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Innovative Learning Designs and Delivery Systems: Enhancing Pedagogical Practices in English Language Classrooms in Nigeria

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Abstract

This study examines how innovative learning designs and delivery systems can enhance English language teaching in Nigeria, focusing on adaptive teaching strategies for diverse learners. It addresses prevailing challenges such as resource scarcity, inadequate teacher training, and the lack of culturally responsive materials to provide insights for boosting language acquisition and retention. Employing a descriptive correlational research design, an initial simple random sample of 300 undergraduate students was selected from the Departments of English and Arts and Social Sciences Education at the National Open University of Nigeria. Following a rigorous data-cleaning procedure, a final analytical sample of 249 respondents was utilised for statistical configurations. Multiple regression and correlation analyses revealed that innovative learning designs significantly improve pedagogical practices. The combined model accounted for 37.6% of the variance in pedagogical practices ($R2 = 0.376$, Adj. $R2 = 0.371$, $F (2, 246) = 74.03$, $p < 0.05$), demonstrating a moderate positive correlation ($R = 0.613$). Individually, innovative learning designs exerted a strong predictive influence, while delivery systems showed a lesser but still significant relative impact ($B = 0.179$, $\beta = 0.125$, $p < 0.05$). Based on these findings, it is recommended that educational stakeholders prioritise continuous professional development for educators, focusing heavily on technology integration, collaborative learning frameworks, and differentiated instructional design tailored to the Nigerian educational context.

Keywords: Innovative learning designs, delivery systems, pedagogical practices, Nigerian education.

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Introduction

The landscape of English language education in Nigeria has transformed significantly, driven by the need for innovative learning designs and enhanced pedagogical practices. Traditionally, English teaching at the elementary level relied on mechanical drills, vocabulary memorisation, and prolonged silences, typical of the grammar-translation and audiolingual methods. These approaches focused on repetitive drills to ensure students could articulate phrases accurately. As a result, English has become crucial in the curriculum, essential for success and future skills. Innovative practices like problem-based and cooperative learning have provided educators with new methodologies to design engaging teaching strategies. In the present-day world, there are more than 3.5 billion internet users, over two-thirds of whom are located in developing countries. (Mammen et al.2023).

With advancements in information and communication technology, education has experienced a revolution, leading to diverse delivery systems catering to various learners at different stages and outcomes. There is an increasing demand for innovative and flexible teaching approaches to integrate new technologies and devices, which are fundamentally transforming the educational experience for both learners and instructors. Traditional classroom setups are becoming obsolete. Any study's preliminary step is recognising the need for change, which must be justified by credible evidence. This paper aims to analyse how innovative learning designs and delivery systems enhance pedagogical practices in English language classes. Given the changing classroom dynamics, more effective teaching strategies need development, as current methods often lack engagement and novelty for students.

The Nigerian education system faces challenges like inadequate infrastructure, outdated teaching methods, and a lack of qualified teachers. In English classrooms, these issues are evident as students struggle academically and fail to develop essential language skills for their careers. The education landscape is evolving, requiring innovative learning designs and delivery systems to improve pedagogical practices, especially in English language settings. Given that English is a second language and the medium of instruction in Nigeria, educators must embrace innovative strategies to cater to diverse learner needs. This is vital for enhancing language proficiency and developing critical thinking and collaborative skills. Engaging learners through such designs

fosters active participation and personal investment in their education. Recognising the link between language learning and effective learning design is crucial in the twenty-first century. Technological advances have transformed communication, teaching, and learning. Tools and empirical studies have greatly enhanced TESOL and Computer-Assisted Language Learning. (Park & Son, 2022). Innovative learning systems, along with their design and delivery, promise to enhance the learning experience, especially in language learning. It's crucial to align innovative pedagogical practices with the diverse needs of learners to improve learning quality, rather than rigidly following a specific framework. Learning processes should prioritise student engagement and success, recognising the changing demographics of students and learning platforms. Teaching has evolved from passive knowledge transfer to active environments, such as flipped or hybrid classrooms, emphasising peer-to-peer learning. Researchers and practitioners are focusing on effectively integrating emerging innovative learning systems and tools into classrooms. This student-driven approach aims to significantly enhance students' classroom experiences and overall learning.

