



**2023**  
*International  
Conference*

**FACULTY OF EDUCATION  
UNIVERSITY OF IBADAN**



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**2023**  
*International  
Conference*



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UNIVERSITY OF IBADAN**

**2023**  
*International  
Conference*

**BOOK OF PROCEEDINGS**



**2023**  
*International  
Conference*

**FACULTY OF EDUCATION  
UNIVERSITY OF IBADAN**

**THEME**  
**CREATING CONNECTIONS,  
BUILDING BRIDGES:  
INITIATING PARADIGM  
SHIFT IN EDUCATION**

**DATE**  
**MON. 8TH - WED. 10TH MAY, 2023**

**EDITORS**  
**A. O. FAKOLADE, Ph.D.**  
**D. A. OLUWOLE, Ph.D.**  
**C. A. AKANGBE, Ph.D.**



**BOOK OF PROCEEDINGS**

*ON*

**CREATING CONNECTIONS, BUILDING BRIDGES:  
INITIATING PARADIGM SHIFT IN EDUCATION**

**2023 FACULTY OF EDUCATION  
INTERNATIONAL CONFERENCE**

**UNIVERSITY OF IBADAN, IBADAN, NIGERIA**

**MAY 8 – 10, 2023**



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**FACULTY OF EDUCATION INTERNATIONAL CONFERENCE**  
**UNIVERSITY OF IBADAN**  
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## ORDER OF EVENTS

**DAY 1: Opening Ceremony: Monday 8 May, 2023**

**MC:** 1. Dr. C.A. Akangbe  
 2. Mr Dayo Olajide

**VENUE:** Faculty of Education Lecture Theatre

S/N	Time	Activity	Person/ committee
1	9:00 am-10:00 am	<b>Arrival/Registration/Ushering</b> in of Guests/Dignitaries	Ushers
2	10.00am-10.10am	Opening Prayers, Anthems	MC – Dr. C.A. Akangbe
3	10.10am-10.40 am	Welcome Speech by the VC/Dean	Prof. O.A. Fakolade
4	10:40 – 10.50am	Citation of the Keynote Speaker	Dr. C.A. Akangbe
5	10.50 am-11.20 am	Keynote Address	Dr. Nureni Adeniran, Chairman, Oyo SUBEB
6	11.20am -11.30am	Awards	Dean
7	11.20am-12.00pm	<b>Breakfast</b>	
	12:00pm – 12.10pm	Citation of the Lead Paper Presenter	Mr. Dayo Olajide
7	12.10pm-1:10pm	Lead Paper Presentation	Prof. Ayodele Babatola, DVC, EKSU
8	1.10pm – 1.20pm	Closing remarks/Vote of thanks	LOC Chairman, Professor D.A. Oluwole
9	1:20pm	Anthems	MC – Dr. C.A. Akangbe
10	1:20pm – 1.30pm	Group photographs	
11	1.30pm-2.10pm	<b>Lunch</b>	Dr. Abiola Omokhabi



			Chairperson Welfare sub-committee
12	2:10 – 2.20pm	Citation of the Preconference Facilitator	Professor D.A. Oluwole
13	2.20pm-3:20pm	Skill Training	Professor M.A. Adeleke

**DAY 2: Technical /Syndicate Sessions: Tuesday 9 May, 2023**

**Facilitators:** 1. Prof. D.A. Fakeye (IJES Editor)  
2. Dr. C.A. Akangbe

**Time: 9 a.m.**

**Tea break: 11 a.m.**

**Lunch: 12.00 noon**

SN	Groups	Venue
1	Language and Art Education	Faculty Boardroom
2	Science, Mathematics and Technology Education	Faculty Seminar Room
3	Educational Foundations, Moral/Religious Education	LARIS Seminar Room I
4	Counselling, Special Education, Adult Education, Management, Library Science	Counselling Multipurpose Room –Top Floor A Block
5	Virtual presentations and others	LARIS Seminar Room II
6	General	Large lecturer theatre

**DAY 3: Tour/ Departure: Wednesday 10 May, 2023**

**Facilitator:** 1. Prof. O. A. Fakolade  
2. Prof. Adebayo Oluwole  
3. Mr. Dayo Olajide

9.00am – 10.00am	Sightseeing visit to UI community	Guests and Participants
<b>DEPARTURE</b>		



## PREFACE

The educational landscape includes many types of connections. An important one is the connection between educational pathways from kindergarten to graduate school. What and how we teach needs to build on how content is presented and assessed, and how students learn as they progress through their educational journey. Most teachers teach as taught, and students prefer familiar teaching approaches. However, as educators, we need to use a spectrum of pedagogies and technologies to learn and adapt to the ever-changing educational landscape.

