

Teachers' Perception of their Pedagogical Needs for Teaching English Language in Secondary Schools

Agboola Faith Paul

Arts and Social Science Education Department, English Education,
Osun State University, Osogbo, Osunstate

Dooga Oryiman Abraham

Department of Agricultural education, Joseph Sarwuan
Taka University, Makurdi,

Eche Paul Aboje

cognitive technologies; from Neuron to cognition National Research
University, Higher School of Economics, Moscow Russia

Shima Sewuese Priscilla

Benue State University officially renamed Rev. Fr. Moses Orshio Adasu University,

Odunayo Micheal Ayanfe

Nickdel college Ibadan Oyo state, Department of Art and Social Sciences,

Abstract

This study looked on teachers' perceptions of their pedagogical needs for teaching English Language in secondary schools in Olorunda Local Government Area, Osun State. The study investigated the pedagogical demands of English language teachers, identified effective teaching methodologies, and established if teachers' perceptions varied by gender and school type. A descriptive survey research design was used. The survey included 159 teachers from selected public and private secondary schools. Data were gathered using a self-created questionnaire called the Pedagogical Needs for Teaching English Language Questionnaire (PNTELQ) and analyzed using frequency, percentage, and independent t-tests.

The findings revealed that teachers considered effective teaching methods, adequate instructional materials, language laboratories, sufficient teaching time, teachers' pronunciation skills, conducive classroom environments, and students' reading and listening abilities as essential pedagogical needs for effective English language teaching. Teacher qualification, teaching experience, motivation, well-equipped libraries, positive student attitudes, and supportive school leadership were also identified as important strategies for improving English language instruction. Teachers' judgments differed significantly depending on school type, but not by gender. The study concluded that effective English language teaching is dependent on adequate pedagogical resources, qualified teachers, and supportive learning environments, and it advocated for teachers' continuous professional development, improved instructional facilities, and supportive educational policies.

Keywords

Pedagogical needs, English language teaching, Teachers' perception, Secondary schools, Teaching strategies, English language instruction

Introduction:

Language is a tool that enables individuals to communicate and convey their ideas, views, feelings, and points of view. It also facilitates the interchange of information. The phrase "language" conjures up unpleasant thoughts of rules, drills, exams, and red marks on paper. In its broadest sense, the English language is considered as being dependent on the meanings that a structure conveys, rather than merely the rules. The English language is part of a wider interconnected system that comprises discourse, semantics, and "grammatization" (the process of obtaining linguistic expression using grammatical rules).

English is thought to be the language of the people of England. It is said to have originated with the Jute, Angles, and Saxons (2018), who were early inhabitants in Britain. It is a member of the Germanic branch of the Indo-European language family. At first, English was only spoken in Britain. Later, it grew and expanded to other regions of the world, including Asia, Germany, Africa, and other continents, as a native, second, or foreign language. English has gradually spread throughout the world (Arthur, 2016). Arthur said that English has received widespread recognition, establishing it as a medium of administration, education, international relations, commerce, and law. The English language is widely used over the world (Arthur, 2016).

In Nigeria, English is a second language and a lingua franca. This implies it is the language of communication, economics, national pride, law, the press, commerce, and education. As a language of instruction, it is a necessary precondition for advancement and professional advancement in the country. It is very important in a child's life and development because it is a key subject that has a significant impact on all other school subjects. However, English is a core subject in secondary schools. It's an excellent fundamental course. The course's primary features are meant to address the four basic language skills: listening, reading, speaking, and writing. It is intended that after mastering these abilities in secondary school, students who prefer to work would be able to utilize the language fluently, while those who wish to continue their study will be proficient. According to Ekene (2019), teachers must combine crucial elements of language experiences in classrooms. At this stage, English receives more critical attention.