In Nigeria, the pedagogical practices employed in English language classrooms vary significantly, shaped by a multitude of factors including cultural context, teacher training, and available resources. These practices are often influenced by the curriculum outlined by educational authorities, as well as the varying levels of proficiency among both teachers and students. The education system in Nigeria is organised into three levels: primary, secondary, and tertiary education. Although there has been progress in increasing access to education, the quality of education still poses major challenges (Ngozi et al., 2024). Traditional teaching methods dominate education in Nigeria, focusing on a teacher-centred approach where the teacher holds primary authority. Practices like lectures, note-taking, and memorisation often fail to effectively engage students, not addressing diverse learning styles, which hinders critical skills development such as critical thinking and creativity. Low engagement levels arise from the passive nature of these methods, leading to disinterest. Traditional practices offer few opportunities for enhancing critical thinking, limiting innovation. To rejuvenate Nigeria's education system, innovative teaching methods are essential. Adopting these strategies can inspire a generation of learners with necessary skills for a complex world, but the challenges must be met with well-thought-out solutions. During the 21st century, many educators have faced challenges incorporating technology into language teaching, finding it often more difficult than expected (Irunokhai et

al., 2024). Teachers have voiced concerns about technology integration, citing minimal training in best practices, insufficient time, resources, and external support for developing new materials, and a lack of encouragement for genuine innovation. Educators in rural areas of Nigeria often face access and privilege issues like poor internet network services and funding. Additionally, even if modern tools are provided free to more learners, not all educators may be equipped to utilise them effectively.

To integrate gamified learning effectively, teachers need development resources, even if they lack gaming experience. Resource disparities can limit technology use, often due to inadequate resources, resistance to change, or equity concerns. This inequality significantly affects students and schools, particularly when technology is not integrated equitably. Policymakers should work with well-resourced teachers and encourage personal device usage among students. Resource-sharing initiatives can help discuss potential solutions and address policymakers' concerns about inadequate support, which poses a serious risk. Engaging various stakeholders and developing institutional policies is essential for building trust and effective implementation.

Despite technology's benefits for language learning, many teachers aren't trained, leading to underutilisation. Resources exist, but the digital divide limits access for some students. Resistance to change, inadequate equipment, and lack of exploration hinder integration. Educators worry technology could increase their workload or diminish authority. Financial constraints create unequal access, leaving some students without devices. Effective integration must address unique student needs and evaluate technology to find and resolve issues. Teachers view themselves as effective change agents.

Effective pedagogical practices in English language classrooms are essential for creating an engaging environment that enhances linguistic proficiency and cultural awareness. These practices promote language acquisition and encourage collaborative learning that reflects classroom diversity. Teachers should incorporate interactive activities to foster communication and critical thinking, actively involving students in their learning. This approach includes group discussions, role-plays, and problem-solving tasks. A supportive environment encourages students to express their ideas and develop language skills. Integrating technology further enhances engagement and supports personalised experiences.

Virtual reality (VR) has emerged as a transformative technology in education, offering immersive experiences that can significantly enhance language learning and engagement in English language classrooms across Nigeria. As an innovative delivery system, VR provides immersive, interactive and engaging experiences that simulate real-world environments. In education, VR enhances student engagement, retention and understanding (Chinedu, 2024). It allows learners to practice language skills in context which enhances their ability to apply language rules and vocabulary in real-life situations. It also offers personalised learning experiences, remote access and cost-effectiveness. VR enables learners to engage in role plays and simulations that practice language skills such as conversations, negotiations and presentations. Virtual Reality is used to create interactive stories and games that teach language vocabulary, grammar and pronunciation.

Language instructors with access to electronic devices, like computers or smartphones, can utilise many online platforms and applications. Some are open source and free or offer premium features for teachers and students. These resources, whether for computer or mobile use, benefit learners by enhancing listening, pronunciation, and reading skills in enjoyable ways. Many use personalised designs to enhance the learning environment and offer instant feedback on pronunciation and translation, aiding visually oriented individuals and those needing extra support. (Chinedu, 2024). These are valuable tools for learning English in particular due to its global use and importance in international business and communications.

The rise of free platforms for second language instructors is notable due to technology advancements. However, these tools may challenge novice educators wanting to implement gamification and modern teaching methods that focus on pronunciation and speaking, beyond traditional lessons. Digital literacy is essential for leveraging these platforms, and access to hardware whether in labs or at home remains a key concern for teachers. With the right features through mobile apps or funded resources, these tools could transition students from rote learning to improved retention and test performance, a crucial factor for teachers linked to assessment ratings. Moreover, incorporating brief, blended activities on current resources can enhance engagement, fostering an environment for conversation and role-playing.