If the global pandemic has taught us one thing, it's that humans have an innate need for connection. Many people sought connections within work communities, neighborhood groups, faith-based groups, communities of like-minded teachers, or communities of post-secondary students. Often, these communities have used the Internet to stay connected using digital resources and virtual platforms, including social media, which allow for mutual interaction and feelings of connection. Regardless of the type of community members sought to belong to or the methods they chose to maintain connection, this need for connection was inherent in everyone in the community. The purpose of this chapter is to introduce the concept of the connectedness cycle, clarify its subcomponents, and provide clear and specific examples and strategies for how connection can create a paradigm shift in workplace and educational environments.

The theme of the 2023 Faculty of Education International Conference, University of Ibadan, Ibadan, Nigeria, held between 8 and 10 May, 2023 is “Creating Connections, Building Bridges: Initiating a Paradigm Shift in Education”. The theme is apt and relevant because today's conceptualisation of education is becoming amorphous, complex and nebulous.

About sixty papers were submitted and presented by scholars from across Nigeria for the three-day conference. It was a joyful experience for me and the members of the local organising committee.

I sincerely commend the Dean of the Faculty of Education, Professor Olufemi Aremu Fakolade, for his visionary leadership that enabled us to achieve success with this conference.

**Professor Adebayo David Oluwole**

2023 Faculty of Education Conference LOC Chairman  
University of Ibadan, Nigeria



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## CHAPTER 50

# THE USE OF INNOVATIVE TEACHING STRATEGIES: A PARADIGM SHIFT IN ENGLISH LANGUAGE TEACHER PREPARATION

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## Abstract

*This paper highlights the importance of innovative strategies in English language classrooms. The paper also identifies areas of teaching deficiencies of teachers. Furthermore, the paper describes classroom and professional tools that will best equip English language teachers and explains, from the available literature, how PD can facilitate the effective use of ITS in English language and literature classrooms. Given the emerging trend in the classroom practices, the writers believe that teachers in today's modern classrooms need more training and professional support to improve their pedagogical knowledge and capacity. It was recommended, among others, that teachers should avail themselves of the opportunity for professional development by attending workshops and conferences, especially those that focus on the use of innovative strategies.*

**Keywords:** *Innovative teaching strategies, English language teachers, Professional Development, Pedagogical knowledge*

## Introduction

The importance of teaching the English Language in Nigeria's educational system must be balanced, considering the crucial roles that language plays in human



development, be it in promoting education, social activities and economic development. For instance, good performance in English Language at the senior secondary school examination is a pre-requisite to getting admission into tertiary institutions of learning and decent employment in the country.

In many countries where English serves as the second language (ESL) and foreign language (EFL), Literature teaching is embedded in the English Language curriculum at the junior secondary school level. Literature in English is an important subject in Nigeria's senior secondary school curriculum. The teaching and learning of Literature-in-English expose students to effectively use English, enhancing their proficiency (Fatimayin, 2022). Additionally, reading literary texts helps individuals identify, discover and enjoy their creative potential through the instrument of language. Studies have shown that literature teaching enhances and facilitates lifelong learning skills and strategies in other spheres of life (e.g. Ogunnaike, Adenuga and Olu-Dukiya, 2022).

Despite the crucial role played by the English Language in society, studies have shown that most senior secondary school students are yet to perform better in School Certificate Examination (Akintola and Fakeye, 2020; Okome, 2022). Students' performance continued to dwindle yearly (Fatimayin, 2022). It was also observed that the subject needs to be taught correctly in the classroom (Oladunjoye and Idowu, 2022; Olagunju, 2022). Considering the low performance of students in the Senior Secondary Certificate Examination (SSCE), the West African Examination Council (WAEC), through the Chief Examiners' Reports (2014, 2016 and 2018), observed that low quality of teaching and learning is responsible for the situation.

Lack of effective teaching due to teachers' ineffective strategies is a significant contributing factor to the performance gap among students. Olatunji, Bateye and Fakeye (2021) noted that English Language teachers are the pivot of students' good performance in the subject. To elevate the teaching of English, teachers at the senior secondary school level should get familiar with how to use research-based strategies capable of enhancing classroom teaching and student learning.

According to Oliver and Reschly (2007), effective teaching embedded the use of relevant instructional materials, a planned sequential lesson, student-centred strategies (e.g. peer tutoring, guided practice), and effective classroom interactions. Also, among the requirements for high-quality teaching in the 21<sup>st</sup> century is to produce teachers who are well grounded in pedagogy, especially teaching requirements that align with best practices in the world. Such practices include the Common Core State Standard (CCSS) for English Language Arts and Literacy, which, according to Greenfield Litman and Marple (2018), emphasises instruction that engages students in reading and reasoning with complex sources of information.