As a result, learners' faults and deviant forms of English use provide a significant barrier to English language teaching and learning in Nigerian secondary schools. However, Akinbode (2016) divided errors in second language learning into two categories. They are both global and local. According to him, the former reduces a communication's intelligibility, but the latter has little effect on how the intended message is received. The scholar outlined the primary issues confronting grammar teaching and learning in Nigerian secondary schools as follows:

1. Language transfer (Interlingual)
2. Faulty application of rules (Intralingual)
3. Faulty instructional materials and techniques
4. The inconsistency in the orthography of English

According to Ajayi (2018), problems in the learning of English can be minimized through teachers' and learners' commitment to the task of teaching and learning. The art of spelling can be perfected through constant practice and reading. Learners should be encouraged to cultivate the habit of constant use of the dictionary, when in doubt about spelling of any word. Apart from the content and pedagogical skills which teachers must acquire, they must acknowledge the inestimable role of motivation in second language learning. This task can only be accomplished by competent teachers who are conversant with modern trends in language teaching. In the case of teaching profession, it is highly optimistic that if some measures are taken into considerations, there is a great prospect for teaching profession in the areas of English language.

The significance of English language acquisition as a foundation for proficiency in other school subjects cannot be overstated. Knowledge is vital for a country's educational, economic, and national growth, particularly in British colonized nations. As a subject, it is significant because of its utilitarian significance to society as a means of communicating administration and commerce (Salami, 2012). One of the most pressing educational issues in Nigeria is the poor/low level of academic performance in English.

The low performance of students in English at public examinations in recent years has been attributed to a significant drop in academic achievement and educational standards in Nigeria. According to Maleki and Zangani (2017), one of the most serious problems that EFL (English as First Language)

students face in their specific course of study is their inability to fully grasp the contents and concepts of the various subjects of the curriculum taught in the target language (English). This is the same issue with Nigerian ESL (English as a Second Language) students, who perform poorly in public tests for numerous school disciplines. This could be owing to their inadequacies in the English language, which is the medium of teaching, and may have a negative impact on their overall academic progress. According to Feast (2019), when children are poor in the language of instruction, they are less likely to perform well in the numerous educational topics taught in that language. Also, Olusegun and Irugebe (2013) believe that mother tongues can assist teachers conserve and cherish cultures while also developing lexically. Therefore, the intention of the researcher is to investigate the teachers' self-perception of their pedagogical needs for teaching English language in secondary schools in Olorunda Local Government Area of Osun State.

Statement of the Problem:

Learning or mastering a language requires a balance of correctness and fluency; linguistic and communicative ability. Despite this, the process of teaching and learning English language in Nigeria appears to be extremely ignoble. The failure of a large proportion of students to achieve the necessary proficiency in English language even after graduating secondary and higher secondary levels is a stark reminder of this harsh reality. Available records also demonstrate that the majority of pupils are unable to freely express themselves in English, whether in an educational or social situation, written or oral. They do not know how to talk correctly, either phonetically or grammatically, thus this curriculum was designed to bridge this gap.

Purpose of the Study:

The overall goal of this study is to look into how instructors see their pedagogical needs when teaching English in secondary schools. Specifically, the study seeks to identify the pedagogical needs for teaching English language as perceived by teachers, identify the appropriate strategies for teaching English language in classroom, determine if significant difference exists in the perception of needs based on teachers' gender, and determine if significant difference exists in the perception of needs based on school type.

Research Questions:

The study aims to answer the following questions: What are the pedagogical requirements for teaching English language as seen by teachers? What are effective ways for teaching English in the classroom? Is there a significant variation in perceptions of needs based on teacher gender? Is there a major difference in the perception of needs between school types?

Significance of the Study:

The findings will assist classroom teachers in becoming more knowledgeable about English language instruction in order to attain their teaching objectives. It will be of great use to the pupils since they will have a better understanding of what the English language is about. It would also be extremely beneficial to the government and curriculum planners because it gives solid data for enhancing English language teaching and learning in Nigerian secondary schools. It may also be used as reference material for many departments and faculties at Nigerian universities.

Scope of the Study:

This study will look at teachers' self-perceptions of their pedagogical needs when teaching English in secondary schools in Olorunda Local Government Area, Osun State. The study would include twenty (20) secondary schools (public and private) in Olorunda Local Government Area, Osun State. The random sample technique will be utilized to pick 100 instructors from 20 secondary schools.

Operational Definition of Terms:

English is the primary official language of administration, school instruction, and business in Nigerian society. Language is the medium of communication, whether verbal or oral. Pedagogical Needs is the study of teaching methods and strategies within the educational system. Perception is the process of becoming aware of, knowing, or identifying something with one's senses. Secondary schools are

facilities that educate pupils from 11 to 18 years old. A teacher is someone who teaches or instructs secondary school students. Teaching is the process by which one assists others in acquiring knowledge, skills, and attitudes.

