

TEACHERS' PERCEPTION OF PEDAGOGICAL COMPLEXITIES AND TRANSLANGUAGING IN ENGLISH VERB TENSE LESSONS IN SECONDARY SCHOOLS IN OSUN EAST SENATORIAL DISTRICT

Sunday B. Adeyemi, Adebola O. Alaba, Oluwatosin H. Adeniyi
Osun State University, Osogbo, Nigeria

Corresponding Author: sunday.adeyemi@uniosun.edu.ng

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Abstract

The mastery of English verb tenses is central to grammatical competence and effective communication. Yet, it remains a persistent challenge for learners of English as a Second Language (ESL) in Nigeria. This study examined secondary school teachers' perceptions of pedagogical complexities and translanguaging as an instructional strategy in teaching English verb tenses in selected secondary schools in Osun East Senatorial District, Osun State. A mixed-methods research design within an interpretivist framework was adopted. The sample comprised 120 English language teachers drawn through a multi-stage sampling procedure from public and private secondary schools. Data were collected using a structured questionnaire and a semi-structured interview guide. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were analyzed thematically. Findings revealed that teachers encountered significant pedagogical complexities, including interference from students' mother tongue, confusion between similar tenses, limited exposure to English, and large class sizes, particularly in public schools. Public school teachers reported higher levels of pedagogical complexity ($M = 50.76$) than private school teachers ($M = 48.61$). Translanguaging was generally perceived positively, as it facilitated comprehension, enhanced student participation, and enabled learners to draw on prior linguistic knowledge. Support for translanguaging was stronger among public school teachers ($M = 46.71$) than their private school counterparts ($M = 43.38$). Qualitative findings supported the strategic use of translanguaging to clarify difficult concepts and reduce learner anxiety, although concerns about overdependence were noted. No significant gender differences were found in teachers' perceptions, while significant differences emerged based on school ownership. The study concluded that effective teaching of English verb tenses requires context-sensitive instructional strategies, adequate resources, and professional development support. It recommended the strategic integration of translanguaging into classroom practice and policy to enhance learning outcomes in multilingual contexts.

Keywords: Pedagogical complexities, Translanguaging, Instructional strategy, Teaching English verb tenses.

INTRODUCTION

English has attained global prominence as a medium of international communication,

driven by historical, economic, technological, and cultural forces. It functions as the dominant language in domains such as education, science, diplomacy, and digital communication,

thereby serving as a linguistic bridge across diverse speech communities (Grigoryeva & Zakirova, 2022; Salomone & Salomone, 2022).

In Nigeria, English occupies a central role as the official language and the primary medium of instruction across all levels of formal education. It is also a compulsory subject and a prerequisite for admission into tertiary institutions. Despite its institutional importance, students' performance in English, particularly in the use of verb tenses, remains a persistent concern. Reports from public examinations have consistently identified tense-related errors, including inappropriate tense shifts and misuse of aspectual forms, as major weaknesses in students' written expression (WAEC, 2018–2022; Muhammad & Wakili, 2023).

The mastery of verb tenses is fundamental to effective communication, as it enables speakers and writers to encode temporal relations accurately. However, tense and aspect systems are inherently complex, especially for learners operating in second language (L2) contexts where the target language coexists with indigenous languages. In such settings, learners often struggle to internalize grammatical distinctions and apply them appropriately in context (Nforbi & Siéwoué, 2016). This challenge is further compounded by factors such as first language (L1) interference, limited instructional resources, and varying levels of teacher preparedness.

These challenges point to broader pedagogical complexities in grammar instruction. Pedagogical complexity in this context refers to the multifaceted difficulties teachers encounter in delivering effective instruction, including managing diverse learner needs, addressing linguistic interference, and selecting appropriate teaching strategies (Dadvand, 2020; Firdaus, 2022). In response to these complexities, contemporary language

pedagogy has increasingly explored innovative approaches, one of which is translanguaging.