In line with the above requirements for high-quality teaching, strong emphasis is placed on the effective teaching of English and Literature-in-English and the ability



to develop in students critical thinking skills, communication skills, creativity skills and collaborative skills, which are essential to the attainment of 21<sup>st</sup>-century learning goals (Ijaiya, et al., 2011 and Orellus, 2019). The learning goals can be achieved by involving students in active learning using innovative teaching strategies.

## The Concept of Innovation in the Teaching and Learning Process

Teaching and learning have moved from traditional to conventional teaching settings. The paradigm shift has been initiated using models that engage students in activities that support the growth of 21<sup>st</sup>-century learning skills and abilities. Thus, classroom practices require teachers' efforts to meet the core practices of modern teaching, which embeds creativity and innovation. Ahmad and Arshad (2018) referred to innovation in the classroom as any communication method that makes students become critical thinkers and knowledge seekers. For a teacher to be effective in this era of change, such an individual will look beyond the traditional method and develop novel ideas in line with the paradigm shift.

According to Greenfield, Litman and Marple (2018), innovative teaching transcends traditional content area instruction and shifts into instruction that engages students in active learning. The use of innovation in teaching aligned with the constructivist's view of teaching and learning. Innovative teaching supports students' learning through various instructional strategies, hands-on practices, and relevant instructional tools. Ahmad and Arshad (2018) noted that innovative teaching is a proactive approach to integrating new teaching strategies and methods into a classroom and solely involves creativity on the part of the teacher.

In teaching English Language, strategies such as visual and graphic organisers, peer tutoring, collaborative learning strategies, literature circles, inquiry-based strategies, and other constructivist-based strategies have been suggested for use, and have been used by researchers. Sharma (2017) explained that innovative applications should be evidence-based and applicable in real-life situations to allow the students to practice or gain the skills in a safe environment. The strategies listed above, and other constructivist strategies suggested by researchers as cited in Ahmad and Aishad (2018), are supported by knowledge about the learning process that has emerged from the research.



## Evidence-based Research Strategies Used among English-Language Teachers

Several studies in the last two decades attested to the efficacy of many student-centred strategies. The studies revealed that there are various strategies that teachers can use innovatively in the classroom, which include cooperative strategies, problem-based strategies and inquiry-based strategies. Most of the studies also showed the importance of this innovative strategy in content area teaching, particularly in teaching English language and Literature-in-English.

For instance, some of the researchers cited in Oduwole and Fakeye (2022) (e.g. Alabi, 2008; Ogunyemi, 2014; Awolere, 2015 and Adedigba, 2016) experimented with instructional strategies which have been reported to enhance effective teaching of English Language. Similarly, Chen, Adelabu, Adaje and Vande-Guma (2022) reported in their findings that a cooperative learning strategy enhances achievement scores in students' reading comprehension. Additionally, Odua, Adelabu, Onekutu and Adaje (2022) found peer feedback strategies capable of helping students improve their writing ability and the content of their essays.

Further research has pointed to the fact that the teaching strategies that were found to be innovative in English Language classrooms (e.g. Literature circle, Inquiry-based strategies) are most effective for teaching Literature-in-English to students in the 21<sup>st</sup> century (Ezenandu, 2011; Alameddine and Ahwal, 2016; Norman 2021 and Olagunju, 2022). Ezenandu (2011) found Literature circles and Scaffolding Instructional Strategies to be helpful in enhancing students learning outcomes in Literature teaching. Alameddine and Ahawal (2016) found that using an inquiry-based strategy improved students' performances and critical thinking skills in prose literature teaching.

Despite the importance attached to the use of innovative teaching strategies in the classroom, Kolawole (2016) and Oduwole and Fakeye (2022) observed that most of these strategies are not actively used by secondary school teachers and that teachers still stay glued to their teacher dominated methods. The deficiencies found in the use of innovative teaching strategies by teachers were a result of poor dissemination of doctoral findings by postgraduate students (Kolawole, 2016), absence of regular professional development programmes (Wang and Zhao, 2012), inadequate pre-service training (Alberta Teachers' Association, 2018) to mention just a few.

Fakeye and Aiyede (2013) have explained in general terms that mastery of pedagogical content knowledge, instructional organisation, and questioning behaviour produce quality teaching and learning of the different aspects of the English Language. Given the above and the deficiencies found in English Language teachers' pedagogical skills in enacting innovative strategies, it was evident that the teachers



need more training and support to develop their pedagogical skills and to be able to master and use the skills.