The first cohesive theory of learning was the behaviorist theory, which drew on the work of Pavlov in the Soviet Union and Skinner in the United States. Behaviorism affected much of language acquisition and teaching in the 1950s and 1960s (Crystal, 2012). Behaviorism held that all learning, including language, proceeded through a process of imitation, practice, reinforcement, and habit building. Behaviourists stated that habits form when learners successfully generate language that approximates what they are exposed to in the input and receive positive feedback for their efforts. According to this viewpoint, FLL is an imitation and reinforcement process in which students try to imitate what they hear and develop a set of acceptable habits in the new language via regular practice (Crystal, 2012).

Behaviourist ideas sought to explain how learners might learn the most challenging features of the L2, namely the elements that are the least similar to their first language (L1). The properties of the L1 are assumed to influence the trajectory of L2 learning: learners "transfer" sounds, structures, and usages from one language to another. According to the Contrastive Analysis hypothesis, the possible negative transfer from NL to FL can be predicted by comparing descriptions of the two linguistic systems and identifying their differences. Where there were similarities between L1 and L2 structures, L2 learning would be easy; where there were variances, the L2 learner would struggle. According to Odlin (2010), transfer is the result of the target language's similarities and differences with any other language that has been previously—possibly insufficiently—acquired. The process through which students try to adapt the structures and conventions of their first language to the second is known as language transfer. Burt and Krashen (2014) found that L2 learners from different backgrounds made similar mistakes, and that a contrastive analysis of learners' L1 and L2 could not have anticipated some of these mistakes.

In recent years, cognitive psychologists have begun to question the fundamental tenets of behavioral models of learning. Learning is defined as the acquisition and storage of knowledge, rather than a series of conditioned responses to previously encountered stimuli. Behaviourist psychologists focus on the individual's behavior, whereas cognitive physiologists stress the mental process that underpins that response (Hutchinson, 2011).

The principal alternative to the behaviourist approach emphasizes the importance of cognitive elements in language learning. Learners are credited for creatively applying their cognitive talents to develop hypotheses about the structure of a foreign language. They develop rules, test them, and change them if they prove ineffective. As students learn more about the second language, language acquisition moves through a number of transitional stages (Crystal 2012). Mistake analysis is a type of language analysis that concentrates on the mistakes that pupils make, according to Abisamara (2013). It is a comparison of mistakes made in the target language. Corder (2014) states that error analysis has two goals. theoretical and applied. The theoretical object explains what and how a learner learns when studying a second language, whereas the applied object allows the learner to learn more efficiently by using our knowledge of his dialect for pedagogical purposes.

However, error analysis is a tremendously difficult issue. Some errors are caused by the mother tongue, some by external influences like as inadequate training or materials, and still others by a desire to be understood.

Origin and Importance of English in Nigeria

According to Bamgbose (2019), estimates of the number of languages spoken in Nigeria range from 150 to 400. English is the official language of Nigeria. Although using English as the official language in Nigeria helps to diffuse ethnic tensions, it raises concerns about the users' identity and validity. English is the official language for government, administration, trade and commerce, law and justice, and education, according to the Nigerian Constitution.

The English language has firmly established itself as the language of upward mobility in Nigeria (Yusuf, 2013). Christian missionaries offered formal Western education to the area, and English came

to represent authority and achievement. Because of Nigeria's multi-ethnic linguistic mix and English's reputation as a world language, the language also Initially used for school instruction, it eventually became the official language.

Adetugbo emphasizes the significance of the English language as follows:

English language is the interconnecting language amongst Nigerians from different geopolitical zones and different ethnicities.

- English language is a worldwide language and it is the means of communication in over 30% of all countries in the world.
- Without a pass in English language, students cannot move from secondary level of education into tertiary institutions.
- The inability to communicate in English language would definitely make international trade impossible.

The significance of English language in Nigeria cannot be overstated because it is a crucial tool for national development.

Problems in Learning English as a Second Language.

Some difficulties and problems in learning a second language have been identified. The problems in Nigerian classrooms include a lack of ESL teacher training. Most ESL teachers lack basic teaching skills, adequate exposure, and a comprehension of the English language structure. Low levels of personal language ability are connected with poor comprehension of second language training. Ngoran claims that "English Language is extremely poorly taught in Nigerian schools, as evidenced by the poor examination results."

