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Analysing student attitudes towards effective communication in English at secondary level schools in erstwhile Warangal, Telangana, India

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Abstract
The research study focuses on understanding the attitudes and perceptions of secondary school students regarding the teaching and learning of English for effective communication. By analyzing responses to a structured questionnaire, the study highlights key challenges, teaching methodologies, and the effectiveness of English language instruction in secondary level schools. The findings are crucial for educators, policymakers, and curriculum developers aiming to enhance English language proficiency at the foundational level.

Keywords: Analysing, communication, socio-constructivist theory, spatial analysis

Introduction
Effective communication in English is a pivotal skill for students at the secondary level, especially in countries where English is not the primary language. This research investigates the prevalent issues in English language education, focusing on factors such as teaching methodologies, student engagement, and the role of motivation and instructional aids. Understanding student attitudes towards English learning is essential to identify gaps and improve the teaching approaches at this educational stage.

Objectives
By addressing these objectives, the study aims to provide a holistic understanding of the barriers to English learning and propose actionable strategies for improvement.
1. To Identify Challenges in English Learning
2. To Evaluate the Effectiveness of Teaching Methods
3. To Explore the Role of Teaching Resources and Innovation
4. To Address Structural and Institutional Challenges
5. To Analyze Teacher-Related Issues
6. To Examine the Role of Environment and Parental Support
7. To Propose Solutions for Improving English Learning

Research Questions
1. What are the primary challenges faced by secondary school students in learning English for effective communication?
2. How effective are the current teaching methodologies in fostering English language proficiency among secondary school students?
3. What role do teaching resources and classroom innovations play in enhancing English communication skills?
4. How do structural and institutional factors, such as class size and instructional time, affect English language learning?
5. To what extent do teacher-related factors, including motivation and pedagogical practices, influence student attitudes towards English learning?
6. How do environmental and parental support systems contribute to or hinder students' English language development?

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7. What strategies and interventions can be proposed to address the barriers to English learning at the secondary level?

Literature Review
The significance of English as a global language has made its effective teaching and learning a priority, particularly in non-native settings. Research indicates that secondary school students face numerous challenges in developing English communication skills. Brown (2007) [1] highlights the importance of motivation and contextual teaching in language acquisition, while Ellis (2008) [2] emphasizes understanding learners' needs. Theories of second-language acquisition, such as Krashen's Input Hypothesis (1982) [6], underline the role of meaningful input in fostering language skills. Gardner and Lambert (1972) [3] explore the influence of attitudes and motivation on language learning, noting that positive perceptions can enhance proficiency.

Several studies have also noted the pivotal role of teaching methods and resources. Harmer (2015) [5] argues that innovative pedagogies, such as task-based learning and the integration of audio-visual aids, are critical for engagement and comprehension. Nunan (1991) [9] suggests that traditional grammar-translation methods may hinder active learning and communicative competence. Moreover, structural challenges, such as large class sizes and limited instructional time, further exacerbate difficulties (Richards & Rodgers, 2014) [11].

This study builds on these theoretical underpinnings by investigating students' attitudes towards English instruction and identifying systemic barriers to effective communication in English at secondary schools.

Theoretical Framework
The study is grounded in the socio-constructivist theory of language learning, which emphasizes the interaction between learners and their environment in developing communication skills. Vygotsky's (1978) [14] concept of the Zone of Proximal Development (ZPD) informs this research, suggesting that learners progress when provided with appropriate scaffolding and support.

Additionally, Krashen's (1982) [6] Input Hypothesis and Affective Filter Hypothesis guide the investigation into the role of motivation, emotional factors, and comprehensible input in language learning. Gardner and Lambert's (1972) [3] socio-educational model of second language acquisition further frames the analysis of student attitudes, emphasizing the influence of cultural and motivational factors.

The study also incorporates the communicative language teaching (CLT) approach, which advocates for authentic, meaningful interaction in language learning. By focusing on students' perceptions of teaching methods and their preferences for practical applications, this research aligns with the CLT principles of learner-centeredness and real-world relevance.

Research Themes
This research focuses on identifying and addressing key factors that influence English language learning and teaching. The study highlights challenges, strategies, and opportunities within various domains of English education, including teacher practices, student engagement, and external support systems.

1. Challenges in Learning English
- Students struggle with pronunciation (Question 1).
- Students face difficulty in speaking (Question 2) and writing English (Question 3).
- Students face difficulty in speaking (Question 2) and writing English (Question 3).
- The preference for content or story over grammar and vocabulary hinders language learning (Question 4).
- Students do not like English as it feels foreign to them (Question 5).
- There is poor understanding of real-life English situations (Question 6).
- A general phobia of English examinations exists (Question 7).
- Students prefer scoring marks over practical application of the language (Question 8).

2. Ineffectiveness of Teaching Methods
- Speaking English is neglected by both teachers and students (Questions 9, 11).
- Teachers rely heavily on mother tongue translations (Questions 10, 16, 17, 19).
- Speaking English is neglected by both teachers and students (Questions 9, 11).
- Formal grammar and structural teaching are overlooked (Questions 12, 13, 15).
- Formal grammar and structural teaching are overlooked (Questions 12, 13, 15).
- By-heart methods are predominantly used to teach (Question 14).
- Formal grammar and structural teaching are overlooked (Questions 12, 13, 15).
- Teachers rely heavily on mother tongue translations (Questions 10, 16, 17, 19).
- Teachers rely heavily on mother tongue translations (Questions 10, 16, 17, 19).
- Teaching composition is often neglected (Question 18).
- Vocabulary is not practiced in sentence construction (Question 20).

3. Lack of Teaching Innovation and Resources
- Audio-visual aids and other teaching tools are rarely used (Questions 28).
- Teaching is focused strictly on the syllabus and exams, not holistic language development (Questions 21,22).
- Teaching is focused strictly on the syllabus and exams, not holistic language development (Questions 21,22).
- Language games and interactive methods are absent (Question 23).
- The neglect of remedial classes and additional support for backward students is common (Questions 24,25,26).
- The neglect of remedial classes and additional support for backward students is common (Questions 24,25,26).
- The neglect of remedial classes and additional support for backward students is common (Questions 24,25,26).
- Audio-visual aids and other teaching tools are rarely used (Questions 27).

4. Structural and Time Constraints
- A 45-minute class is insufficient for comprehensive language teaching (Question 30).

- Poor classroom infrastructure and environment in government schools exacerbate challenges (Question 29).
- Large class sizes prevent effective learning (Question 30).
- Schools lack sufficient English resources in libraries (Question 31).

5. Teacher-Related Issues
- Lack of motivation given to students before English lessons (Question 32).
- Teachers focus on ready-made materials instead of preparing original lessons (Question 33).
- Many teachers do not actively address language errors (Question 34).

6. Environmental and Parental Challenges
- Home environments are not conducive to English learning (Question 35).
- Parental illiteracy and lack of involvement in language development hinder progress (Questions 37, 38).
- Parental illiteracy and lack of involvement in language development hinder progress (Questions 37, 38).
- The influence of mother tongue contributes to errors in English learning (Question 39)..

7. Potential Solutions for Improving English Learning
- Literary competitions can promote English learning effectively (Question 42).

This thematic categorization helps streamline the key issues and recommendations for English teaching and learning, providing a clear framework for research and intervention strategies.

Methodology
This research employed a quantitative approach using a structured questionnaire to analyze students' attitudes towards English communication. The questionnaire comprised 39 items addressing various aspects of English teaching and learning, including pronunciation, grammar, vocabulary, and teaching methodologies. Participants were secondary school students from both English and Telugu medium schools, with an equal distribution of 30 students from each medium.

The responses were collected using a Likert scale format, where students indicated their agreement, disagreement, or uncertainty regarding the statements. Data analysis was conducted to identify trends and draw insights into the challenges faced by students in English language acquisition.

Key demographic factors, such as medium of instruction and school infrastructure, were considered to contextualize the findings. This method ensured a comprehensive understanding of the barriers and potential solutions for enhancing English communication skills among secondary school students.

Medium of Instruction
- **Telugu**: 30 responses
- **English**: 30 responses
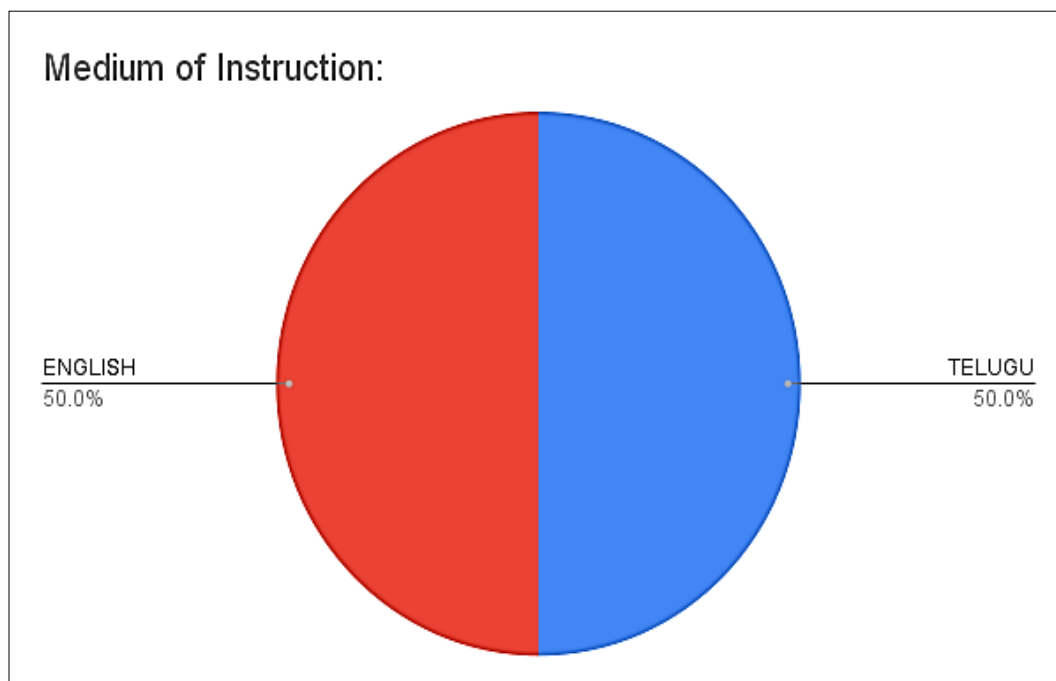
This indicates an equal distribution between Telugu and English as the medium of instruction among the respondents.

