

UTILIZATION OF INNOVATIVE PROJECTS FOR PROMOTING INTEREST AND CREATIVITY IN LANGUAGE TEACHING AND LEARNING IN SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE

¹Roseline Ifeoma Eze, ²Cajetan Ikechukwu Egbe and ³Rosemary Chidimma Ossai
^{1,2,3}Department of Arts Education, University of Nigeria, Nsukka

Abstract

The study examined the utilization of innovative projects as a strategy for promoting creativity in language teaching and learning in Nsukka Education Zone of Enugu State, Nigeria. The study was guided by four research questions and four null hypotheses. Descriptive survey research design was used for the study. The population of the study was 120 language teachers made up of 60 English language teachers and 60 Igbo language teachers. Simple random sampling technique was used to select twenty secondary schools from the public secondary schools in Nsukka Education Zone. In each school, three English language teachers and three Igbo language teachers were selected using simple random sampling technique. Data was collected using structured questionnaire. The instruments were face validated by three experts in language education at the university of Nigeria Nsukka, The reliability index of .84 was obtained using cronbach alpha statistics. The data obtained was analyzed using mean and standard deviation to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The result revealed that innovative projects are rarely used in the teaching and learning of languages in senior secondary schools. Based on the findings of the study, the researchers recommended that language teachers should make effort to always use innovative projects while teaching for promoting creativity in language classroom in order to stimulate interest and attention of the learners, thereby enhancing academic excellence.

Keywords: Innovative Projects, Strategy, Creativity, Language Teaching

Introduction

Language is a strong medium for communication and for instruction. In the field of education, language plays a significant role in people's progress in life. In arts subjects, language has taken the lead in the development of various areas of learning, and English language is one of the requirements in gaining admission into the Nigerian Universities and beyond Igbo language on the other hand is a language spoken by over 10 million people in South East Nigeria. It is recognized as one of the Nigerian languages that should be offered in schools by the National Policy of Education (FRN, 2014).

Igbo language is also a requirement for gaining admission into Igbo/linguistics department in the Nigerian Universities. Since English language dominates the arts

curriculum, it becomes necessary that English language teachers should provide the students with the basic knowledge of language and skills in order to become more effective to promote their interest in the field. This will play a vital role in imparting and fostering their appreciation of the subject and provide basic knowledge that will guide their carrier in life. Through this way, one can be an artist, linguist, lawyer, priest, teacher and other professional. In South-East Nigeria, two major languages dominate. These are the English language and the Igbo language.

As art subjects, English and Igbo languages prepare students for arts related careers and every other area of study. Practical activities in these languages may provide a good learning ground for students irrespective of gender. Through this, they may acquire attitudes needed for promoting interest and creativity in language learning. Language gives equal opportunities to male and female students to be fluent and experience creativity, through the application of innovative projects which facilitate the development of analytical and critical thinking in the subject (Okeke, 2013). Innovation is a new idea, creative thoughts; new imaginations in form of devices viewed as a better solution to meet new requirements Practical activities are relevant in the teaching and learning of language because they boost students' retention. They engage the students in hands-on activities because the teacher applies diverse innovative projects during the lesson (Postholm 2015).

Innovative activities involves the process of initiating, thinking about and organizing materials required to achieve the desired objectives which includes: Pictures/documents, Story books, Creating games, Compilation of idioms, Puzzle games, Build models of speech organ, Question bank on a given area, Language Albums, Tailor Costumes (make costumes), Search the internet and downloads, artifacts in Igbo (Basket, fan, brooms, bead making, clay molding, and others). Brunner (1990) in his theory of constructivism argues that people produce knowledge and form meaning based on their experience. The management of innovation is very important because the development of education rests on new ideas.

Innovation helps schools to move and meet up with the latest development which encourage educational equity and opportunity for diverse sections of the society in a social context, teaching materials help create new methods for flexible work hours (Eze & Omeje, 2018). Okeke (2013) support that, to be called an innovation, an idea must be replicable at an economic cost and satisfy a specific need. Innovation as a process of translating idea or invention into good for which students will learn, involves a deliberate application of information, imagination initiative and creative thinking.