Most Nigerian classrooms have less positive characteristics in the learning environment. A positive environment comprises adequate linguistic landscapes in classrooms, learners' incapacity to make the transition from learning to acquiring L1, and the gap that arises in learning through interaction and shared social involvement in multicultural L2 classrooms (Freeman, 2015).

It has also been found that most L2 classroom teachers have little expertise teaching young learners from varied Language and cultural backgrounds (Fernandes, 2016). Most Nigerian classrooms are overcrowded, making it difficult for teachers to maintain discipline. In such cases, teachers struggle to encourage young students in multicultural L2 classes to converse with their peers in English. The most common impediment to teaching and learning English in Nigerian schools is a lack of school supplies and technological equipment. Ngoran (2013) recommends for an ESP strategy. This is a more communicative and engaging style to teaching English, which is thought to make the learning process more enjoyable.

According to Espelago and Holt (2011), peer pressure dictates that in order to belong and be accepted in a group, one must act accordingly. As a result, most Nigerian students, particularly those in secondary school, must communicate in pidgin because it is the language of most peer groups. The pervasive use of pidgin in most communication situations makes it difficult to learn and understand English.

According to Lasagabaster (2011), young students are more motivated to learn a foreign or second language when their teacher exhibits proficiency and mastery of the language. Andreia (2013) advocated providing English teachers with pedagogical tools to make the English learning experience more memorable.

Second language learning is a deliberate learning activity performed by someone who has already learned their first language or mother tongue. The student is already familiar with how languages work and have learnt to communicate using a system that operates in his mother tongue (Akinsolu, 2012). According to Crystal (2012), second language learning occurs in classrooms when students follow a structured course led by a teacher.

Proficiency refers to a person's ability to utilize a language, such as reading, writing, speaking, and understanding it (John & Weber, 2012). Stern (2018) defines competency as linguistic contents such as phonology, vocabulary, and syntax, although more recent versions incorporate semantic, discourse, and sociolinguistic aspects. Today, proficiency is stated emphatically in communicative rather than linguistic terms.

Influence of First Language (L1) on Second Language (L2)

Prior to the introduction of English, Nigeria's basic mother tongues were Yoruba, Igbo, Hausa, and others. When the British brought the English language through missionaries and trade, regional languages coexisted with the English language, causing interference. Nigerian learners struggled with English's irregular grammar and different sound letters, as several regional languages in Nigeria are phonetic while English is not. In Nigeria, English classes do not employ the official terminology of "English through English Teaching". English professors regularly use the bilingual approach to teach students. Mother tongue interference, especially in rural areas, is caused by language disparities and improper spelling and pronunciation.

Learning a second language is challenging for pupils from rural areas, and when they do use English, the localization is obvious (Lightbown and Spada, 2010). Olawale (2015) stated that learning the mother tongue occurs spontaneously through family members, friends, and the environment, but learning English is an artificial and regulated process. Because there are no good English models to imitate, the issue of mother tongue interference prevails.

According to Euba (2015), current English teaching at the school level is unsatisfactory due to overcrowded classes, inadequate accommodation and infrastructure, limited hours for teaching the subject, a lack of teaching methods, a lack of practice in sounds and spelling, and a lack of exposure to the language both inside and outside of the classroom.

Interference is both a psycholinguistic concept and a reality in language learning. Interference contributes to errors in second language learning. Interference can be positive or bad. Negative transfer makes it difficult to utilize the target language, whereas positive transfer makes it easier to acquire the second language because the two languages are comparable (Ellis, 2017).

Class Size as a Predictor for Good Understanding of English Language

Class size refers to the total number of students assigned to a teacher throughout all or part of his or her teaching schedule. Scholars, teachers, and educational experts have long been worried about the impact of class size on student achievement.

According to research, class size has a significant impact on learning and teaching. In large courses, teachers must devote more time and resources. They have trouble engaging with students, evaluating their performance, and marking exam papers. Blatchford (2012) found that in small classes more teaching takes place and students are more likely to interact with their teachers because they receive greater individual attention.