Translanguaging is a pedagogical approach that allows learners to draw on their full linguistic repertoire to facilitate understanding and meaning-making. Rather than enforcing strict separation between languages, it recognizes the fluid and dynamic nature of bilingual communication (García & Wei, 2019). While translanguaging has been widely studied in relation to general language learning and literacy development, its role in addressing specific grammatical challenges, such as verb tense instruction, remains underexplored.

Furthermore, although previous studies have examined learners' difficulties in grammar, there is comparatively limited research focusing on teachers' perceptions of these challenges, particularly within the Nigerian secondary school context. Understanding teachers' perspectives is crucial, as their beliefs and classroom practices directly shape instructional outcomes. It is against this background that this study investigated teachers' perceptions of pedagogical complexities and the role of translanguaging in the teaching of English verb tenses in secondary schools in Osun East Senatorial District. By focusing on a specific linguistic and educational context, the study aimed to contribute to ongoing discussions on effective grammar pedagogy in multilingual classrooms.

REVIEW OF RELATED LITERATURE

Verb Tense and Its Pedagogical Importance

Verb tense is a grammatical system used to express the temporal location of actions and events in relation to the moment of speaking. Beyond its structural function, tense is closely linked to meaning and discourse, making it a critical component of communicative competence (Nforbi & Siéwoué, 2016; Soomro, 2023). Scholars generally agree that

accurate tense usage is essential for clarity in both spoken and written communication. However, while some studies emphasize rule-based mastery of tense forms, others argue that effective usage depends on learners' ability to interpret context and meaning rather than merely applying grammatical rules (Windy et al., 2022).

This distinction highlights an important pedagogical tension: whether tense should be taught primarily as a system of forms or as a meaning-driven resource within discourse. The persistence of tense-related errors among learners suggests that traditional rule-focused approaches may be insufficient on their own.

Students' Difficulties in Verb Tense Usage

Empirical studies consistently identify verb tense as one of the most problematic areas in English language learning. In the Nigerian context, examination reports have repeatedly highlighted errors such as tense inconsistencies, confusion between the present perfect and the simple past, and incorrect future constructions (WAEC, 2018–2022). These findings are supported by Muhammad and Wakili (2023), who reported that learners often struggle to apply tense forms accurately in written communication.

While earlier explanations for these difficulties focused primarily on learner deficiency, more recent research points to a combination of factors, including L1 interference, limited exposure to the target language, and instructional practices. This broader perspective shifts attention from learners alone to the classroom environment and teaching strategies.

Pedagogical Complexities in Grammar Instruction

Pedagogical complexity refers to the interconnected challenges teachers face in delivering effective instruction within diverse and dynamic classroom settings (Dadvand,

2020). In the context of grammar teaching, these challenges include addressing varying proficiency levels, managing large class sizes, and selecting appropriate instructional strategies.

Research suggests that teacher competence and training play a significant role in shaping instructional effectiveness (Fan, 2022). However, structural factors such as resource availability and school context also influence teaching practices. For instance, disparities between public and private schools have been shown to affect both instructional quality and learner outcomes (Dauda, 2024). These findings indicate that pedagogical complexity is not solely a matter of individual teacher capability but is embedded within broader institutional and socio-economic contexts.

Translanguaging as a Pedagogical Response

Translanguaging has emerged as a significant paradigm in multilingual education, offering an alternative to traditional monolingual approaches. It allows learners to utilize their entire linguistic repertoire to construct meaning, thereby supporting comprehension and cognitive engagement (García & Wei, 2019; Canagarajah, 2017). Studies have shown that translanguaging can enhance understanding, particularly when learners are dealing with complex or abstract concepts (Cenoz & Gorter, 2020; Ossa Parra & Proctor, 2021).

However, the effectiveness of translanguaging remains a subject for debate. While some scholars argued that it facilitates learning by bridging linguistic gaps, others cautioned that excessive reliance on the first language may reduce exposure to the target language and hinder proficiency development (Sobkowiak, 2022). This divergence suggests that translanguaging is most effective when applied strategically rather than indiscriminately.