Statement of the Problem

In Nigerian education, traditional English language instructional frameworks are increasingly struggling to satisfy the complex and diverse learning needs of contemporary 21st-century classrooms. Despite structural curriculum revisions, pedagogical approaches to English as a Second Language (ESL) across tertiary institutions remain heavily teacher-centred, relying on passive memorisation, rote learning, and mechanical language drills. This pedagogical inertia has resulted in low student engagement, depressed motivation, and a persistent inability among undergraduates to develop critical linguistic competence, collaborative fluency, and communicative skills required for professional environments.

While contemporary literature heavily champions the independent integration of educational technology or digital infrastructure to mitigate these educational deficits, a critical operational mismatch persists. Educational institutions and policymakers across Nigeria routinely focus on expanding "delivery systems" such as distributing hardware, installing internet facilities, or establishing computer laboratories under the flawed assumption that infrastructure automatically translates into improved teaching quality. However, structural placement of hardware without an intentional, underlying "instructional architecture" or learning design frequently results in underutilisation, learner cognitive overload, and instructional disconnection. Conversely, robust pedagogical designs cannot achieve systemic scalability if they are constrained by obsolete or fragmented delivery environments.

The core of the problem lies in the empirical scarcity of localised research that evaluates how Innovative Learning Designs (the software, pedagogical blueprints, and interactive tasks) and Delivery Systems (the hardware, virtual platforms, and physical media) jointly interact to influence actual Pedagogical Practices within the unique socioeconomic constraints of Nigerian Open and Distance Learning (ODL) environments. Most local studies look at these elements in isolation, creating a fragmented picture that fails to guide educators on how to blend pedagogical strategy with infrastructural delivery.

If this pedagogical and operational mismatch is left unaddressed, English language classrooms in Nigerian universities will continue to suffer from low instructional engagement, poor retention rates, and widening digital divide inequalities. Educators will remain trapped in passive knowledge transfer

paradigms, and massive capital investments in institutional technology will continue to go to waste. Therefore, this study empirically addresses this gap by comprehensively analysing the individual, joint, and relative contributions of innovative learning designs and delivery systems to the optimisation of classroom pedagogical practices at the National Open University of Nigeria.

Objectives of the Study

The objectives of the study were to determine the following:

I. the relationship between the independent variables (innovative learning designs, delivery systems) and pedagogical practices in English Language classroom

II. the joint contribution of the independent variables (innovative learning designs and delivery systems) and pedagogical practices in English language classrooms as determined by multiple regression analysis

III. the relative contribution of the independent variables (innovative learning designs and delivery systems) to pedagogical practices in English language classroom

Research Questions

I. What is the relationship between the independent variables (innovative learning designs, delivery systems) and pedagogical practices in English Language classroom?

II. What is the joint contribution of the independent variables (innovative learning designs and delivery systems) and pedagogical practices in English language classrooms as determined by multiple regression analysis?

III. What is the relative contribution of the independent variables (innovative learning designs and delivery systems) to pedagogical practices in English language classroom?

Theoretical Framework

Over time, various pedagogy theories have emerged. Modern professional development underscores the importance of clear theoretical frameworks for

teachers and curriculum designers in instruction and assessment. These frameworks aid educators in enhancing knowledge, improving classroom learning, and supporting English language learners. This section showcases frameworks like constructivism and connective education that guide innovative pedagogical practices.

Constructivism draws from Philosophy, Sociology, Psychology, and Education, leading to interpretations like Personal Constructivism by Jean Piaget and Social Constructivism by Lev Vygotsky (Tasos, 2024). It emphasises constructivist education models and brain research that enhance student learning. Advocates support the "construction learner" concept, arguing these methods resonate with the brain's non-linear functioning, unlike traditional approaches. Learning is seen as meaning-making with collaborative inquiry. Cognitive psychology aims to improve student engagement with technology, affecting teaching methods. It emphasises key concepts like constructivism, which views learners as active creators and fosters critical thinking through inquiry-based, cooperative learning, and problem-solving tasks. Social constructivism further underscores collaboration, indicating that learning arises from both independent efforts and interactions within the environment. In language learning, this socially constructed knowledge is crucial in a community of learners (Zajda, 2023). As learners create meanings, they shape their knowledge through interaction, reflection, and discussion with peers and teachers. Engaging with their environment and social activities helps them construct complex mental representations, ultimately enhancing their language understanding and proficiency over time.