Students in large courses are more inclined to skip class. Attendance is difficult to track, and absenteeism limits opportunities to learn from professors and peers. Students who attend classes on a regular basis have more opportunity to develop academic abilities such as responding to questions, thinking critically, analyzing, interpreting, processing information, making conclusions, and practicing the language both vocally and in writing. Teachers favor smaller classrooms because they make it easier to fulfill the requirements of their students, create classroom norms, stimulate group work, arrange debates, and provide effective continuous evaluation. Class size has an impact on assessment as well since teachers struggle to provide enough written feedback.

Teachers in large classes face a number of challenges, including a lack of opportunities to connect with their students on a personal level, decreased motivation, reduced active participation, lower quality interaction, fewer opportunities to develop cognitive skills, increased behavioral problems, and increased student diversity.

The Problems of Teaching Methods in English Language

According to Juno (2016), teaching method is the organization of learning activities to achieve a specific educational goal. Teaching methods include structured instruction, lectures, and hands-on demonstrations. Teaching techniques differ from educational media in that several teaching methods can be used within the same educational medium.

Olawale (2015) stated that the best teaching method is the one which spends the least time and, with the resources available, achieves the highest returns. The teaching method is a series of activities carried out in accordance with existing conditions and opportunities to create the most conducive

atmosphere for successful and desirable instruction. Learning is defined as any consistent change in behavior resulting from prior experience. Teaching does not always lead to learning.

Methodology

Introduction

This chapter describes the research methodology that will be used in this study. This includes the research design, population, sample, and sampling techniques, research instruments, instrument validity and reliability, data collection procedures, and data analysis methods.

Research Design

The researcher will make use of descriptive research design.

Population

The population for this study would be all secondary school teachers in Olorunda Local Government Area, Osun State.

Sample and Sampling Techniques

A simple random selection technique will be used to choose twenty (20) secondary schools within Olorunda Local Government. A purposive sample strategy will be used to choose all of the English teachers from twenty selected secondary schools. The sample size for the study will be 100 (100 teachers).

Research Instrument

This study will employ a self-created questionnaire dubbed the 'Pedagogical Needs for Teaching English Language Questionnaire' (PNTELQ). The questionnaire will include two sections (A and B). Section "A" will collect demographic information from respondents, whereas section "B" will include elements dependent on the study questions. The instrument's item parts will be evaluated on a 4-point Likert scale, with "1" representing "Strongly Disagree" and "4" representing "Strongly Agree."

Validity of Instrument

To confirm the instrument's face and content validity, it would be distributed to five (5) lecturers from the Faculty of Education at Osun State University for feedback and changes. Their observations and corrections will be considered in the final draft of the instrument.

Reliability of Instrument

The test-retest approach will be used to determine the instrument's consistency. The questionnaire will be distributed to 20 responders who are not part of the sample. The administration will be done twice during a three-week period. The Cronbach's alpha reliability test will be used to assess the instrument's reliability coefficient.

Procedure for Data Collection

The researcher will visit each school to administer the instrument to the respondents. 100 copies of questionnaire will be administered and collected back by the researcher with the help of research assistant from each school.

Method of Data Analysis

The replies from the participants will be carefully entered into the computer grid using the Statistical Package for Social Science (SPSS) software, version 23.0. The data will be reviewed for errors and outliers using the descriptive approach in SPSS. Data will be screened and analyzed thoroughly to answer research questions. To answer the study's questions, descriptive and inferential statistics such as percentage analysis, frequency count, standard deviation, and t-test analysis will be used.

Results

This chapter describes how to analyze data and understand the results. The first portion uses descriptive statistics to show the demographic distribution of respondents. The second section analyzes the study issue using frequency and percentage.

Results

Table 1: Respondent Distribution by Gender
(N = 159)

	F	%
Male	75	47.2
Female	84	52.8
Total	159	100.0

Table 1: presents the gender distribution of respondent. It shows that 47.2% are male while 52.8% are female.

Analysis of Research Question

Research Question 1: What are the pedagogical requirements for teaching English language as seen by instructors in Olorunda Local Government Area, Osun State ?