Results and Discussion
The analysis of "1. Do not understand the pronunciation of the English teacher in the classroom" reveals the following:

- **Disagree**: 39 responses (majority believe they understand the pronunciation).
- **Agree**: 20 responses (some students face issues with understanding pronunciation).
- **Undecided**: 1 response (uncertain about their understanding).

1. Do not understand the pronunciation of the English teacher in the classroom.

Undecided
1.7%

Agree
33.3%

Disagree
65.0%
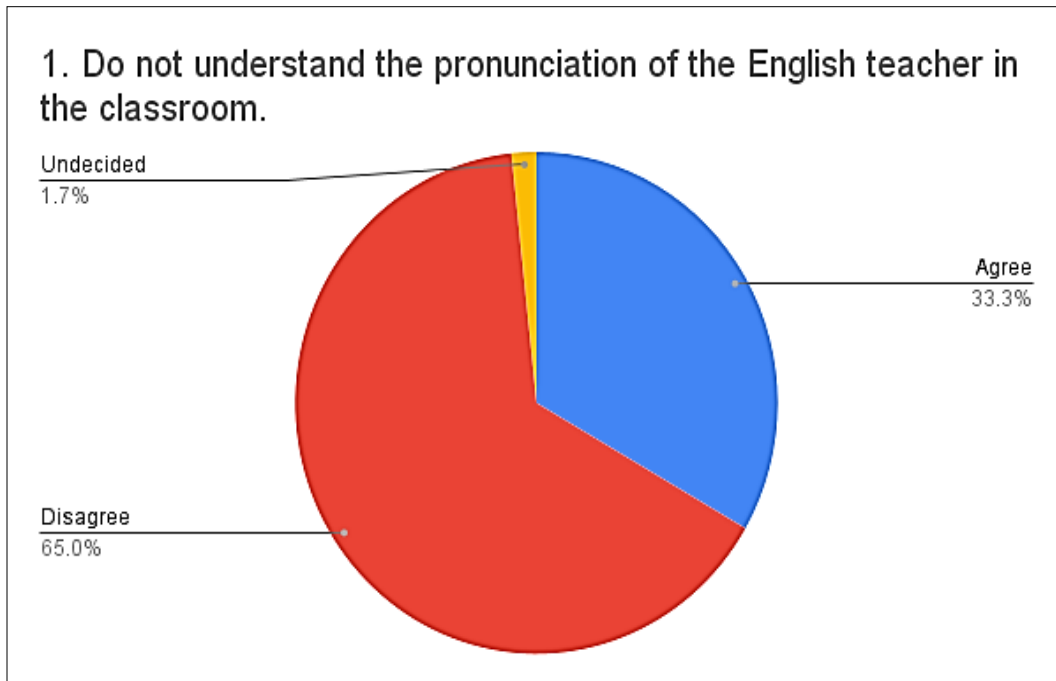
In conclusion, while most students report no difficulty in understanding their English teacher's pronunciation, a notable minority still faces challenges. This indicates an opportunity to address pronunciation clarity or provide additional support for students struggling in this area.

The analysis of "2. We are very poor in speaking in English" reveals the following

- **Agree**: 52 responses (majority feel they are poor in speaking English).
- **Disagree**: 5 responses (a minority believe they are not poor in speaking English).
- **Undecided**: 3 responses (some are unsure about their English speaking ability).

2. We are very poor in speaking in English.

Disagree
8.3%
Undecided
5.0%

Agree
86.7%
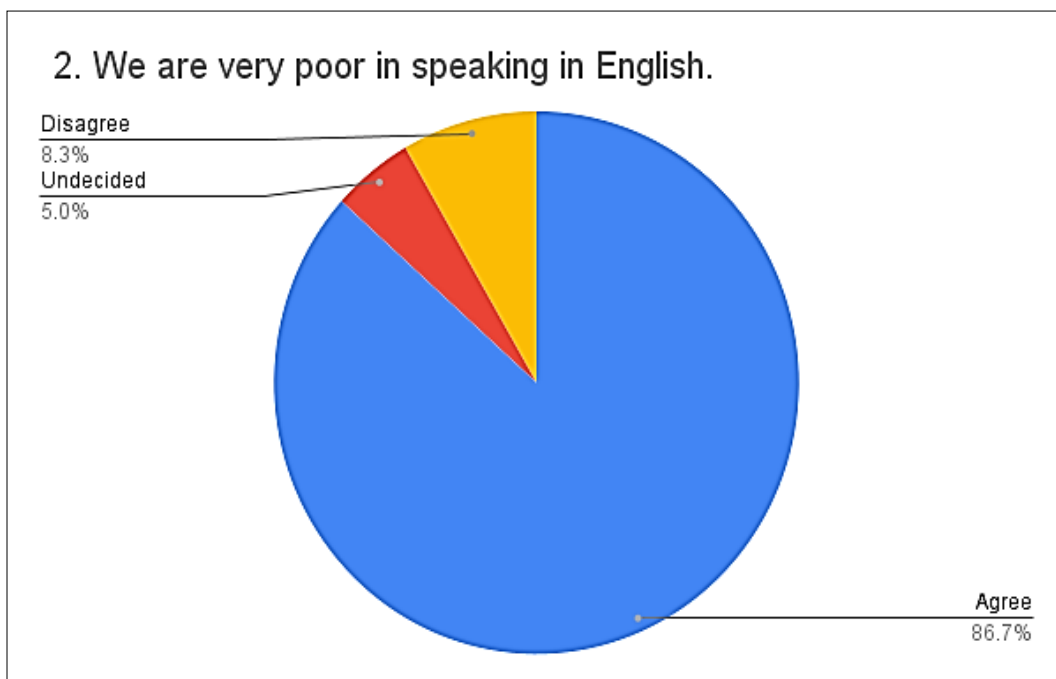
In conclusion, the results highlight a general lack of confidence among students regarding their English-speaking skills.

This suggests a need for targeted interventions, such as speaking practice sessions, confidence-building activities, and additional support to improve their spoken English proficiency.

**The analysis of "3. We are very poor in writing in English" reveals the following**

- **Agree**: 42 responses (a majority feel they are poor in writing English).
- **Disagree**: 17 responses (a significant number believe they are not poor in writing English).
- **Undecided**: 1 response (a very small group is unsure about their writing ability).

3. We are very poor in writing in English.

Undecided
1.7%

Disagree
28.3%

Agree
70.0%
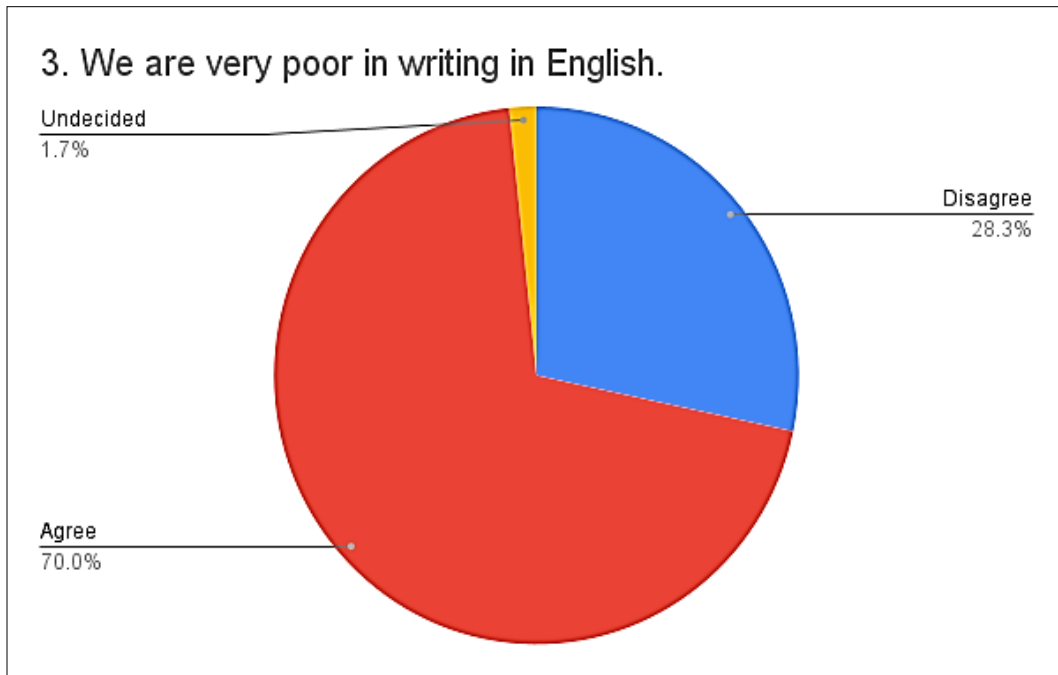
In conclusion, while most students acknowledge difficulties with writing in English, a relatively large minority feels confident in their writing abilities. This suggests a mixed proficiency level, highlighting the need for targeted support, such as grammar workshops, writing practice exercises, and feedback-driven improvement strategies, to address these challenges effectively.