## Teachers' Pedagogical Needs and Support from Professional Bodies

Shulman (1987) identified teachers' Pedagogical Content Knowledge (PCK) as a central element in the knowledge base of teaching. Cited in Olatunji, Bateye and Fakeye (2021), PCK focuses on (i) the teacher's subject knowledge and (ii) the teacher's pedagogical knowledge. Consequently, this paper focuses on teachers' pedagogical knowledge due to deficiencies in classroom teachers' pedagogical skills. The paper intended to identify teachers' pedagogical needs and the best way to support and equip them.

Teachers' pedagogical needs include the useful and practical knowledge of using research-based instructional strategies to meet the demands of 21<sup>st</sup>-century learning. However, research has indicated that more than pre-service training or initial teacher preparation is needed and inadequate (Alberta Teachers Association, 2018). Most teacher education programmes are overtly theoretical. Most students need more innovative measures during teaching practice and seldom practice the skills acquired during teacher education in the actual classroom situations (National Comprehensive Centre for Teacher Quality, 2011). Most prospective teachers have several pedagogical challenges in the classroom. It was evidence that inadequate pre-service training affects teachers' capacity.

ATA (2018) indicated that teachers' basic needs are multiple and fundamental for pedagogical growth. However, despite concern for teaching quality in the 21<sup>st</sup> century, Ijaiya, Alabi and Fasasi (2011) found that inadequate knowledge base by teacher educators and ineffective teaching practice had a negative impact on the development of effective teaching skills by prospective teachers. Pre-service teachers ought to receive training to prepare lesson plans based on the use of new strategies and to demonstrate their use in the classroom. Also, emphasis should be placed on the programme for evaluation of trainees' fieldwork/practical teaching, and it should include an adequate number of months for field experiences on the use of innovative teaching strategies. The evaluation should be accompanied by innovation configuration (IC) guidelines to determine the extent to which teacher candidates apply the strategies.

Oliver and Reschly (2007) explained that teachers who have received minimal training in managing time and resources and in controlling student-centred activities may need help to enact innovative strategies in the classroom. Researchers have emphasised ongoing professional training to improve teachers' teaching quality in English Language classrooms. Ohia and Fadele (2020) reiterated that the journey from



being a novice teacher to becoming an expert would be quickened and made less stressful by planned continuing professional development programmes.

Most of the literature research developed in the last two decades (e.g. National, et al. [NRP], 2000, Jourdan, 2009, Ijaiya, Alabi and Fasasi, 2011, ATA, 2018) have moved from experiment to the preparation of teachers to teach strategies in line with constructivist principles. Jourdan (2009) argued that applying constructivist principles in language teacher education promotes a more critical and reflective stance of the 'received wisdom about best practices in language teaching. NRP (2000) considered teachers' preparation to teach strategies as the most significant development. ATA (2018) has committed to supporting the newest members through continued research and professional development initiatives such as the Beginning Teachers Conference (BTC).

## Conclusion

Focusing on teachers' pedagogical needs and support from professional bodies is critically important, given the deficiencies in pre-service teachers' skills in enacting innovative strategies in actual classroom situations. Researchers, including Wang and Zhao (2012), have written about the importance of professional development of in-service English as a second language (ESL) teachers in education. The No Child Left Behind (NCLB) Act of 2001 set a criterion that teachers must participate in PD focusing on instructional strategies for teaching English Language. Teachers of English Language and Literature-in-English in Nigeria also need adequate professional development training and support programmes to meet students' need to learn in preparation for further education and work in the 21<sup>st</sup> century.

## Recommendations

1. Pre-service teachers' initial training is crucial for student learning in the ESL context.
2. Administrators, teachers and teacher educator faculty should collectively participate in designing the required coursework, field experience, activities and support system to adequately address the needs and interests of teacher candidates and classroom teachers.
3. For improved pedagogical skills, emphasis should be placed on the programme of evaluation of prospective teachers' fieldwork/practical teaching, and it should include an adequate number of months for field experience and the use of innovation configuration guidelines to determine the extent of teacher candidate activities.



4. Researchers should access professional development programmes to improve teaching quality.
5. Helping teachers implement innovative teaching strategies in the classroom using various types of PD supports will require concerted efforts from all stakeholders. Thus, Government parastatals (e.g. Ministry of Education), school principals and cooperate bodies are to provide teachers with additional professional learning through the use of online teaching resources, attending Webinar online courses, seminars and conferences.

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