Empirical Studies on Translanguaging

Empirical research generally supported the pedagogical value of translanguaging. For example, Duarte (2019) demonstrated that learners use translanguaging to navigate cognitively demanding tasks, while Creese and Blackledge (2015) highlighted its role in promoting critical thinking and metalinguistic awareness. Similarly, García et al. (2017) argued that bilingual practices can enhance rather than hinder language development.

Despite these contributions, most studies focus on general language skills such as reading, speaking, and writing. There is comparatively limited research examining how translanguaging can be applied specifically to grammar instruction, particularly in relation to verb tense teaching.

Literature Gap

Although substantial research exists on verb tense difficulties and translanguaging as separate areas, few studies have explicitly examined their intersection. In particular, there is limited empirical evidence on how translanguaging can be used to address pedagogical complexities in teaching verb tenses.

Moreover, existing studies tend to prioritize learners' outcomes, with less attention given to teachers' perceptions and classroom experiences. This represents a significant gap, especially in multilingual contexts such as Nigeria, where teachers play a critical role in mediating between languages during instruction.

This study, therefore, addressed this gap by investigating teachers' perceptions of pedagogical complexities and the role of translanguaging in English verb tense instruction within secondary schools in Osun East Senatorial District.

Purpose of the Study

The main purpose of this study was to investigate the teachers' perceptions of pedagogical complexities and translanguaging of instruction in English verb tense lessons in secondary schools in Osun East Senatorial District, while the specific objectives were to:

1. Identify teachers' perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District.
2. Investigate teachers' perception of translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District.
3. Find out if there is a difference in the perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District based on gender.
4. Determine if there is a difference in teachers' perception of translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District based on school ownership.

Research Questions

The following research questions were raised

1. What are the teachers' perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District?
2. What is the teachers' perception of translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District?
3. Is there a difference in teachers' perceived pedagogical complexities based on gender?

Is there a difference in teachers' perception of translanguaging based on school ownership?

Hypotheses

Ho1: There is no significant gender difference in teachers' perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District.

Ho2: There is no significant difference in teachers' perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District based on school ownership

Ho3: There is no significant difference in teachers' perception of translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District based on school ownership.

Ho4: There is no significant difference in teachers' perception of translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District based on gender.

METHODOLOGY

A mixed-method research design was adopted for this study to enable the integration of both quantitative and qualitative data, thereby providing a more comprehensive understanding of teachers' perceptions of pedagogical complexities and the use of translanguaging in teaching English verb tenses. The population comprised all English language teachers in secondary schools in the Osun East Senatorial District of Osun State.

A sample of 120 qualified English language teachers was drawn from 40 secondary schools (both public and private) within the Osun East Senatorial District of Osun State. A multi-stage sampling procedure was employed to enhance representativeness while accommodating practical field constraints. First, a simple

random sampling technique was used to select the Osun East Senatorial District from the three senatorial districts in the state, ensuring that each district had an equal chance of selection and reducing selection bias at this stage. However, due to logistical considerations such as accessibility and time constraints, the convenience sampling technique was used to select four Local Government Areas-Oriade, Ilesa East, Ilesa West, and Ife East-within the chosen district. The stratified sampling technique was employed to select ten secondary schools from each Local Government Area based on school ownership (public and private), ensuring proportional representation of both categories. Finally, purposive sampling was used to select all qualified English language teachers within the identified schools, as they were considered information-rich participants with direct experience relevant to the study. This resulted in a final sample size of 120 participants, which is considered adequate for exploratory mixed-method research.

Data were collected using two researchers - developed and validated questionnaires titled: "Perceived Pedagogical Complexities in Teaching English Language Verb Tenses (PPEC-Tense)" and "Teachers' Perceptions of Translanguaging in Teaching English Language Verb Tenses (TPT-Tense)," alongside a semi-structured interview guide titled "Semi-Structured Interview Guide on Pedagogical Complexities and the Use of Translanguaging in Teaching English Language Verb Tenses in Secondary Schools (SIT-Tense Guide)." The questionnaires comprised three sections: Section A captured demographic information, Section B contained 16 items on perceived pedagogical complexities, and Section C included 15 items on perceptions of translanguaging. All items were measured on a 4-point Likert scale

ranging from Strongly Agree to Strongly Disagree.