The analysis of "4. We like content, or the story of the lesson, more than the learning of grammar and vocabulary" reveals the following:
- **Agree**: 44 responses (a majority prefer the content or story over grammar and vocabulary).
- **Disagree**: 16 responses (a significant number prioritize grammar and vocabulary over the story).

4. We like content, or the story of the lesson, more than the learning of grammar and vocabulary.

Disagree
26.7%

Agree
73.3%
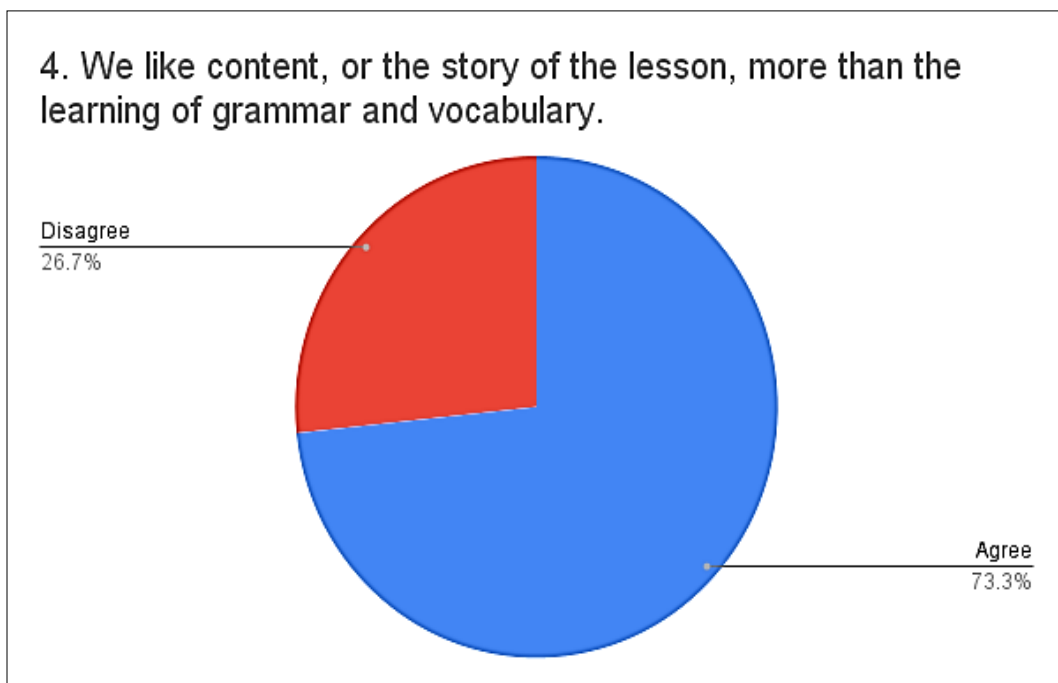
In conclusion, while most students find the content or story of the lesson more engaging, a notable portion still values grammar and vocabulary learning.
This suggests the importance of balancing engaging lesson content with structured grammar and vocabulary instruction to cater to varying student preferences and learning needs.

The analysis of "5. We do not like English as it is a foreign language" reveals the following:
- **Disagree**: 30 responses (half of the respondents do not share this sentiment and like English despite it being a foreign language).
- **Agree**: 30 responses (the other half dislike English because it is a foreign language).

5.We do not like English as it is a foreign language.

Agree
50.0%

Disagree
50.0%
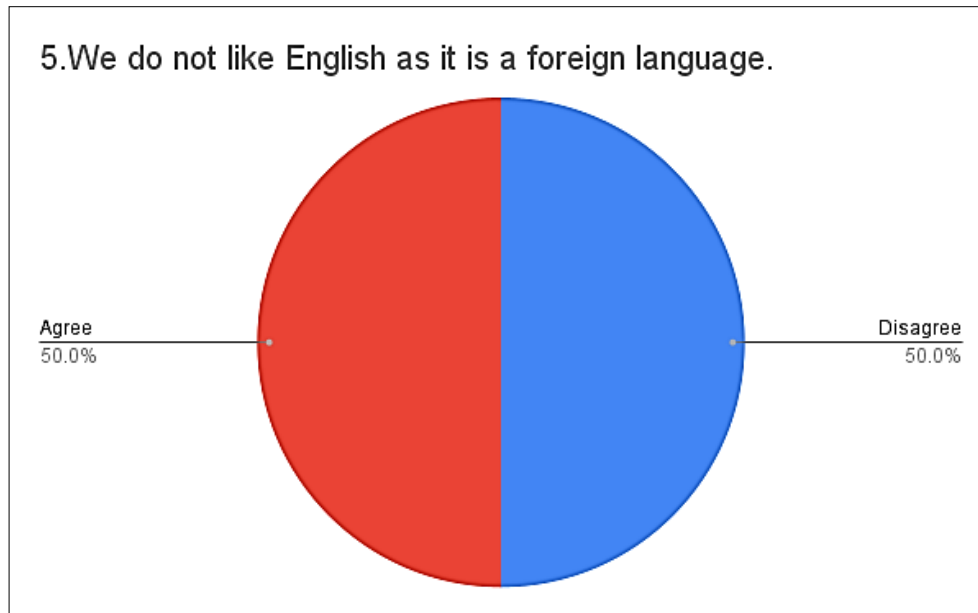
In conclusion, the results highlight a clear division in student attitudes toward English. While half of the students embrace English, the other half view it negatively due to its foreign status. This suggests the need for strategies to make English more relatable and engaging for those who struggle to connect with it, fostering a more positive attitude toward learning the language.

The analysis of "6. We are unable to understand the situations in English as they are not nearer to our mother tongue and our nativity" reveals the following

Agree: 37 responses (a majority find it challenging to understand situations in English due to cultural or linguistic differences).

Disagree: 21 responses (a significant number do not find this a problem).

Undecided: 2 responses (a small group is uncertain about their understanding).

6. We are unable to understand the situations in English as they are not nearer to our mother tongue and our nativity.

Disagree
35.0%

Agree
61.7%

Undecided
3.3%

In conclusion, while most students face difficulties with understanding English contexts due to cultural and linguistic gaps, a notable portion does not perceive this as a problem. This highlights the need to incorporate culturally relevant examples and relatable content in English lessons to bridge the understanding gap and improve comprehension.

The analysis of "7. The majority of the students have a phobia of writing English subject examination" reveals the following

- **Agree**: 32 responses (a slight majority of students feel they have a phobia of writing English exams).
- **Disagree**: 28 responses (a significant number do not share this phobia).

7. The majority of the students have a phobia of writing English subject examination.


Agree 53.3%

Disagree 46.7%
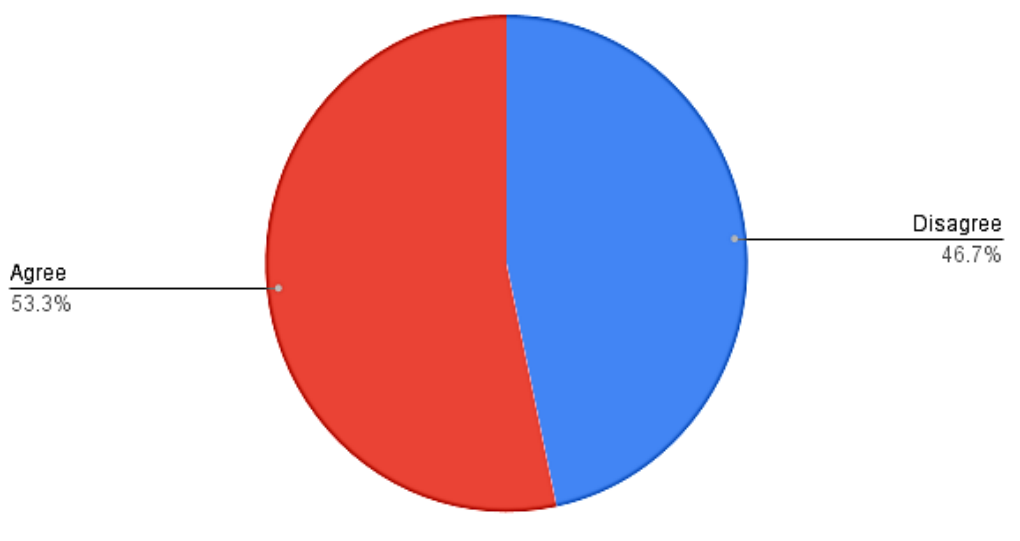
In conclusion, the results suggest that a considerable number of students struggle with exam-related stress or fear when it comes to the English subject. This highlights the importance of providing confidence-building measures, such as exam preparation strategies, practice tests, and stress management techniques, to help students overcome their apprehension and improve their performance.

