equipped to complete the shift from traditional to student-centered methodologies.

Finally curricular flexibility is important when talking about institutional support. Rigid curricula can hinder teachers' creativity and ability to create original content and activities, making it difficult for them to meet their students' needs and interests. Curricular flexibility encourages the implementation of real-life situations tasks, student -driven projects-, and authentic materials, all essential elements when talking about student-centered learning effectiveness. This flexibility gives educators the opportunity to create more impactful learning experiences, engaging learners with the contents and activities, and promotes enhanced understanding and practical usage of the English Language.

Finally, promoting continual research and improving institutional support -through adequate resources, educators continual training, and flexible curricula- educational systems will promote the implementation of student-centered and innovative approaches. This commitment will lead to enhanced results in EFL instruction, producing more confident, proficient, and highly motivated EFL learners, better prepared for communicating in real-life situations, academical development, and professional opportunities in the nowadays globalized world.

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