To ensure validity, the instruments were subjected to expert review in the fields of English language education and educational research, which helped establish content and face validity by confirming the relevance, clarity, and appropriateness of the items. Reliability of the questionnaire was determined using Cronbach's alpha, yielding a coefficient of 0.81, which indicates good internal consistency.

The semi-structured interview guide consisted of open-ended questions designed to elicit in-depth responses and allow participants to elaborate on their experiences. Interviews were conducted both face-to-face and via virtual platforms, depending on participants' availability and preferences. With participants' consent, all interviews were audio-recorded and transcribed verbatim to ensure accuracy.

Quantitative data were analyzed using descriptive and inferential statistics, including frequency counts, simple percentages, mean, and an independent samples t-test. For the qualitative data, thematic analysis was employed following a systematic procedure: initial familiarization with the data through

repeated reading of transcripts, generation of initial codes, categorization of codes into broader themes, and interpretation of these themes in relation to the research questions. To enhance the trustworthiness of the qualitative findings, strategies such as member checking and peer debriefing were employed to validate interpretations and minimize researchers' bias.

RESULTS

Research Question 1: *What are the teachers' perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District?*

A mixed-methods approach was employed to answer this research question. This approach provided a comprehensive understanding of the instructional challenges faced by English language teachers in the district. While the quantitative data offered measurable insights into common perceptions across the broader sample, the qualitative responses added depth by capturing nuanced views, personal experiences, and contextual realities from individual participants. Together, these findings illuminated not only the prevalent complexities identified by teachers but also the underlying factors that contributed to these challenges in real classroom settings.

Table 1. Teachers' perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District

S/N	Items	$\bar{x}$	SD	Rank
1	I believe that students process their thoughts using their first language and communicate using the English language (Second language).	3.53	0.71	1 st
2	Students struggle to use verb tenses in context (e.g., past vs. present perfect).	3.18	0.78	6 th
3	The use of the mother tongue (Yoruba, Hausa, Igbo, etc.) is prohibited in my classroom.	2.85	1.03	14 th
4	The diversity of students' language backgrounds makes it difficult to effectively teach verb tenses in English.	3.10	0.92	10 th

5	The unavailability or inadequate teaching resources make the teaching of English verb tenses difficult.	3.02	0.90	13 th
6	I believe that students' native languages significantly have an effect on their ability to learn English verb tenses.	3.07	0.87	12 th
7	I believe that teachers' educational background can affect the teaching of English verb tenses	3.27	0.86	4 th
8	Students' socio-economic background can influence their learning of English verb tenses.	3.15	0.82	9 th
9	The type of school ownership (public or private) influences the resources and support available for teaching complex topics like English verb tenses.	3.27	0.75	3 rd
10	I believe that male and female teachers may have different approaches or challenges in teaching complex grammar topics like English verb tenses.	3.09	0.83	11 th
11	I find it difficult to explain the differences between similar verb tenses (e.g., present perfect vs. past perfect) to students.	2.54	1.01	16 th
12	Students often struggle to grasp English verb tenses despite repeated instruction.	3.23	0.78	5 th
13	Limited classroom time makes it challenging to teach English verb tenses thoroughly.	3.17	0.65	7 th
14	Teaching English verb tenses requires more instructional materials/practical activities compared to other grammar topics	3.27	0.88	2 nd
15	The available teaching materials provided do not adequately support the teaching of English verb tenses.	2.78	1.04	15 th
16	I believe that complexities in teaching the English language arise from the various rules of grammar	3.16	0.90	8 th

Source: Field Survey, 2025.