The analysis of "8. Majority of the students give preference to the scoring marks rather than learning the language and its application" reveals the following:

- **Agree**: 39 responses (a majority of students prioritize scoring marks over learning the language and its practical application).
- **Disagree**: 21 responses (a significant portion value language learning and application over marks).

8. Majority of the students give preference to the scoring marks rather than learning the language and its application.


Disagree 35.0%

Agree 65.0%
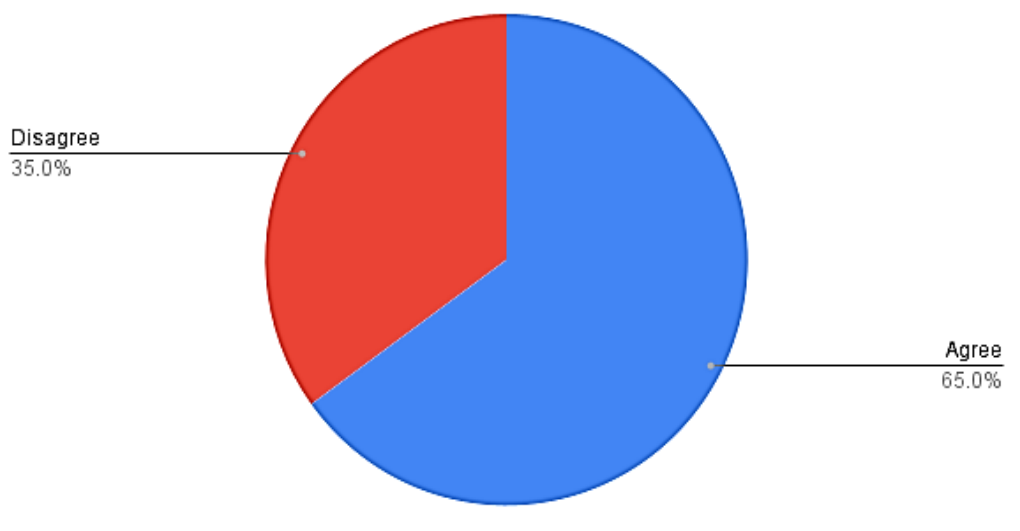
In conclusion, while many students focus on scoring marks, a significant portion recognizes the importance of learning the language for practical use.

This highlights a need to shift educational approaches toward fostering a deeper understanding and application of English, encouraging students to view the language as a skill rather than merely an exam subject.
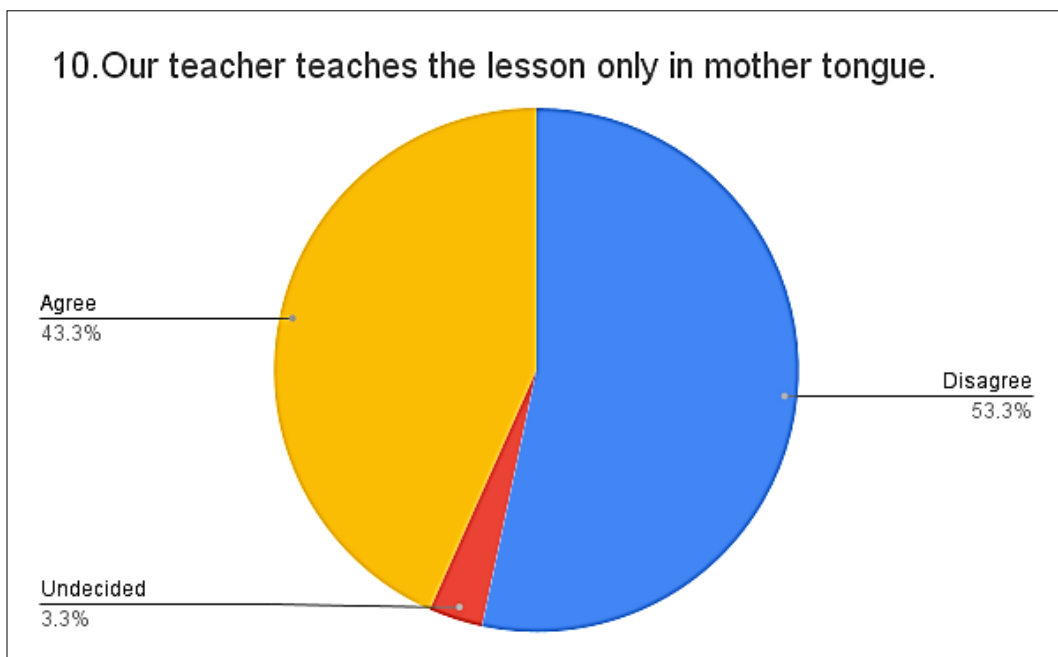
The analysis of "9. Speaking English is neglected in the class by the students" reveals the following:

- **Agree**: 43 responses (a majority believe that speaking English is neglected by students in class).
- **Undecided**: 9 responses (some are unsure about this issue).
- **Disagree**: 8 responses (a small number disagree that speaking English is neglected by students).

## 9. Speaking English is neglected in the class by the students.
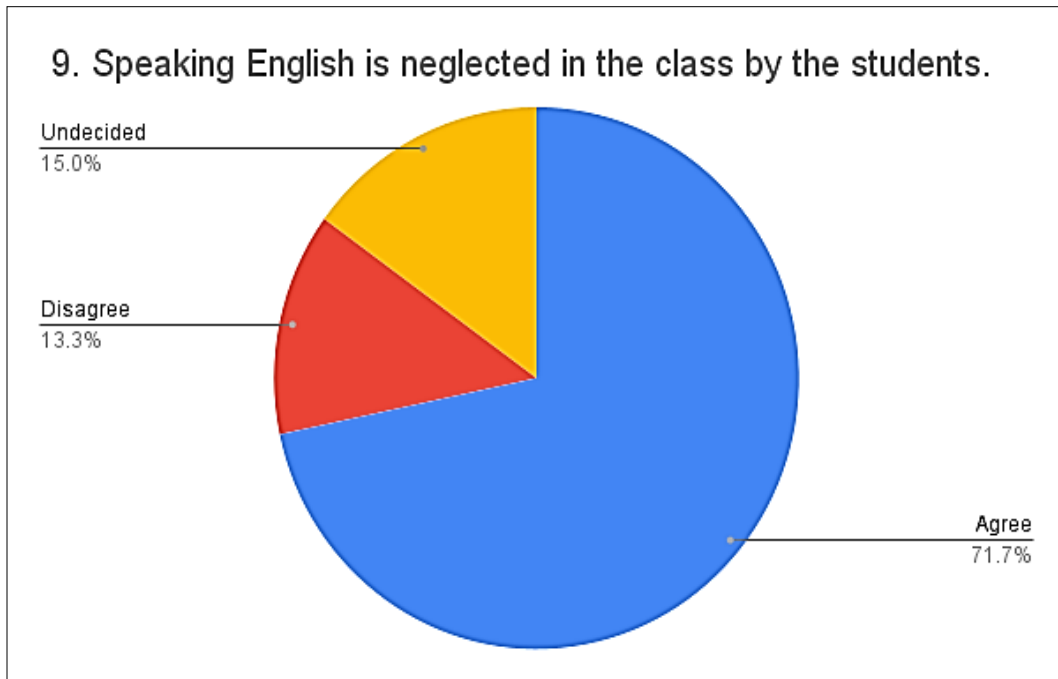
In conclusion, the results highlight a significant concern regarding the neglect of spoken English in the classroom. This underscores the need to create more opportunities for speaking practice, such as interactive activities, group discussions, and oral presentations, to encourage students to actively engage in improving their spoken English skills.

The analysis of "10. Our teacher teaches the lesson only in mother tongue" reveals the following:

- **Disagree**: 32 responses (a majority believe that lessons are not taught only in the mother tongue).
- **Agree**: 26 responses (a significant number feel that lessons are exclusively taught in the mother tongue).
- **Undecided**: 2 responses (a small group is uncertain about this practice).

10.Our teacher teaches the lesson only in mother tongue.

In conclusion, while the majority of students acknowledge the use of English in teaching, a considerable portion perceives an over-reliance on the mother tongue. This highlights the need for a balanced approach, where English is used consistently alongside the mother tongue to support comprehension and encourage language acquisition.

The analysis of "11. Speaking English is neglected in the class by the teacher" reveals the following

- **Disagree**: 54 responses (an overwhelming majority disagree, indicating that teachers actively encourage speaking English in class).
- **Agree**: 5 responses (a small group feels that teachers neglect speaking English in class).
- **Undecided**: 1 response (a minimal number are uncertain about this).

11.Speaking English is neglected in the class by the teacher.