Creativity is the use of imagination or original ideas to create something. It is a phenomenon whereby something new and somehow valuable is formed. Hargreaves (2003) supports that such creative items can be intangible or physical items. Creative approach in language learning motivates, inspires, stimulates, improves self esteem and promotes interest. Creative work in the language classroom

can lead to corporation, communication, which can arouse student's interest. Interest according to Eze (2016) is a motivational process that stimulates or deepens attention towards a particular topic or issue in a meaningful way. Interest is one of the strongest motivations for language learning.

Creativity innovation and interest go together in order to gain new knowledge, skill and perform tasks, The researcher agrees that teaching and learning in the classroom should encourage students to use their curiosity and ask questions, thereby leading to lifelong learning. Through the project work method, the goal of teaching in secondary schools should be practical, relevant and challenging. Ndukwe (2002) supports that the practical form of the teaching will motivate students' interest to learn. The purpose of this work is to find out how the innovative projects may provide teaching that is practical, creative unique, relevant and challenging. Patrick (2003) supports that students through their knowledge contribute to the development of the society, where they find themselves.

Researchers found that when there is a high level of activities in school, the dull ones may not cope (Deming 2004). Other researchers show that there exists a little interaction between the teacher and the students. Classroom activities should be varied and practical according to Caroly (2006) in order to increase students' motivation in learning and development in language learning. The teacher's role is to exert authority and control over the students to ensure that the curriculum objectives are achieved, (Ofodu, 2007). The teacher being close and supportive to the language learner instills confidence and curiosity in the learner during classroom activities. Children come to school ready and willing to learn, but the school may not strengthen this predisposition and ensure that they leave the school with the knowledge that will guide them through life. The school system will make effort to provide young ones with a solid foundation of knowledge and skill about language topic in preparation for life and learning beyond the school.

A large range of students with various backgrounds and abilities exist in language classrooms. There exist a number of students with poor speaking, reading and writing abilities. Some may have weak language background. With many of these students in classroom. Ossai, Uzoegwu & Egbe (2017) support that teachers have to demonstrate ideas that are related to the nature of language process, examples should be made in relation to the available projects within the environment e.g. radios, computers, rulers, basket, hoes, televisions, tables as a context for teaching language processes. These contexts are used on daily basis and may be necessary to be introduced when teaching and learning Igbo, English language and literature skills.

Moreover, learning phonology, grammar, writing and literature grammar in English language and Igbo language is very difficult to understand without the infusion of practical teaching. Most schools have no language laboratories because they cannot afford it for fundamental learning in speech production and having a practical look at Igbo artifacts. It is assumed that students need these practical experiences for

effective language learning in order to perform well in schools and also to prepare them to play significant roles in the society.

It is hereby of utmost importance that instructions should be focused towards arousing the students' knowledge and interest in language and its importance. It is necessary that teachers should focus English Language instruction largely on the initiative of the teacher by making instructional materials that is appropriate in influencing and promoting innovative projects in language teaching and learning which is an open door to other professions attached to language learning. However, the failure rate of English and Igbo language students in WAEC and NECO indicate that resources and teaching methods used by the language teachers are defective. This study therefore intends to contribute to this crucial task by examining the utilization of innovative projects as a strategy for promoting creativity in language teaching and learning in Nsukka Education Zone of Enugu State, Nigeria

Statement of the Problems

Language teachers emphasize that effective language teaching and learning should be geared towards classroom activities. However literacy in language is important in order to link students up with other fields of study like law, archeology, mass communication, artist, teaching and other fields of profession that shape modern society. Patrick (2003) believed that innovative projects prepared by the teacher and students are better than those found in textbooks since the choice of the structure, skills, shape are specifically prepared for the group in the particular classroom.

The poor achievement of students in both English and Igbo language School Certificate Examination as noted in Chief examiner's report (2015) indicate that resources and teaching methods used by the language teachers are defective. This has enormous implication to the outcome of students' achievement in language learning. Okeke (2013) believed that innovative projects prepared by instructors should be encouraged in order to focus specifically on abstract topics that have practical involvements. With the relevant variables mentioned, there is need to research more on learning through innovative method to achieve certain learning outcomes. The study will therefore serve as further attempts to develop innovative strategy that will assist to reduce students' deficiencies in language learning. It is therefore towards this perspective that the researchers were motivated to practically find out the ways of promoting interest and creativity in language teaching and learning through innovative projects in Nsukka education zone.