Results in Table 1 revealed that teachers generally perceived pedagogical complexities in teaching English verb tenses positively, with all items scoring above the benchmark mean of 2.5. The highest-rated item, "I believe that students process their thoughts using their first language and communicate using the English language (Second language)" (Mean = 3.53, SD = 0.71), reflects strong recognition of students' linguistic realities in the classroom. This was closely followed by "Teaching English verb tenses requires more instructional materials/practical activities compared to other grammar topics" (Mean = 3.27, SD = 0.88) and "The type of school ownership (public or private) influences the resources and support available for teaching complex topics like English verb tenses" (Mean = 3.27, SD = 0.75), suggesting both pedagogical resource

concerns and institutional factors. Moreover, several items highlight the influence of broader contextual elements, including "Teachers' educational background can affect the teaching of English verb tenses" (Mean = 3.27, SD = 0.86) and "Students often struggle to grasp English verb tenses despite repeated instruction" (Mean = 3.23, SD = 0.78), underlining both teacher and learner challenges. However, while most items indicate moderately high complexities, the lowest-ranked item is, "I find it difficult to explain the differences between similar verb tenses" (Mean = 2.54, SD = 1.01), although meeting the benchmark, suggests a notable area of instructional difficulty for some teachers. Similarly, "The available teaching materials provided do not adequately support the teaching of English verb tenses" (Mean =

2.78, SD = 1.04), which may point to gaps in curriculum support or resource design. It can be generally inferred from the analysis that the perception is high.

Thematic Analysis

The result of the thematic analysis conducted on information obtained from an interview titled “Teachers’ Perceptions on Pedagogical Complexities in Teaching English Verb Tenses in Secondary Schools in Osun East Senatorial District” also revealed the following key findings.

The analysis provided insights into teachers’ perceived pedagogical complexities and their views on the role of translanguaging in their classrooms.

- i. Teachers’ perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District.
- ii. The teachers identified several challenges that make the teaching of English verb tenses difficult. These include interference from students’ mother tongue (Yoruba), over-generalization of rules, confusion between similar tenses, limited exposure to English outside school, and large class sizes in public schools.

Supporting quotes from respondents:

1. *“They try to transfer the features of the mother tongue to the second language, which is the English language.”* (Interviewee 1)
2. *“Most of the students really rely on their first language, which has a different rule*

for verbs from the English language.” (Interviewee2)

3. *“Most students do confuse, do have some confusion between, okay, present perfect and past perfect.”* (Interviewee 6)
4. *“First, like the public school, they have a very large population of students in each class... trying to carry every student along is a great challenge.”* (Interviewee 10).

In summary, teachers consistently described these factors as pedagogical complexities that hinder students’ mastery of verb tenses and complicate lesson delivery.

Research Question 2: *What is the teachers’ perception about using translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District?*

A mixed-method approach was employed in addressing the second research question, employing both quantitative and qualitative data collection procedures. This dual approach provided a comprehensive understanding of translanguaging in teaching English verb tenses by English language teachers in the region. While the quantitative data offered measurable insights into common perceptions across the broader sample, the qualitative responses added depth by capturing views, personal experiences, and contextual realities from individual participants.

Table 2: Teachers’ perception about using translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District.

S/No.	Item	$\bar{x}$	SD	Rank
1.	The use of Yoruba during English verb lessons facilitates and connects home and school.	3.48	0.66	1 st

S/No.	Item	$\bar{x}$	SD	Rank
2.	Translanguaging makes it easier to teach irregular verbs (e.g., ring, eat, choose, begin)	3.17	0.74	6 th
3.	The use of other languages during the English tense lesson allows students to use their prior knowledge in comprehending the topic	3.22	0.83	5 th
4.	The use of other languages in English verb tense lessons provides opportunities for writing and reading activities.	2.87	0.93	12 th
5.	Translanguaging allows teachers and students to use the different tenses in English and their mother tongue	3.08	0.90	9 th
6.	Translanguaging in my classroom helps students see the similarities and differences between their native language and English verb tenses.	3.25	0.74	3 rd
7.	I have observed that students are more likely to participate in lessons when I incorporate translanguaging to teach verb tenses.	3.29	0.79	2 nd
8.	Translanguaging helps create a more inclusive classroom environment by validating students' linguistic backgrounds.	3.08	0.83	8 th
9.	I feel the use of translanguaging during English verb lessons helps in problem-solving through translation.	3.22	0.79	4 th
10.	I believe that the use of translanguaging in the classroom will affect the language competence of learners of English as a second language.	2.00	0.86	15 th
11.	I know that in the translanguaging in English verb tenses lesson, the first language (Yoruba or another mother tongue) is used freely with the English language	2.93	0.89	11 th
12.	I welcome the use of translanguaging in English verb tenses	3.07	0.89	10 th
13.	I intentionally switch between English and Yoruba (or other local languages) when teaching verb tenses to enhance comprehension.	3.13	0.91	7 th
14.	Translanguaging cannot be used in teaching the present perfect continuous tenses (e.g., The boy has been sleeping since morning	2.36	0.99	14 th
15.	School policies encourage or allow the use of students' first language when teaching English grammar topics like verb tenses.	2.85	1.00	13 th