Undecided
1.7%

Agree
8.3%

Disagree
90.0%
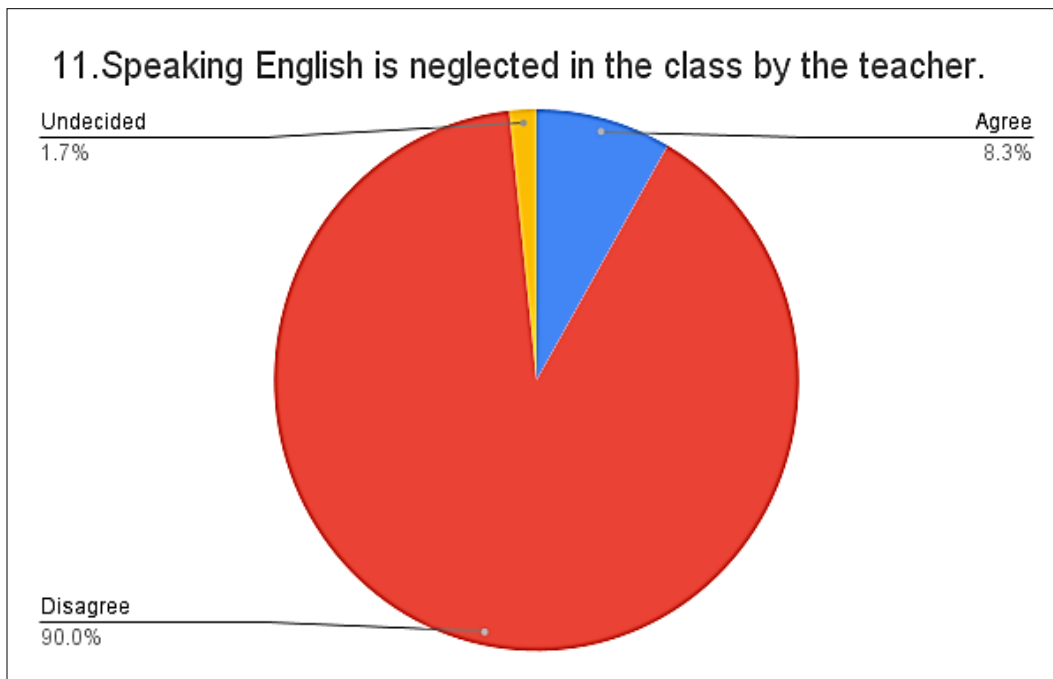
In conclusion, the results demonstrate that most students believe their teachers make an effort to promote speaking English in class. However, the presence of a small group that feels otherwise suggests an opportunity to further reinforce and emphasize spoken English activities to ensure all students perceive consistent encouragement.

The analysis of "12. Teaching of Formal Grammar is neglected by our English teacher" reveals the following:

- **Disagree**: 59 responses (an overwhelming majority believe that formal grammar is not neglected by their English teacher).
- **Agree**: 1 response (a very small number feel that formal grammar is neglected).

12. Teaching of Formal Grammar is neglected by our English teacher.

Agree
1.7%

Disagree
98.3%
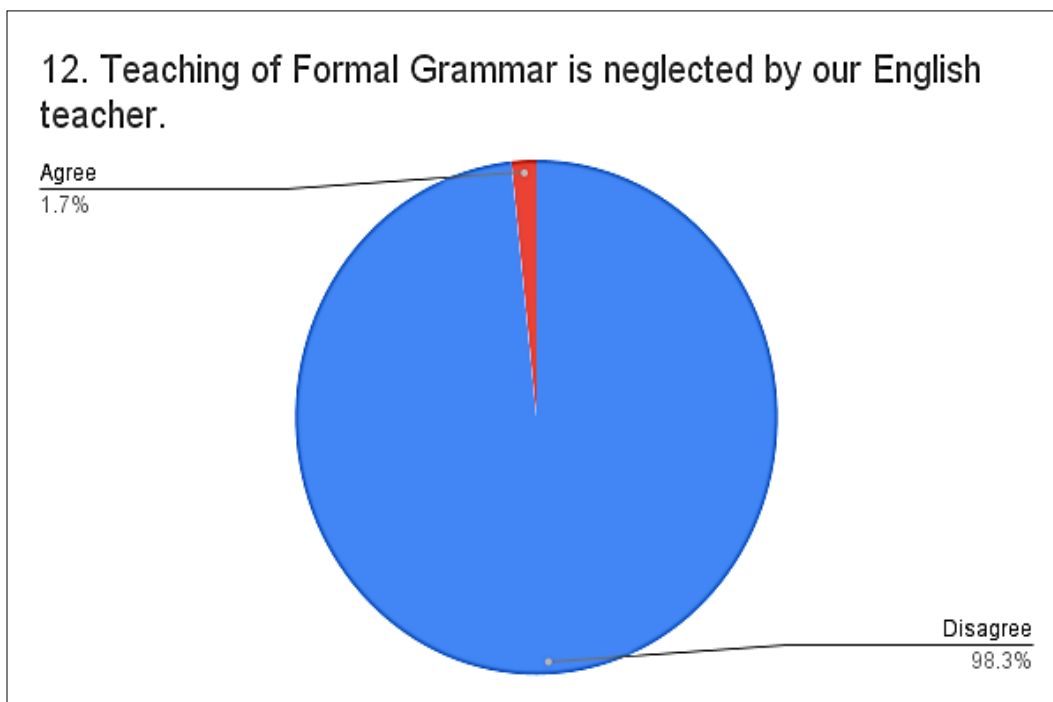
In conclusion, the results strongly affirm that formal grammar is a well-addressed component of the English lessons. This reflects the teacher's consistent focus on grammar instruction, ensuring students receive structured and thorough guidance in this area.

The analysis of "13. We do not have basic knowledge in Grammar and its usage in the class" reveals the following:

- **Agree**: 44 responses (a majority feel they lack basic grammar knowledge and its application in class).
- **Disagree**: 11 responses (a smaller group believes they have sufficient grammar knowledge).
- **Undecided**: 5 responses (some are uncertain about their grammar knowledge).

13. We do not have basic knowledge in Grammar and its usage in the class.

Undecided
8.3%

Disagree
18.3%

Agree
73.3%
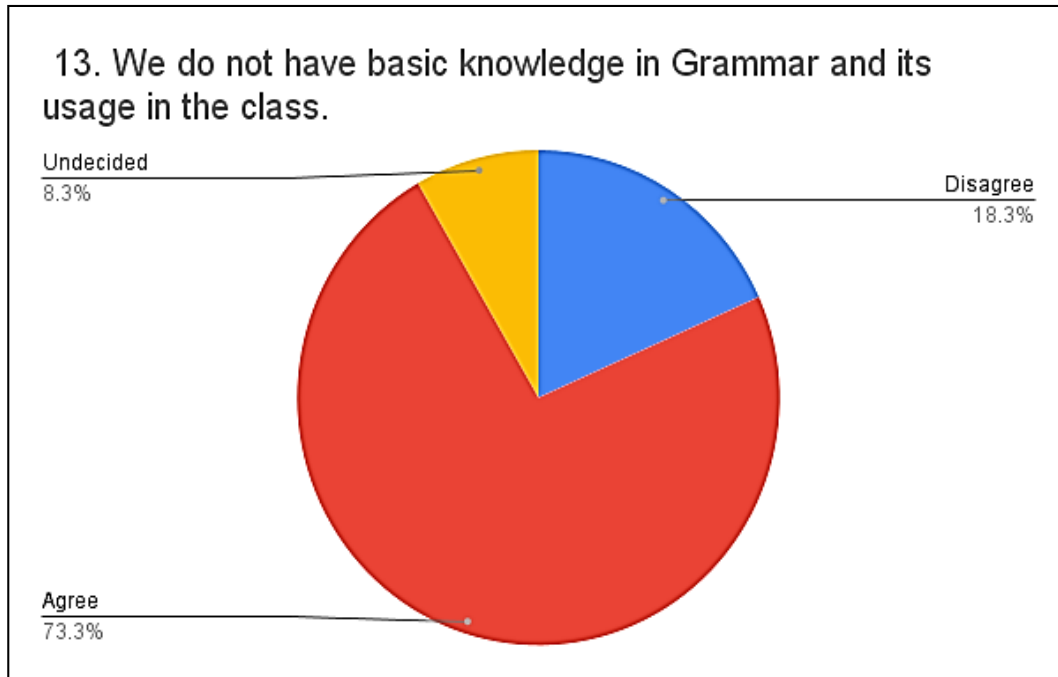
In conclusion, the results highlight a significant gap in basic grammar knowledge among students. This emphasizes the need for foundational grammar instruction and practical exercises to build confidence and ensure students can effectively apply grammar rules in class.

The analysis of "14. By-heart is the only method to reproduce the answers in English" reveals the following

- **Disagree**: 37 responses (a majority believe that by-hearting is not the only way to reproduce answers in English).
- **Agree**: 14 responses (a smaller group feels that by-hearting is their only method).
- **Undecided**: 9 responses (some are uncertain about this).