Purpose of the Study

The main purpose of this study is to find out the utilization of innovative projects as a strategy for promoting interest and creativity in language teaching and learning on secondary school students. Specifically, the study intends to determine:

1. The extent of utilization of innovative projects by teachers in language teaching and learning.
2. Ways in which the utilization of innovative projects can promote creativity in language teaching and learning.
3. Ways in which the utilization of innovative projects can promote students' interest in language teaching and learning.
4. The problems militating against the effective utilization of innovative projects for promoting students' interest and creativity in language teaching and learning.

Research Questions

The following research questions were formulated to guide the study:

1. What is the extent of utilization of innovative projects by teachers in language teaching and learning?
2. In what ways can the effective utilization of innovative projects promote creativity in language teaching and learning?
3. In what ways can the effective utilization of innovative projects promote students' interest in language teaching and learning?
4. What are the problems militating against the effective utilization of innovative projects for promoting students' interest and creativity in language teaching and learning?.

Hypothesis

One null hypothesis strengthened the research question at 0.05 level of significance.

- Ho₁: There is no significant difference on the extent to which English and Igbo Language teachers utilize innovative projects for promoting language teaching and learning.
- Ho₂: There is no significant difference in the mean responses of English and Igbo language teachers on the ways in which the effective utilization of innovative projects promotes creativity in language teaching and learning.
- Ho₃: There is no significant difference in the mean responses of English and Igbo language teachers on how the utilization of innovative projects promotes students' interest in language teaching and learning.
- Ho₄: There is no significant difference in the mean responses of English and Igbo language teachers on problems militating against the utilization of innovative projects in language teaching and learning.

Method

This study was carried out in all the public secondary schools in Nsukka Education Zone of Enugu State. Nsukka Education Zone is made up of Nsukka, Uzo-Uwani and Igbo-Etiti Local Government areas. Descriptive survey research design was

adopted. Nworgu (2015) supports that descriptive research design aims at collecting data from a group and describing in a systematic manner, the characteristics and features of the facts about a given population. The choice of the research design was made because data was collected from a sample of the population and analysed as a representative of the entire population.

The population of the study was 708 language teachers (made up of 358 English language teachers and 350 Igbo language teachers). Proportionate random sampling technique was used to select seven secondary schools each from Nsukka and Igbo-Etiti local government areas and six schools from Uzo-Uwani Local Government Area, to give a total of twenty secondary schools. In each school, three English language teachers and three Igbo language teachers were selected using simple random sampling technique. A total of 120 language teachers (60 English language teachers and 60 Igbo language teachers) were finally selected for the study.

The instrument for data collection was the Innovative Projects Utilization Questionnaire (IPUQ). It has four clusters. Cluster one is on the innovative projects that are utilized by teachers in language teaching and learning. Cluster two is on how the utilization of innovative projects can promote creativity in language teaching and learning. The third cluster dwells on how the utilization of innovative projects can promote students' interest in the language teaching and learning. The fourth cluster centers on the problems militating against the utilization of innovative projects for promoting interest and creativity in language teaching and learning. The instruments were validated by three (3) experts, one each from English, Igbo and Measurement and Evaluation Units, Faculty of Education, University of Nigeria, Nsukka. The instruments were trial tested with ten (10) language teachers from a secondary school in Obollo-Afor Education Zone which is different from the area of the study. The overall reliability index of 0.84 was obtained for the instrument which was high to guarantee the use of the instrument for the study. The researcher visited the schools personally with the help of two research assistants who were language teachers trained in each school and taught how to administer the questionnaire to language teachers.

Mean and standard deviation were used to analyze the data collected while independent t-test statistics was used to test the null hypotheses at $P < 0.05$ level of significance. In taking decision, mean score of 2.50 and above on the four point rating was accepted to be positive, while those that are below 2.50 were regarded as negative.

Results

Results are presented in line with the research questions and hypotheses that guided the study:

Research Question 1: What is the extent of utilization of innovative projects by teachers in language teaching and learning?