Researchers commonly concur that a constructivist approach to education is founded on the principle that cognition arises from the mental constructions made by students. Learners assimilate new information by integrating it with their existing knowledge. According to Thompson (2015), A constructivist learning model yields better outcomes than the conventional model, where the teacher mainly controls discussions. In constructivist settings, teachers play a crucial role in creating enriching experiences by choosing appropriate media, designing real-world collaborative problems, and offering varied engagement through role-playing and simulations. They connect students with community role models and involve them in relevant projects. Teachers act as principal learners, investigators, and managers of the learning environment, exemplifying expected skills while ensuring content coverage. Key tasks focus

on understanding, transforming, and applying students' ideas, emphasising meaningful engagement for effective learning.

Connectivism was developed by George Siemens and Stephen Downes in 2005. It is a flexible learning theory bridging complexity theory, educational technology, and knowledge management, emphasising learning as crucial for human adaptation tied to evolutionary psychobiology (Mukhlis et al.2024). It is significant in e-learning and distance education, particularly in adult learning, leveraging online social networks, face-to-face interactions, and technologies for social learning enhancement.

The use of digital technologies in connectivism focuses on developing digital literacy, a crucial skill for learning in the digital age (Peter & Ogunlade, 2024). Educators are essential in helping students gain skills for safe and ethical online engagement. They should encourage digital literacies and citizenship, allowing students to connect with external knowledge for better learning. Connectivism mirrors communities of practice, shaping curriculum design to foster experiences that build personal and professional networks. The curriculum must include 'netweaves' that promote social engagement and teamwork among peers, mentors, and clients. Key elements involve collaborative, project-based tasks in real contexts, chances for students to tackle real problems, and platforms for sharing their work online via blogs or podcasts, either anonymously or with their names (Peter & Ogunlade, 2024). Continuous learning and network development should be supported through the learning environment and digital tools.

In this model, learners and educators are interconnected, with educators acting as programmers of an existing, distributed learning network. This fosters a culture of connectivity (Wordu & Azery, 2021). Learners engage in a vast information network, enhancing digital inclusion and access. Social justice improves as they understand, critique, and use digital tools for language and learning. Connectivist environments require skills to navigate knowledge spaces, present information across fields, and critically evaluate data. Teachers must foster social learning and skill-sharing that link local and global knowledge. Connectivism emphasises non-linear knowledge relationships over retention, focusing on connections essential for locating information.

Methodology

This study adopted a descriptive research design of the correlational type. This design is appropriate because it allows the researcher to examine the direction and strength of the relationship between the independent variables, which are innovative learning designs and delivery systems, and the dependent variable, representing pedagogical practices, without any direct manipulation of the variables.

The target population for this study comprised undergraduate students at the National Open University of Nigeria. A simple random sampling technique was utilised to select participants from the Department of English within the Faculty of Arts, as well as the Department of Arts and Social Sciences Education within the Faculty of Education. Specifically, 150 300-level students were randomly selected from each department, totalling an initial sample size of 300 participants. However, following a rigorous data-cleaning process, 51 instruments were discarded due to incomplete or non-responsive entries. Consequently, the final analytical sample utilised for the subsequent statistical configurations was 249 respondents, which perfectly aligns with the degrees of freedom presented in the regression analysis.

Three distinct instruments were deployed to collect data for this investigation. The first was a student-administered Questionnaire on Innovative Learning Designs, which was designed to gauge student perceptions of modern instructional frameworks and yielded a Cronbach's alpha reliability coefficient of $r = 0.75$. The second instrument was a Checklist on Delivery Systems, which was utilised as an investigative logging tool by the researcher to audit and map the available digital infrastructure, hardware, and virtual learning platforms within the institution. The third instrument was an Observation Schedule on Pedagogical Practices, which served as a direct observation tool used by the researcher to evaluate actual classroom instructional behaviours. This observation instrument achieved a reliability coefficient of $r = 0.78$, and the observations focused specifically on the instructors handling the sampled 300-level courses to assess the integration of interactive, collaborative, and technology-driven pedagogy.

The collected quantitative data were clean-coded and processed using the Statistical Package for the Social Sciences. The analysis was systematically structured around the study's core research questions, with all statistical

hypotheses tested at an alpha significance level of $\alpha = 0.05$. Specifically, Research Question 1 was addressed using the Pearson Product-Moment Correlation matrix to evaluate the direction and strength of the linear relationships between the variables. Research Questions 2 and 3 were analysed using Multiple Regression Analysis to determine the joint composite contribution and the relative predictive contribution of the independent variables on the dependent variable, respectively.