14. By-heart is the only method to reproduce the answers in English.

Undecided
15.0%

Agree
23.3%

Disagree
61.7%
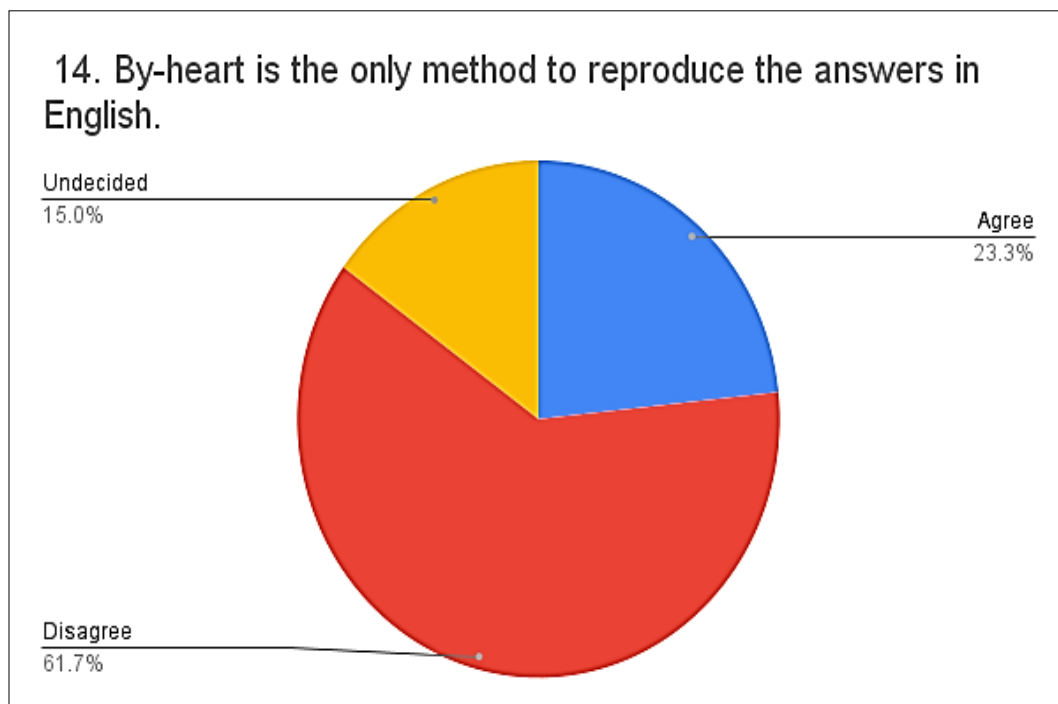
In conclusion, the results suggest that while many students recognize alternative ways to engage with English beyond memorization, a portion still depends on by-hearting. This highlights the need to encourage comprehension-based learning strategies, critical thinking, and interactive exercises to reduce dependence on rote memorization and promote deeper understanding.

The analysis of "15. Ample practice is not given to the structural item in the class" reveals the following:
- **Disagree**: 46 responses (a majority believe they are provided with ample practice for structural items in the class).
- **Agree**: 14 responses (a smaller group feels that sufficient practice is not provided).

15. Ample practice is not given to the structural item in the class.

Agree
23.3%

Disagree
76.7%
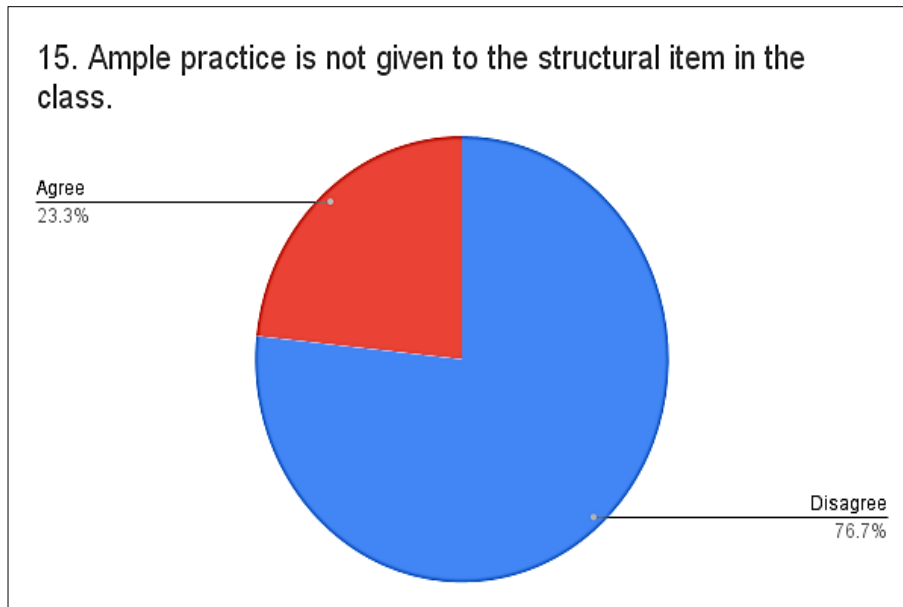
In conclusion, the results indicate that most students are satisfied with the practice opportunities provided for structural items. However, the presence of a minority who feel otherwise highlights the need for the teacher to ensure that all students receive adequate practice through targeted exercises and reinforcement activities.

The analysis of "16. Most of the vocabulary is taught by giving mother tongue equivalents by our teacher" reveals the following:

- **Disagree**: 31 responses (a slight majority believe that vocabulary is not primarily taught using mother tongue equivalents).
- **Agree**: 28 responses (a significant number feel that vocabulary is taught using mother tongue equivalents).
- **Undecided**: 1 response (a small group is uncertain about this method).

16. Most of the vocabulary is taught by giving mother tongue equivalents by our teacher.

Undecided
1.7%

Disagree
51.7%

Agree
46.7%
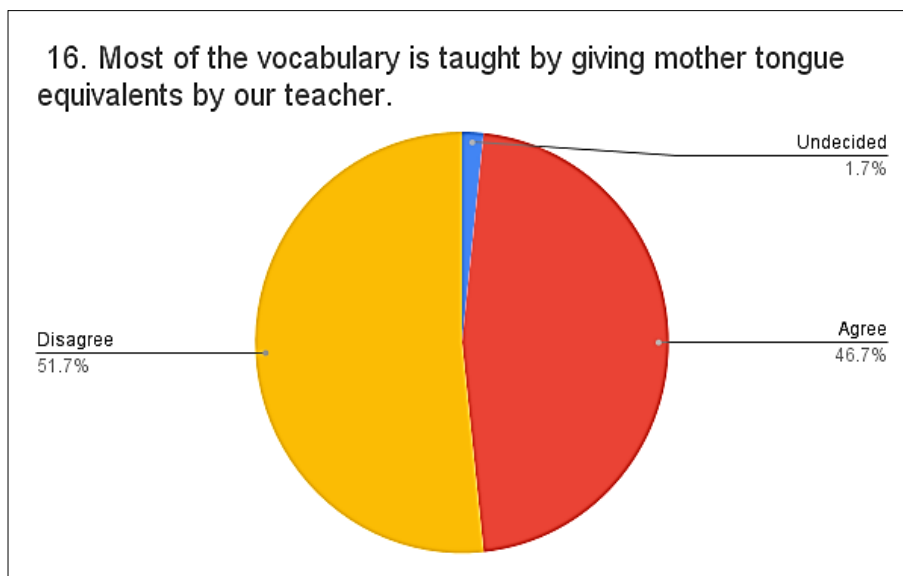
In conclusion, the results highlight mixed perceptions among students regarding the teacher's approach to teaching vocabulary. While the majority believe other methods are used, a notable number feel that mother tongue equivalents are emphasized. This suggests a need for balanced vocabulary teaching strategies, incorporating contextual usage, examples, and interactive methods to ensure deeper understanding and retention.

The analysis of "17. Use of mother tongue frequently in the class by the teacher's poor learning of English language" reveals the following:

- **Disagree**: 54 responses (an overwhelming majority disagree, suggesting that the use of the mother tongue is not due to the teacher's poor English skills).
- **Agree**: 5 responses (a small group believes that the frequent use of the mother tongue is due to the teacher's limited English skills).
- **Undecided**: 1 response (a minimal number are uncertain).

17. Use of mother tongue frequently in the class by the teacher's poor learning of English language.

Undecided 1.7%
Agree 8.3%
Disagree 90.0%
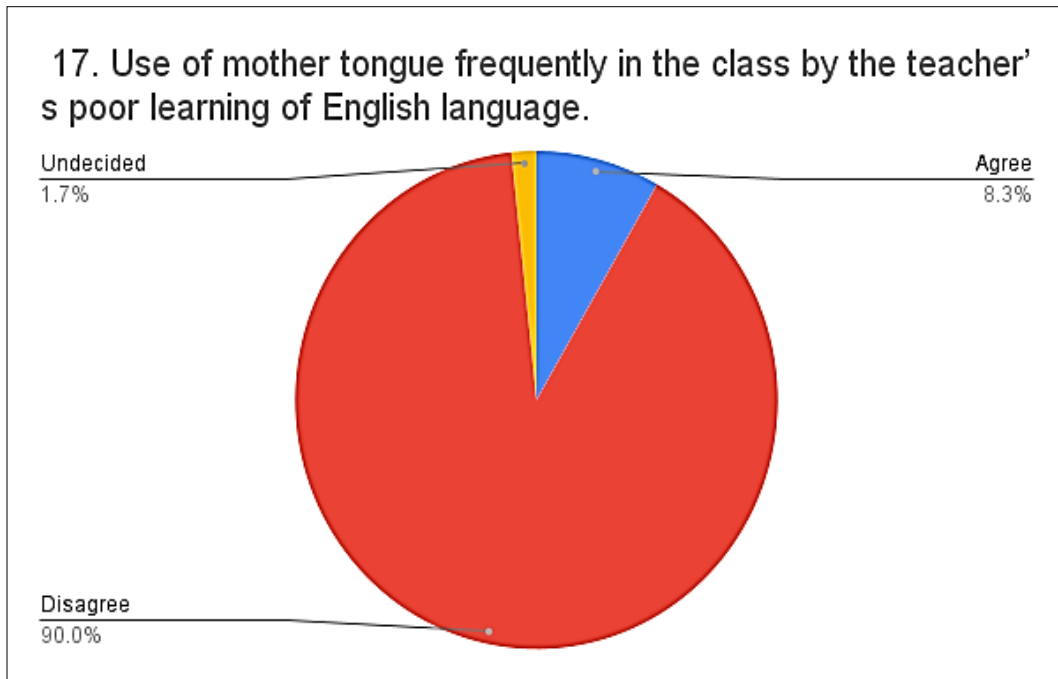
In conclusion, the results strongly affirm the belief that the teacher's use of the mother tongue in class is not due to a lack of English proficiency. This suggests that the use of the mother tongue, when it occurs, may serve as a tool for clarification and better understanding rather than a limitation of the teacher's abilities.