Source: Field Survey, 2025.

Results in Table 2 showed that teachers generally have favorable perceptions toward the use of translanguaging in teaching English verb tenses, with the majority of items meeting or exceeding the benchmark mean score of 2.5. students' home languages into classroom instruction. Closely following are items reflecting observed benefits in students'

The highest-rated item, "The use of Yoruba during English verb lessons facilitates and connects home with school" ($\bar{x}$ = 3.48, SD = 0.66), highlighted a strong endorsement of the cultural and cognitive value of integrating engagement and cross-linguistic awareness, such as "Students are more likely to participate when translanguaging is used" ($\bar{x}$ = 3.29, SD =

0.79) and “Translanguaging helps students see similarities and differences between their native language and English verb tenses” ($\bar{x} = 3.25$, $SD = 0.74$), suggesting that the approach fosters deeper conceptual understanding. Other highly ranked items include the use of prior knowledge (“The use of other languages allows students to use their prior knowledge in comprehending the topic,” $\bar{x} = 3.22$, $SD = 0.83$) and problem-solving benefits through translation (“I feel translanguaging helps in problem-solving,” $\bar{x} = 3.22$, $SD = 0.79$), which reinforce translanguaging’s practical utility in navigating complex grammatical structures. However, two items fell below the benchmark: “Translanguaging cannot be used in teaching the present perfect continuous tense” ($\bar{x} = 2.36$, $SD = 0.99$), and “The use of translanguaging will affect learners’ competence in English” ($\bar{x} = 2.00$, $SD = 0.86$). These scores suggested hesitations or misconceptions regarding the limitations or risks of the practice, particularly concerning grammar complexity and language proficiency. Overall, the perception is Positive.

Thematic Analysis

The result of the thematic analysis revealed teachers’ expressions that translanguaging, strategically using multiple languages alongside English, can be an effective support strategy when teaching verb tenses. They acknowledged its usefulness in clarifying

complex concepts and building students’ confidence, while also cautioning against overuse.

Supporting quotes from respondents:

1. *“It is very vital that you are using what the students know to explain what they are yet to know.” (Interviewee 1)*
2. *“It helps to bridge the gap... builds their confidence and their understanding.” (Interviewee3)*
3. *“I use translanguaging only when the topic seems a bit complex... because when you use the first language too much, you are already deviating from what you are teaching them.” (Interviewee2)*
4. *“If you allow them to dwell too much in their mother tongue, you will... limit their English.” (Interviewee 4)*

In summary, teachers perceived translanguaging as a valuable pedagogical tool that enhances comprehension and reduces anxiety, particularly for students with weaker English foundations. However, they stress the need to use it moderately to avoid dependency on the first language.

Hypotheses

H01: There is no significant gender difference in teachers’ perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District

Table 3: Summary of Independent t-test on gender difference in teachers’ perceived pedagogical complexities on teaching English verb tenses in secondary schools in Osun East Senatorial District.

Gender	N	$\bar{x}$	SD	t-value	df	P-value	Remark
Male	41	50.29	5.64	0.87	118	0.39	Not Significant
Female	79	49.34	5.74				

Source: Field Survey, 2025.

Table 3 shows a t-value of 0.87 and a p-value of 0.39, which is greater than the 0.05 alpha-level of significance ($0.39 > 0.05$). Since the P

> 0.05 , it means there is no statistically significant difference in teachers’ perceived pedagogical complexities in teaching English

verb tenses based on gender. Therefore, the null hypothesis is not rejected, meaning that there is no gender difference in teachers' perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District.