Results

Research Question 1: What is the relationship between the independent variables (innovative learning designs, delivery systems) and pedagogical practices in English Language classroom?

Table 1: Correlation Matrix Showing the Relationship between Innovative Learning Designs, Delivery Systems and Pedagogical Practices in English Language Classroom

Variables	**Pedagogical Practices in English Language Classroom**	**Innovative Learning Designs**	**Delivery Systems**
Pedagogical Practices in English Language Classroom	1		
Innovative Learning Designs	0.606 0.000	1	
Delivery Systems	0.214 0.001	0.154 0.015	1
Mean	60.66	61.57	60.48
STD.D	9.95	9.87	6.90

Denotes significant at $p<0.05$

Table 1 shows that there is a statistically significant positive relationship between innovative learning designs and pedagogical practices in the English language classroom ($r = 0.606$, $p < 0.05$). This indicates that more advanced and adaptive learning designs directly correspond with enhanced pedagogical practices. Additionally, a lower but statistically significant positive relationship was found between delivery systems and pedagogical practices ($r = 0.214$, $p < 0.05$). This implies that while both components are related to instructional improvements, enhancing innovative learning designs holds a stronger linear association with classroom practice outcomes.

Research question 2: What is the joint contribution of the independent variables (innovative learning designs and delivery systems) and pedagogical practices in English language classrooms as determined by multiple regression analysis?

Table 2: Summary of Multiple Regression Analysis on Composite Contribution of Independent Variables to Pedagogical Practices in English Language Classroom

Sources of Variance	Sum of Squares	Df	Mean Square	F	Significant
Regression	9129.892	2	4564.946	74.03	.000
Residual	15168.502	246	61.661		
Total	24298.394	248			
R = 0.613					
R Square = 0.376					
Adjusted R Square = 0.371					
Std. Error of the Estimate = 7.85242					

Table 2 indicates that the joint composite contribution of the independent variables to the prediction of pedagogical practices is statistically significant, utilising the empirical data from the 249 valid respondents [F (2, 246) = 74.03, $p < 0.05$]. Specifically, the coefficient of determination ($R^2 = 0.376$) demonstrates that when innovative learning designs and delivery systems are taken together, they jointly account for 37.6% of the variance in pedagogical practices within the English language classroom, yielding an Adjusted R^2 value of 0.371. Furthermore, Table 2 reveals a multiple correlation coefficient ($R = 0.613$), indicating a strong and positive joint relationship between the predictive model and the dependent variable.

Research question 3: What is the relative contribution of the independent variables (innovative learning designs and delivery systems) to pedagogical practices in English language classroom?

Table 3: Summary of Multiple Regression Showing Relative Contribution of Independent Variables on Pedagogical Practices in English Language Classroom

Model	Unstandardised Coefficients		Standardised Coefficient	Rank	T	Sig.
	Beta	Std. Error	Beta (β)			
(Constant)	13.777	5.045			2.731	0.007
Innovative Learning Designs	0.585	0.051	0.581	1st	11.399	0.000
Delivery Systems	0.179	0.073	0.125	2nd	2.453	0.015

Table 3 displays the relative contribution of each independent variable based on the analysed sample of 249 students. The results indicate that innovative learning designs made the most significant unique contribution to the predictive model (β = 0.581, t = 11.399, $p < 0.05$).

Concurrently, Delivery Systems exerted a lower but significant relative predictive influence (B = 0.179, β = 0.125, t = 2.453, $p < 0.05$) on pedagogical practices in English language classrooms. This implies that while both variables are critical, innovative learning designs hold a stronger relative weight in shaping instructional outcomes.

Discussions

Findings from this study revealed that Innovative Learning Designs have a moderate to strong positive relationship with pedagogical practices, meaning more effective implementation enhances these practices. Delivery Systems, with a weak positive relationship, also affect pedagogical practices, but to a lesser extent. This result aligns with Marcial (2018), indicating that innovative pedagogies improve teaching efficacy and foster interactive learning environments. Participants experienced positive changes from using technology in classrooms, despite common obstructions. Marcial (2018) and Yu, et al (2021) emphasise the importance of innovative learning strategies to enhance pedagogical practices today.