Table 1: Mean and standard deviation of rating of language teachers on the extent of utilization of innovative projects by teachers in language teaching and learning in Nsukka Education Zone

Items	English Teachers			Igbo Teachers		
	X	SD	Remark	X	SD	Remark
1. Asking students to write short drama books	2.10	.95	LE	1.82	.72	LE
2. Giving students projects to create games for language teaching (like crossword puzzles)	1.71	.45	LE	2.30	.94	LE
3. Giving students projects to build models using clays wood or paper for teaching language	1.92	.57	LE	2.24	.95	LE
4. Asking students to make language picture albums	1.52	.58	LE	2.01	.85	LE
5. Giving students project to write small story books	2.10	.64	LE	1.52	.71	LE
6. Asking students to compile a list of proverbs or idiomatic expression in English or Igbo language	2.40	.98	LE	1.93	.82	LE
7. Asking students to make costumes for a drama presentation in English or Igbo language	1.92	.88	LE	2.32	.72	LE
8. Asking students to surf the internet and download pictures, videos or documents	1.64	0.94	LE	1.61	.74	LE
9. Asking students to make baskets, brooms or other artifacts	2.12	0.72	LE	2.84	.68	LE
10. Asking students to build a question bank from past question papers and provide answers to them	2.31	0.73	LE	2.00	.71	LE
Overall mean	2.06	.52		1.97	.79	

Table 1 shows the mean ratings of English and Igbo language teachers on the extent of utilization of innovative projects by teachers in language teaching and learning in Nsukka Education Zone. It shows that the mean ratings of both English and Igbo language teacher to items 1-10 are less than 2.50 mean benchmark. This implies that both the English and Igbo language teachers agree that the extent of utilization of innovative projects by teachers in language teaching in Nsukka Education Zone is low.

Research Question 2: How can the effective utilization of innovation projects promote creativity in language teaching and learning?

Table 2 : Mean and standard deviation of rating of language teachers on the ways in which effective utilization of innovative projects promote creativity in language teaching and learning in Nsukka Education Zone.

S/N	Items Innovative Projects	English Teachers			Igbo Teachers		
		X	SD	Rmk	X	SD	Rek
1.	Effective innovative projects task the student to think creatively.	2.71	.73	Agree	3.14	.57	Agree
2.	Effective utilization of innovative strategies tasks the critical thinking capabilities of students.	2.90	.64	Agree	2.70	.58	Agree
3.	It increases the spirit of inquiry.	2.72	.73	Agree	3.21	.66	Agree
4.	It increases the spirit of discovery	3.84	.58	Agree	3.34	.88	Agree
5.	It increases self worth and the desire for more exploration	3.50	.66	Agree	2.92	.82	Agree
6.	It increases self efficiency beliefs of students	3.00	.48	Agree	2.71	.52	Agree
7.	It reduces passitivity and over reliance on the teacher	3.11	.93	Agree	2.60	.61	Agree
8.	It gives the students a chance to explore their environment	3.92	.85	Agree	3.41	.83	Agree
9.	It promotes learner autonomy	2.84	.44	Agree	3.21	.87	Agree
10.	It promotes retention of knowledge	3.81	.49	Agree	3.52	.73	Agree
	Overall mean	3.23	.46	Agree	3.07	.34	Agree

Table 2 shows that the mean ratings of items 1, 2, 3,4,5,6,7,8,9 and 10 are more than the benchmark mean. This implies that both the Igbo and English language teachers agree to the statement of items on the benefit of effective utilization of innovative projects and promotion of creativity in language teaching. This includes: tasking the students' critical thinking, increasing the spirit of discovery, self worth, inquiry and desire from more exploration, increases self efficiency, increases beliefs of students, give students chance to explore their environments, and promotes learners' autonomy and retention of knowledge. Hence the overall mean score of 3.23 and 3.07 for the English and Igbo language teachers respectively indicates that English language teachers had higher mean than the Igbo language teachers.

Research Question 3:

How can the effective utilization of innovative projects promote interest in language teaching and learning?

Table 3: Mean and standard deviation on rating of language teachers on the ways in which effective utilization of innovative projects promote students' interest in language teaching and learning in Nsukka Education Zone.

/N	Items	English Teachers			Igbo Teachers		
		X	SD	Remark	X	SD	Remark
1.	Effective utilization of innovative projects promotes active involvement of students in classroom activities	3.51	.88	Agree	.76	2.93	Agree
2.	Effective utilization of innovative projects stimulates healthy competition in the classroom	3.00	.73	Agree	.66	2.82	Agree
3.	It reduces students' boredom in doing class assignments	2.62	.84	Agree	.92	2.84	Agree
4.	It increases motivation of students in class activities	3.21	.86	Agree	.83	3.51	Agree
5.	Students see the connection between language activities and real life experiences	3.81	.48	Agree	.52	3.10	Agree
6.	It reduces truancy in class activities	2.74	.83	Agree	.86	3.00	Agree
7.	Projects like games increase fun in the classroom	3.43	.73	Agree	.77	2.72	Agree
8.	It promotes teacher-student interactions in the classroom	3.12	.77	Agree	.73	2.61	Agree
9.	It increases student-student collaboration	3.10	.82	Agree	.88	3.40	Agree
10.	It generates interest in what other students are doing	2.71	.68	Agree	.94	2.54	Agree
	Overall mean	3.12	.37	Agree	.34	2.95	Agree