The analysis of "18. Teaching composition is neglected in many of the classes during teaching of English" reveals the following:

Agree: 44 responses (a majority believe that composition teaching is neglected in English classes).

Disagree: 12 responses (a smaller group feels that composition is not neglected).

Undecided: 4 responses (some are uncertain about this issue).

18. Teaching composition is neglected in many of the classes during teaching of English.

Disagree 20.0%
Undecided 6.7%
Agree 73.3%
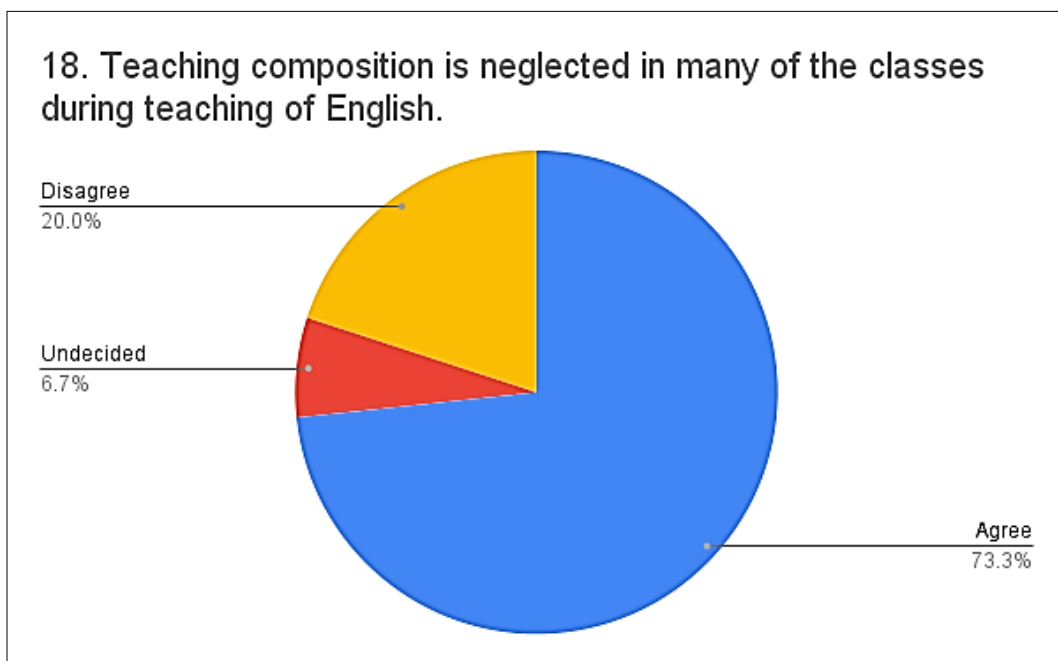
In conclusion, the results indicate a concern among students about the neglect of composition teaching in English classes.

This highlights the need for teachers to focus more on composition skills through structured practice, feedback, and exercises to help students develop their writing abilities effectively.

The analysis of "19. Vocabulary is not practiced with the construction of sentences" reveals the following:
- **Disagree**: 51 responses (an overwhelming majority believe that vocabulary is practiced with sentence construction).
- **Agree**: 9 responses (a smaller group feels that vocabulary is not practiced with sentence construction).

19. Vocabulary is not practiced with the construction of sentences.

Agree
15.0%

Disagree
85.0%
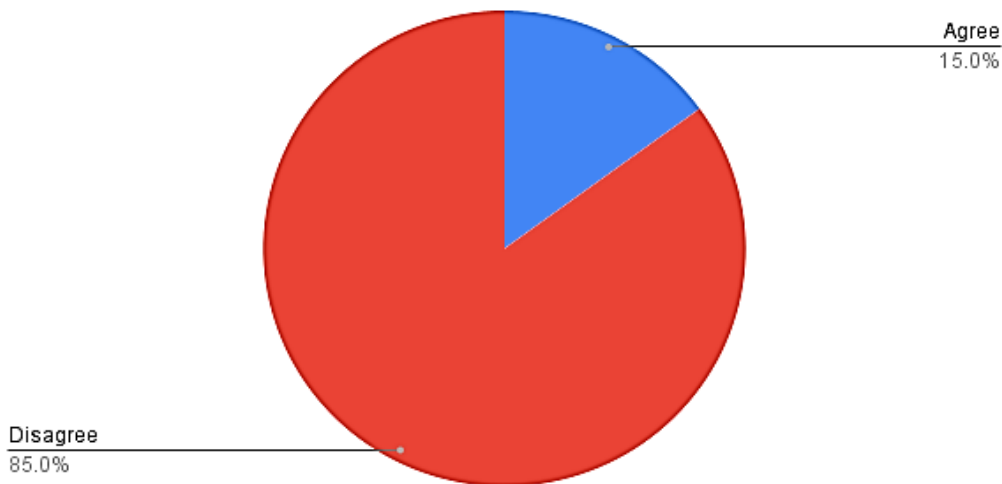
In conclusion, the results strongly indicate that most students recognize vocabulary practice as being combined with sentence construction. However, the presence of a few dissenting responses highlights an opportunity to further reinforce vocabulary learning through structured sentence-building exercises to ensure consistent understanding for all students.

The analysis of "20. Teaching aids are totally neglected in the class by our English teacher" reveals the following:
- **Disagree**: 34 responses (a majority believe that teaching aids are not completely neglected in English classes).
- **Agree**: 25 responses (a significant number feel that teaching aids are neglected).
- **Undecided**: 1 response (a small group is uncertain).

20. Teaching aids are totally neglected in the class by our English teacher.

Agree
41.7%

Disagree
56.7%

Undecided
1.7%
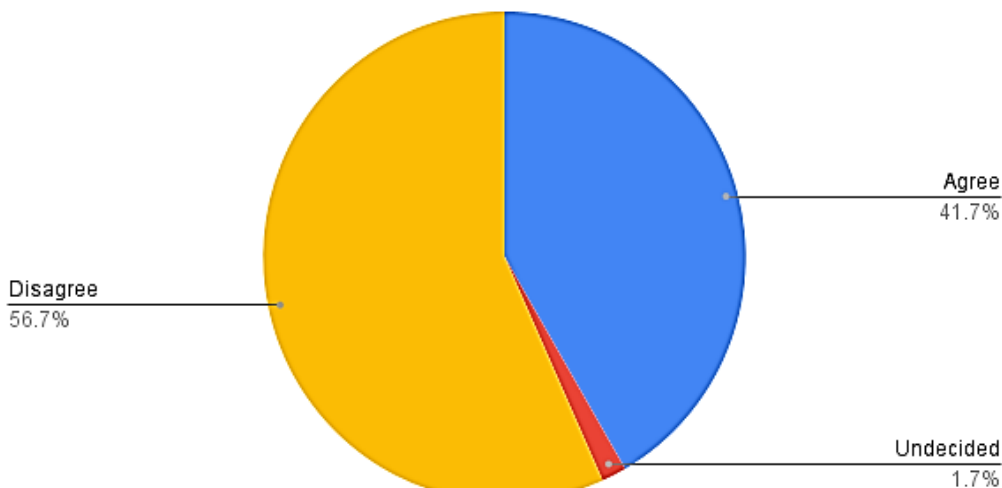
In conclusion, while the majority of students believe that teaching aids are being used in English classes, a considerable portion perceives otherwise.

This highlights an opportunity for teachers to more effectively and consistently incorporate teaching aids, such as visuals, multimedia, or interactive tools, to enhance engagement and learning outcomes.

The analysis of "21. Our teacher teaches the English keeping in view of the syllabus" reveals the following:
- **Disagree**: 37 responses (a majority believe that English teaching is not strictly confined to the syllabus).
- **Agree**: 21 responses (a significant number feel that the teaching focuses primarily on the syllabus).
- **Undecided**: 1 response (a small group is uncertain about this).

21. Our teacher teaches the English keeping in view of the syllabus.

Agree
35.6%

Undecided
1.7%

Disagree
62.7%
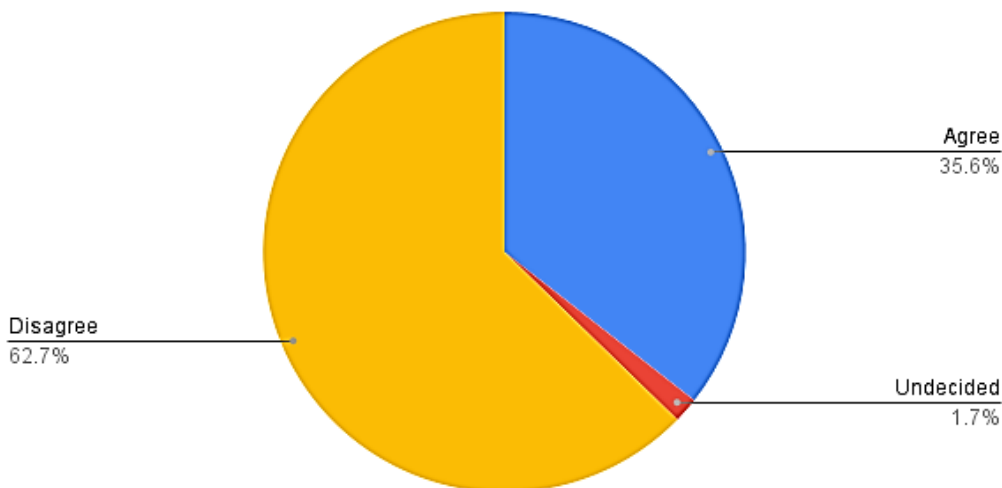
In conclusion, the results suggest that while many students perceive their teacher's approach as extending beyond the syllabus, a notable group feels the focus remains strictly on syllabus requirements. This highlights the importance of balancing syllabus-driven teaching with broader language-learning activities to foster comprehensive English skills.