H₀₂: There is no significant difference in teachers' perceived pedagogical complexities in teaching English verb tenses in secondary schools in Osun East Senatorial District based on school ownership

Table 4: Summary of Independent t-test of difference in teachers' perceived pedagogical complexities associated with teaching English verb tenses in secondary schools based on school ownership.

School ownership	N	$\bar{x}$	SD	t-value	df	p-value	Remark
Public	59	50.76	6.16	2.10	118	0.04	Significant
Private	61	48.61	5.04				

Source: Field Survey, 2025.

Table 4 showed a t-value of 2.10 and a p-value of 0.04. Since $P < 0.05$, this means that the hypothesis is significant; hence, it is rejected. This implies that there is a significant difference in teachers' perceived pedagogical complexities in teaching English verb tenses based on school ownership in secondary schools in Osun East Senatorial District. Public schools ($\bar{x} = 50.76$, $SD = 6.16$) reported higher complexity scores than their

counterparts in private schools ($\bar{x} = 48.61$, $SD = 5.04$).

H₀₃: There is no significant difference in teachers' perception of translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District based on school ownership.

Table 5: Summary of Independent t-test of difference in teachers' perception of translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District, based on school ownership.

School ownership	N	$\bar{x}$	SD	t-value	df	pvalue	Remark
Public	59	46.71	5.47	2.10	118	0.001	Significant
Private	61	43.38	5.69				

Source: Field Survey, 2025

Results in Table 5 showed a t-value of 2.10 and a p-value of 0.001, which is less than the 0.05 alpha level of significance ($0.001 < 0.05$). Since $P < 0.05$, this means that the hypothesis is significant; hence, it is rejected. This implies that there is a significant difference in teachers'

perception of translanguaging in teaching English verb tenses based on school ownership. Specifically, public school teachers ($\bar{x} = 46.71$, $SD = 5.47$) reported a higher perception score compared to their private school counterparts ($\bar{x} = 43.38$, $SD = 5.69$).

H04: There is no significant difference in teachers' perception about the use of

translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District, based on gender.

Table 6: Summary of independent t-test on the difference in teachers' perception of translanguaging in teaching English verb tenses in secondary schools in Osun East Senatorial District, based on gender

Gender	N	$\bar{x}$	SD	t-value	df	P-value	Remark
Male	41	45.85	5.32	1.14	118	0.26	Not Significant
Female	79	44.58	6.03				

Source: Field Survey, 2025.

Results in Table 6 revealed a t-value of 1.14 and a p-value of 0.26; since $P > 0.05$, H04 is not rejected. This indicated that there is no statistically significant difference in teachers' perception of translanguaging in teaching English verb tenses based on gender in secondary schools in Osun East Senatorial District. Male teachers ($\bar{x} = 45.85$, $SD = 5.32$) reported slightly higher perception scores than female teachers ($\bar{x} = 44.58$, $SD = 6.03$).

DISCUSSION OF FINDINGS

The findings revealed that teachers face significant pedagogical complexities in teaching English verb tenses, including linguistic interference from students' mother tongues, lack of context-specific instructional materials, and differences in institutional support. This implies that grammar instruction in multilingual classrooms is strongly influenced by learners' prior linguistic knowledge, as students tend to rely on familiar language structures when learning English. This may explain the observed confusion and overgeneralization of verb forms, particularly where there are structural differences between English and the learners' first language. This finding is consistent with Muhammad and Wakili (2023) and Nforbi and Siéwoué (2016), who reported that first language interference

contributed significantly to learners' difficulties in tense usage.

Findings also indicated that teachers perceive translanguaging as an effective instructional strategy for teaching English verb tenses. This suggested that allowing students to draw on their full linguistic repertoire supports comprehension and facilitates learning, particularly for those with limited proficiency in English. This is because translanguaging reduces cognitive load by connecting new grammatical knowledge to already familiar linguistic systems, thereby enhancing understanding and participation. This aligns with the findings of Garcia and Wei (2019) and Canagarajah (2017), who emphasized the role of translanguaging in meaning-making and learner engagement in multilingual classrooms.