Table 3 shows that the mean ratings of both the English and Igbo language teachers to items 1-10 were more than 2.50 bench mark mean. This implies that both the English and Igbo language teachers agree to the statement 1-10 on the effective utilization of innovative projects on promoting interest in language teaching and learning in Nsukka Education Zone. Overall mean ratings of 3.12 and 2.95 for the English and Igbo language teachers respectively imply that English language teachers had higher mean rating than the Igbo language teachers.

Research Question 4: What are the problems militating against the effective utilization of innovative projects for promoting students' interest and creativity in language teaching and learning?.

Table 4: Mean and standard deviation on rating of language teachers on the Problems militating against the utilization of innovative projects for promoting students' interest and creativity in language teaching and learning in Nsukka Education Zone.

S/N	Items	English Teachers			Igbo Teachers		
		X	SD	Remark	X	SD	Remark
1.	Lack of time by the teacher to inspect project works	2.70	.97	Agree	3.01	.59	Agree
2.	Incompetence of the language teacher	2.51	.85	Agree	3.42	.68	Agree
3.	Lack of interest of the language teacher	2.01	.77	Disagree	2.23	.87	
4.	Poor motivation by the language teacher	2.40	.85	Agree	2.04	.71	Agree
5.	Lack of cooperation by the students	2.62	.89	Agree	2.54	.76	Agree
6.	Teachers' poor training on how to utilize innovative projects in teaching	3.01	.96	Agree	3.63	.89	Agree
7.	Dearth of innovative projects for language teaching	2.33	.89	Disagree	1.92	.95	Disagree
8.	The feeling that utilization of innovative project is a waste of time	2.01	.66	Disagree	1.71	.85	Disagree
9.	Lack of rewards for teachers who creatively use innovation projects for teaching	3.52	.76	Agree	3.00	.71	Agree
10	Lack of rewards for teachers who creatively use innovative projects for teaching.	3.80	.88	Agree	3.42	.82	Agree
	Overall mean	2.72	.57	Agree	2.70	.71	Agree

Table 4 reveals that the mean rating scores of both English and Igbo language teachers to items 1-6, 9 and 10 are more than 2.50 bench mark, except items 7 and 8 whose mean is less than the bench mark. This implies that both the English and Igbo language teachers agree to the statement of item 1-6,9 and 10 on teachers' view on the extent of problems militating against the utilization of innovative projects for promoting students' interest and creativity in language teaching and learning in Nsukka Education Zone. Thus the overall mean ratings of 2.72 and 2.70 for the English and Igbo language teachers respectively indicate that English language teachers had higher mean ratings than the Igbo language teachers.

Testing of the Null Hypotheses

Ho₁: There is no significant difference in the mean ratings of English and Igbo language teachers on the utilization of innovative projects for promoting students' interest and creativity in language teaching and learning using their mean rating in Nsukka Education zone, Enugu state.

Table 5: t-test analysis of the difference in the mean ratings of extent of English and Igbo language teachers on the utilization of innovative projects for promoting students' interest and creativity in language teaching and learning in Nsukka Education zone, Enugu state.

H01: utilization of innovative projects by teachers in language teaching and learning.

	N	X	SD	Df	P	T	Decision
English Teachers	60	2.69	.52				
Igbo Teachers	60	2.58	.79	118	.87	.001	Rejected

The result of the hypothesis 1 in table 5 shows the probability associated with the calculated t-(.001) for the difference in the mean ratings of English and Igbo language teachers on extent of utilization of innovative projects in promoting students' interest and creativity in language teaching and learning in Nsukka Education one. Since the associated probability is lower than the a prior probability, the null hypothesis is rejected.

Ho2: There is no significant difference in the mean ratings of English and Igbo language teachers on the ways in which the utilization of innovative projects promotes creativity in language teaching and learning.