Table 2: Analysis of the pedagogical needs for teaching English language as perceived by teachers in Olorunda Local Government Area of Osun State (N = 159)

S/N	ITEMS	RESPONSE							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	f	%	F	%	F	%
1	Mother tongue influences the teaching and learning of English as a second language	86	54.1%	64	40.3%	7	4.4%	2	1.3%
2	Use of English language by teachers frequently influence the teaching of English language	83	52.2%	56	35.2%	16	10.1%	4	2.5%
3	Appropriate teaching methods is important in teaching English language	77	48.4%	57	35.8%	16	10.1%	9	5.7%
4	Language laboratories in school influence the teaching of English tenses	75	47.2%	67	42.1%	14	8.8%	3	1.9%
5	Teaching materials affect teaching and learning of English language in the classroom	64	40.3%	63	39.6%	24	15.1%	8	5.0%
6	Phonological pronunciation of teachers affects learning of English language	72	45.3%	56	35.2%	21	13.2%	10	6.3%
7	The time allotted for English language is important in the teaching of English language	88	55.3%	54	34.0%	11	6.9%	6	3.8%
8	Reading and listening skills among students influence learning of English language	77	48.4%	57	35.8%	19	11.9%	6	3.8%
9	Conducive classroom setting affects the teaching and learning of English language	65	40.9%	66	41.5%	18	11.3%	10	6.3%
10	Attitude of students towards the use of English language is essential	70	44.0%	55	34.6%	25	15.7%	9	5.7%

Table 2: presents the analysis of the pedagogical needs for teaching English language as perceived by teachers in Olorunda Local Government Area of Osun State. The items the respondents agreed with were; mother tongue influences the teaching and learning of English as a second language (94.4%), Use of English language by teachers frequently influence the teaching of English language (87.4%), Appropriate teaching methods is important in teaching English language (84.2%), Language laboratories in school influence the teaching of English tenses (89.3%), teaching materials affect teaching and learning of English language in the classroom (79.9%), Phonological pronunciation of teachers affects learning of English language (80.5%), the time allotted for English language is important in the teaching of English language (89.3%), Reading and listening skills among students influence learning of English language (84.2%), Conducive classroom setting affects the teaching and learning of English language (82.4%), attitude of students towards the use of English language is essential (78.6%).

Research Question 2: What are the appropriate strategies for teaching English language in classroom?

Table 3: Analysis of the appropriate strategies for teaching English language in classroom (N = 159)

S/N	ITEMS	RESPONSE							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		f	%	f	%	f	%	F	%
1	Equipped library affect the teaching and learning of English language	58	36.5%	69	43.4%	23	14.5%	9	5.7%
2	Teachers' motivation affect the teaching-learning process of English language	51	32.1%	77	48.4%	17	10.7%	14	8.8%
3	Positive attitude of students towards English language is an appropriate strategies.	65	40.9%	67	42.1%	18	11.3%	9	5.7%
4	Assimilation of students influence teaching-learning of English tenses	78	49.1%	58	36.5%	15	9.4%	8	5.0%
5	Qualification of teachers influence the teaching-learning process of English language	73	45.9%	66	41.5%	13	8.2%	7	4.4%
6	Teacher's experience influences the teaching and learning of English language	73	45.9%	62	39.0%	18	11.3%	6	3.7%
7	Organizational commitment of staff affect teaching and learning of English language	57	35.8%	74	46.5%	23	14.5%	5	3.1%
8	Principal leadership styles influence teaching performance of teachers	59	37.1%	79	49.7%	17	10.7%	4	2.5%
9	Speaking rate of Pidgin English english affect the teaching and learning of English language	48	30.2%	85	53.5%	16	10.1%	10	6.3%
10	Code-mixing and code-switching inclunece the teaching-learning process of English language	70	44.0%	63	39.6%	23	14.5%	3	1.9%

Table 3: presents the analysis of the appropriate strategies for teaching English language in classroom. The items the respondents agreed with were; equipped library affect the teaching and learning of English language (79.9%), teachers' motivation affect the teaching-learning process of English language(80.5%), Positive attitude of students towards English language is an appropriate strategies (83.0%), assimilation of students influence teaching-learning of English tenses (85.6%), qualification of teachers influence the teaching-learning process of English language (87.4%), teacher's experience influence the teaching and learning of English language (84.9%), Organizational commitment of staff affect teaching and learning of English language (82.3%), Principal leadership styles influence teaching performance of teachers (86.8%), Speaking rate of Pidgin English english affect the teaching and learning of English language (83.7%), Code-mixing and code-switching influence the teaching-learning process of English language (83.6%).

Research Question 3: Is there any significant difference in the perception of needs based on teachers' gender?