However, the results emphasized the need for moderation in the use of translanguaging to prevent overreliance on the first language. This means that while translanguaging is beneficial, its effectiveness depends on careful and strategic application, ensuring that students are still adequately exposed to English. This supports Cenoz and Gorter (2020) findings that translanguaging should be used in a balanced way to support, rather than replace, target language learning.

Results further showed that teachers' perceptions of pedagogical complexities and attitudes toward translanguaging were consistent across gender, suggesting that gender does not significantly influence how teachers experience instructional challenges or adopt teaching strategies, possibly because such perceptions are shaped more by professional training and classroom realities than by gender differences. This finding is in line with Sunderland (2020), who reported minimal gender-based differences in pedagogical practices.

In contrast, school ownership emerged as a significant factor influencing teachers' perceptions. Private school teachers reported fewer instructional constraints and greater openness to multilingual practices, while public school teachers identified more institutional limitations. This implied that differences in resource availability, administrative support, and classroom conditions may account for variations in teaching experiences, thereby shaping teachers' perceptions and practices. This finding supports Dauda (2024) and Firdaus (2022), who highlight the role of institutional context in influencing instructional effectiveness.

While some studies present contrasting findings, these differences may be attributed to variations in research context, sample characteristics, and methodological approaches, rather than fundamental contradictions. This indicates that the applicability of pedagogical strategies such as translanguaging may be context-dependent, particularly in settings with differing levels of resources and institutional support.

Overall, findings showed that pedagogical complexities in teaching English verb tenses are shaped by a combination of learner-related, instructional, and institutional factors. This

underscored the importance of adopting context-sensitive teaching approaches and providing adequate support for teachers, particularly in multilingual and resource-variable settings such as the Osun East Senatorial District.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study examined teachers' perceptions of pedagogical complexities and the use of translanguaging in teaching English verb tenses in secondary schools in Osun State. The findings revealed that teachers face significant challenges, including linguistic interference from students' mother tongues, the need for context-specific instructional materials, and disparities in institutional support. These challenges often contribute to students' confusion and overgeneralization when learning English verb structures. Teachers highlighted translanguaging as an effective instructional strategy that bridges home and school language contexts, enhances learner participation, strengthens grammatical awareness, and reduces anxiety, particularly among students with weaker English foundations. However, results emphasized the importance of moderation to prevent overreliance on the first language. Results further indicated that teachers' perceptions of these complexities and attitudes toward translanguaging were consistent across genders. In contrast, school ownership emerged as a significant factor, with private school teachers reporting fewer instructional constraints and greater openness to multilingual practices, while public school teachers identified institutional limitations that heighten the challenges of grammar instruction. Overall, the study emphasizes the need for context-sensitive teaching strategies, adequate institutional support, and a balanced application of translanguaging. By addressing these pedagogical realities, grammar

instruction in multilingual and resource-variable settings, such as the Osun East Senatorial District, can be enhanced, ultimately leading to improved student outcomes in English language lessons.

Recommendations

Based on the foregoing findings, the following recommendations were made. Teachers are advised to use Yoruba strategically in English verb lessons to help students understand better and feel more confident. Schools should train teachers to use more materials and activities when teaching English verb tenses. Public schools should get more instructional and infrastructural support, as they often face larger classes, limited teaching resources, and other systemic constraints. Teachers should mix languages wisely; Yoruba can help, but too much may cause harm. Students should compare and clarify English tenses to reduce confusion and stop students from overgeneralizing rules. Teachers should create opportunities to use English outside school, like reading clubs or speaking activities. The government should provide extra help in public schools where class sizes make tense instruction more difficult. Teachers should keep teaching methods fair, so that boys and girls respond equally, so that whatever strategies are employed should work for everyone. Teachers should endeavour to use translanguaging to boost participation, especially for students with weak English language foundations. The government should support private and public schools differently based on their specific needs and resources.

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