Table 6: t-test summary of the mean ratings of English and Igbo language teachers' effective utilization of innovative projects promotes creativity in language teaching and learning.

	N	X	SD	Df	P	T	Decision
English Teachers	60	3.23	.46				
Igbo Teachers	60	3.07	.34	118	.16	1.44	Accepted

The result of the hypothesis 2 in table 6 shows the t-value of 1.44 with an associated probability of .16. The associated probability is greater than the aprior probability; the null hypothesis is not rejected.

Ho₃: There is no significant difference in the mean ratings of English and Igbo language teachers on how the utilization of innovative projects promotes students' interest in language teaching and learning.

Table 7: t-test summary of the mean ratings on how effective utilization of innovative projects can promote interest in language teaching and learning.

	N	X	SD	Df	P	T	Decision
English Teachers	60	3.12	.37				
Igbo Teachers	60	2.95	.34	118	.33	1.40	Accepted

The result of table 7 shows that the probability associated with the calculated t-value (.014) with an associated probability of .92. Since the associated probability is greater than the a prior probability of 0.05, the null hypothesis is accepted

Ho4: There is no significant difference in the mean ratings of English and Igbo language teachers on problems militating against the utilization of innovative projects in language teaching and learning.

Table 8: t-test summary of the mean ratings on problems militating against the utilization of innovative projects for promoting students' interest and creativity in language teaching and learning.

	N	X	SD	Df	P	T	Decision
English Teachers	60	2.72	.57				
Igbo Teachers	60	2.70	.71	118	.92	1.13	Accepted

Table 8 shows a calculated t-value of 1.13 to probability associated value of .92 greater than the a prior probability of 0.05. It is therefore not rejected. Hence there is no significant difference of the mean ratings of the respondents on the problems militating against the utilization of innovative projects for promoting students' interest and creativity in language teaching and learning in Nsukka Education Zone.

Discussion of the Findings

The findings from the study revealed that teachers rarely utilize innovative projects in language teaching and learning. This agrees with Caroly & Evertson (2006) that most language teachers especially in second language situations rarely deploy innovative projects in language teaching. The study also shows that effective utilization of innovative projects helps to promote creativity in language teaching and learning in Nsukka Education Zone which includes promotion of spirit of enquiry, increase in self efficiency belief of students, promotion of learner autonomy, and retention of knowledge.

Furthermore the findings of the study show that effective utilization of innovative projects promotes interest in language teaching by promoting active

involvement in class activities, stimulating healthy competition in the class room, increases motivation, reduces truancy in class activities and generates interest in what other students are doing. Moreover the findings also show the problems militating against the utilization of innovative projects in secondary schools which include: lack of time by teachers, incompetence of language teachers, lack of interest of the language teachers, poor motivation by the language teachers, lack of cooperation by the students, poor training on how to handle innovative projects in language teaching, lack of reward to teachers who use innovative projects for teaching

The findings are in agreement with the opinion of Nagarajan (2010) who opined that projects facilitate the development of analytical and critical thinking in a new idea, and stimulate creative thoughts; new imaginations in form of devices viewed as a better solution to meet new requirements.

Conclusion

Utilization of innovative projects especially in secondary schools can play a vital role in promoting creative thinking and provide young ones with solid foundation of knowledge and skill about language topics in preparation for life and learning beyond school. However the problems militating against the utilization of innovative projects for promotion of students' interest and creativity in language teaching include: poor training of teachers on how to manage innovative projects, lack of time by teachers, lack of reward to teachers. Therefore for the effective utilization of innovative projects in secondary schools the language teachers who use innovative projects should be rewarded, training of language teachers on how to use innovative projects, teachers should create time for such projects in language teaching, so that students will creatively develop interest in language classroom activities.

Recommendations

Based on the findings the study makes the following recommendations:

1. There should be an improvement on teachers support for the use of innovative projects in secondary schools.
2. There is need to strengthen the use of project initiative through teachers' and students' cooperation in the classroom activities.
3. Teachers who use innovative projects for teaching should be rewarded.
4. Language teachers should be trained on how to use innovative projects and ideas in teaching.
5. The government should make provisions for recruitment and training of more language teachers in the area of innovative project teaching, in order to meet up with the numerous demands of language teaching. This can be achieved

by organizing seminars, conferences and workshops for language teachers, to update their knowledge on innovative projects and creative thinking in language teaching.

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