Table 4: Summary of t-test Analysis to know if their difference in the perception of needs based on teachers' gender

	N	Mean	S.D	T	Df	Sig. (2-tailed)	Remark
MALE	75	11.78	2.64	0.002	157	0.998	Not Significant
FEMALE	84	11.78	2.84				

Table 4: Conducts an analysis to determine whether there is a difference in instructors' perceptions of needs based on their gender. The findings show that there is no significant variation in perceptions of needs based on instructor gender ($t = 0.002$, $df = 157$, $p > 0.998$). This implies that male teachers' perceptions of needs are the same as female teachers.

Research Question 4: Is there any significant difference in the perception of needs based on school type?

Table 5: Summary of t-test Analysis to know if there difference the perception of needs based on school type

	N	Mean	S.D	T	Df	Sig. (2-tailed)	Remark
PRIVATE	61	12.53	2.91	2.962	157	0.006	Significant
PUBLIC	98	10.31	2.59				

Table 5: conducts an investigation to determine whether there is a difference in teachers' perceptions of needs based on school type. The results show that there is a substantial variation in teachers' impression of needs based on their school type ($t = 2.962$, $df = 157$, $p > 0.0006$). This implies that private school teachers have a different sense of needs than public school teachers.

Discussion, Conclusion and Recommendation

Discussion

The findings of this study show that the appropriate strategies for teaching English language in the classroom were: equipped library, teachers' motivation, positive attitude of students toward English language is an appropriate strategy, assimilation of students influence teaching-learning of English tenses, qualification of teachers influence the teaching-learning process of English language, teacher's experience influence the teaching and learning of English language.

Principal leadership styles influence the teaching performance of instructors. The rate at which Pidgin English is spoken has an impact on English language teaching and learning. Interaction with others is essential for the development of higher-level cognition. This is consistent with Mercer's (2008) argument that teachers may facilitate this process by focusing attention on relevant content and providing problem-solving tools such as modeling, scaffolding, and a variety of other prompts that promote different methods of reasoning. Language teachers must simultaneously scaffold their students' knowledge and language use for increasingly academic language expressions in the second language, allowing for higher order thinking in the language classroom. Students are exposed to new ways of thinking and thought patterns when they have the opportunity to participate in both online and in-person discussions with more competent others, and with repeated exposure, they eventually acquire not only new content but also new ways of thinking.

Furthermore, pedagogical needs for teaching English language as perceived by teachers in Olorunda Local Government Area of Osun State were: mother tongue influences the teaching and learning of English as a second language; teachers' frequent use of English language influences the teaching of English language; Appropriate teaching strategies are critical in teaching English. Language laboratories in schools have an impact on the way English tenses are taught. Teaching materials influence the teaching and learning of English in the classroom.

Teachers' phonological pronunciation effects English language acquisition, and the amount of time allotted to English language is critical in English language instruction. Reading and listening skills enhance students' English acquisition, whereas a favorable classroom environment influences English teaching and learning. This is consistent with Mohan's (2008) observation that effective scaffolding teachers have deep content knowledge of the subjects they teach, allowing them to scaffold students' thinking in constructive directions and model the skills they need to learn in ways that are meaningful and engaging to them.

Conclusion

The study's principal finding is that a variety of factors influence English instruction in a classroom in Osun State, Nigeria. First, the teachers showed ambiguity regarding which language should be the first or second language. Teaching English in Osun State Nigeria is challenging due to the lack of standardized written forms for students' vernacular. Teachers are responsible for more than just teaching their pupils' first or second language; they also have a significant impact on their future lives.

Recommendations

1. There is a need for further support for teachers in understanding how and when to use the target language and mother tongue in classroom lessons, and such pedagogical issues could be addressed in further EIA professional and language development material.
2. It still seems that the majority of the Secondary EIA teachers use Bangla and translation methods in their English lessons. Therefore, it is worth investigating why this is happening and find ways to support them.
3. English language training in secondary schools often focus on learning grammar rules. The current examination system prioritizes it, which could be the fundamental reason. The EIA should advise the government to promote systemic reform.
4. The students reported that they enjoy interactive activities such as group and pair work, dialogue, and listening activities in their English lessons. It may be good to share this knowledge with EIA teachers via cluster meetings or EIA bulletins. Some teachers may require more time and coaching to gain confidence in managing these activities in their classes.

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