The multiple regression analysis computed across the 249 valid respondents indicates that innovative learning designs and delivery systems jointly exert a significant influence on pedagogical practices (F (2, 246) = 74.03; $p < 0.05$). Together, the independent variables explain approximately 37.6% of the variance ($R^2 = 0.376$) in pedagogical practices, with an Adjusted R^2 of 37.1% (Adj. $R^2 = 0.371$) establishing a moderate-to-strong positive correlation ($R = 0.613$) within the model. This finding mirrors the work of Watson et al. (2023), whose study supports the assertion that both innovative learning designs and delivery systems significantly influence pedagogical practices, thereby directly corroborating the empirical findings derived from the current study's regression matrix.

Ultimately, the final finding of this study revealed that both independent variables significantly predicted pedagogical practices, though to varying degrees. While innovative learning designs proved to be the primary driver, delivery systems also demonstrated a distinct relative predictive influence (β = 0.125, $p < 0.05$). This finding aligns with contemporary digital pedagogy literature, which stresses that infrastructure alone cannot transform the classroom unless it is structurally paired with sound instructional architecture.

For instance, Gopinathan et al. (2021) found that cognitive processes, gamification, and curriculum improvements correlate positively with innovative delivery methods. Similarly, Alvarez-Bell et al. (2017) identified a four-factor engagement framework consisting of teamwork participation, commitment, attitudes towards team learning, and academic challenge, alongside a three-factor framework for instructional practices spanning guidance, self-directed learning skills, and cognitive engagement. Their regression analysis revealed that student perceptions of team-based learning and instructional guidance significantly affected learning outcomes, irrespective of confounding demographic variables like gender, GPA, or parental education. Collectively, these empirical benchmarks affirm the conclusion of this study: innovative learning designs profoundly shape modern pedagogical methodologies, while delivery systems play a vital, supporting, and relevant role.

Recommendations

To ensure the successful implementation and sustainability of innovative learning designs in English language classrooms across Nigeria, this work proffered the following recommendations to all the stakeholders in education on the need to collaborate effectively and ensure the following for successful implementation and sustainability.

I. Teacher Training: Government and School Management, should focus on equipping educators with the necessary skills to implement innovative teaching methods effectively. This includes professional development programs that emphasise the use of technology in the classroom, collaborative learning strategies, and differentiated instruction techniques. Professional development is essential for enabling teachers to adopt and employ innovative teaching methods effectively. By investing in ongoing training, educators can remain informed about the latest trends in pedagogy and advancements in technology. Various formats, such as workshops, seminars, and online courses, are designed to provide teachers with practical skills and strategies relevant to specific teaching approaches. Moreover, professional development workshops specifically aimed at the integration of technology into lesson plans further enhance teachers' capabilities. With this new knowledge and access to resources, educators are better prepared to engage students through interactive

multimedia presentations, virtual field trips, and collaborative online projects.

II. Curriculum Development: A comprehensive review and redesign of the English language curriculum should be undertaken to integrate innovative learning designs that cater to diverse learning styles. The curriculum should be revised to align with 21st-century skills and societal needs.

III. Infrastructure: This must be put in place to support innovative learning designs and effective delivery systems. Adequate resources, including technology and access to learning materials, are essential to create an environment conducive to enhanced pedagogical practices. Collaborating with government agencies or non-profit organisations allows schools to obtain essential funding and resources. Such collaborations enable programs aimed at enhancing classrooms with advanced technology, supplying educational materials, and supporting teacher training initiatives. By combining resources and expertise, schools can develop comprehensive learning experiences that go beyond conventional limits.

These strategies face challenges like funding constraints, bureaucratic barriers, and inadequate infrastructure. Advocacy initiatives are crucial for gaining support from stakeholders and policymakers. By highlighting the measurable benefits of innovative teaching methods, educators can push for increased investment in education and improved administrative processes. Collaboration and professional development are crucial for overcoming challenges to innovative teaching in Nigerian schools. By forming strategic alliances and focusing on teacher training, institutions can create dynamic environments that promote creativity, critical thinking, and lifelong learning. With collective effort, we can significantly improve education in Nigeria.

Conclusion

In conclusion, the implementation of innovative learning designs and delivery systems has the potential to significantly enhance pedagogical practices in English language classrooms across Nigeria, providing a foundation for further research into effective educational strategies. Therefore, by adopting these approaches, educators can promote deeper language acquisition, increase student engagement and provide personalised learning opportunities.

However, addressing challenges posed by lack of infrastructure, teacher training, cultural and contextual considerations will be paramount to the successful implementation of these innovations. This article calls for educators to embrace innovative learning design and delivery systems that can significantly enhance the pedagogical practices in English language classrooms.

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