The analysis of "22. Our teacher teaches the English keeping in view of the examinations" reveals the following:

- **Disagree**: 29 responses (a slight majority feel that English teaching is not primarily focused on examinations).
- **Agree**: 22 responses (a significant number believe that teaching is exam-focused).
- **Undecided**: 9 responses (some are uncertain about this).

22. Our teacher teaches the English keeping in view of the examinations.

Agree
36.7%

Undecided
15.0%

Disagree
48.3%
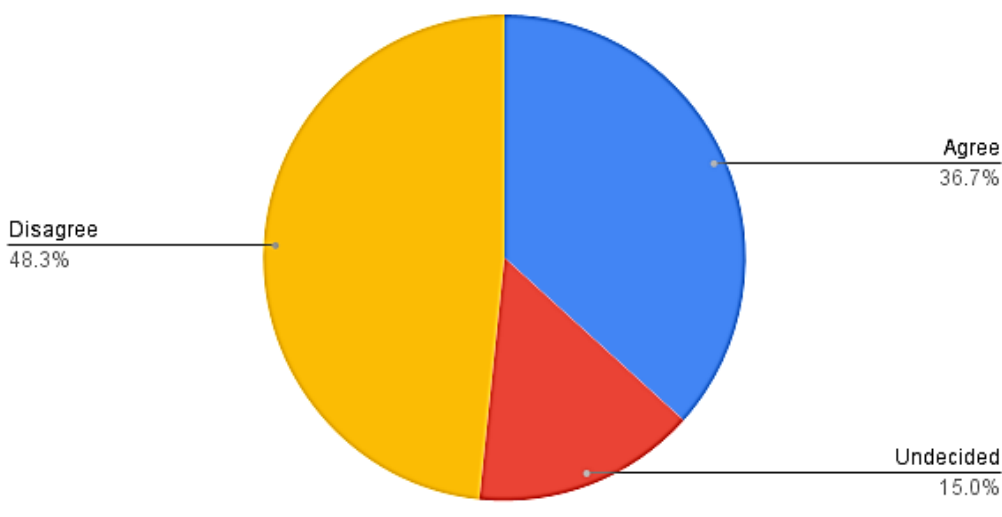
In conclusion, the results reveal mixed perceptions about the teacher's approach. While a slight majority feel teaching extends beyond exam preparation, a considerable number believe the focus is exam-driven. This highlights the need to balance exam preparation with comprehensive language learning activities that emphasize practical skills and deeper understanding.

**The analysis of "23. We do not know any language games of English" reveals the following:**
- **Agree**: 33 responses (a majority feel they are not familiar with any English language games).
- **Disagree**: 26 responses (a significant number believe they are aware of English language games).
- **Undecided**: 1 response (a small group is uncertain).

23. We do not know any language games of English.

Undecided
1.7%

Disagree
43.3%

Agree
55.0%
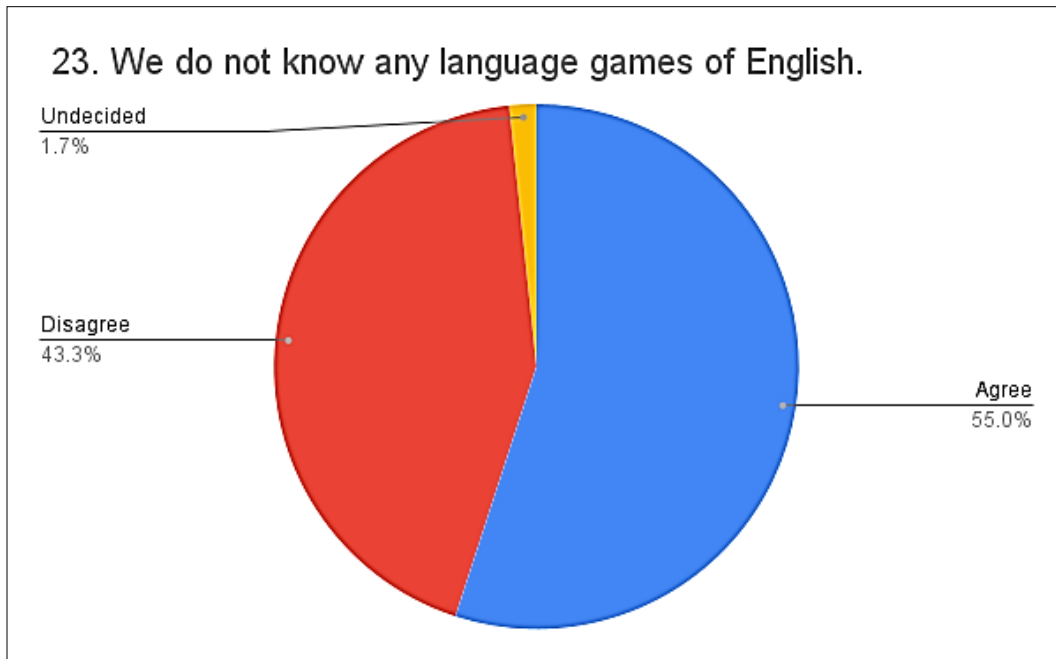
In conclusion, the results suggest that while many students are unfamiliar with English language games, a notable portion is aware of them. This highlights an opportunity for teachers to introduce and incorporate engaging language games into lessons to make learning interactive, enjoyable, and effective for all students.

The analysis of "24. Backward students are provided with remedial classes" reveals the following:
- **Disagree**: 47 responses (a significant majority believe that remedial classes are not provided for backward students).
- **Agree**: 13 responses (a smaller group feels that remedial classes are provided).

24. Backward students are provided with remedial classes.

Agree
21.7%

Disagree
78.3%
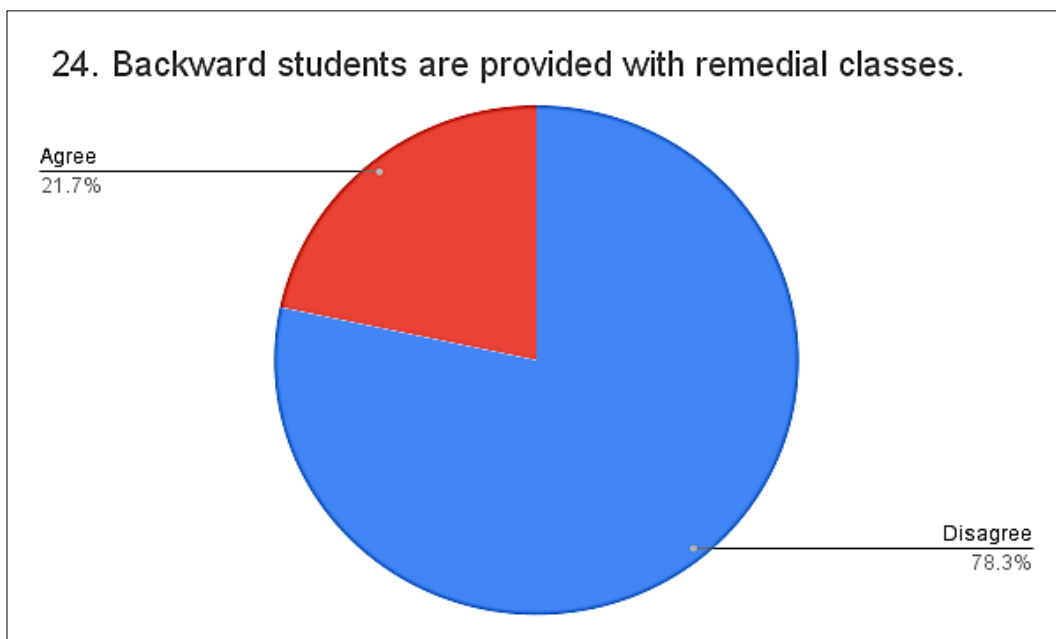
In conclusion, the results highlight a concern regarding the lack of remedial support for backward students. This suggests a need for implementing targeted remedial programs to provide additional guidance, address learning gaps, and ensure that all students have the opportunity to improve their English skills effectively.

The analysis of "25. The majority of the teachers are ignoring the remedial teaching to the backward students in English" reveals the following:

Disagree: 44 responses (a majority believe that teachers are not ignoring remedial teaching for backward students).

Agree: 10 responses (a smaller group feels that teachers are neglecting remedial teaching).

Undecided: 6 responses (some are uncertain about this issue).

25. The majority of the teachers are ignoring the remedial teaching to the backward students in English.

Undecided
10.0%

Agree
16.7%

Disagree
73.3%
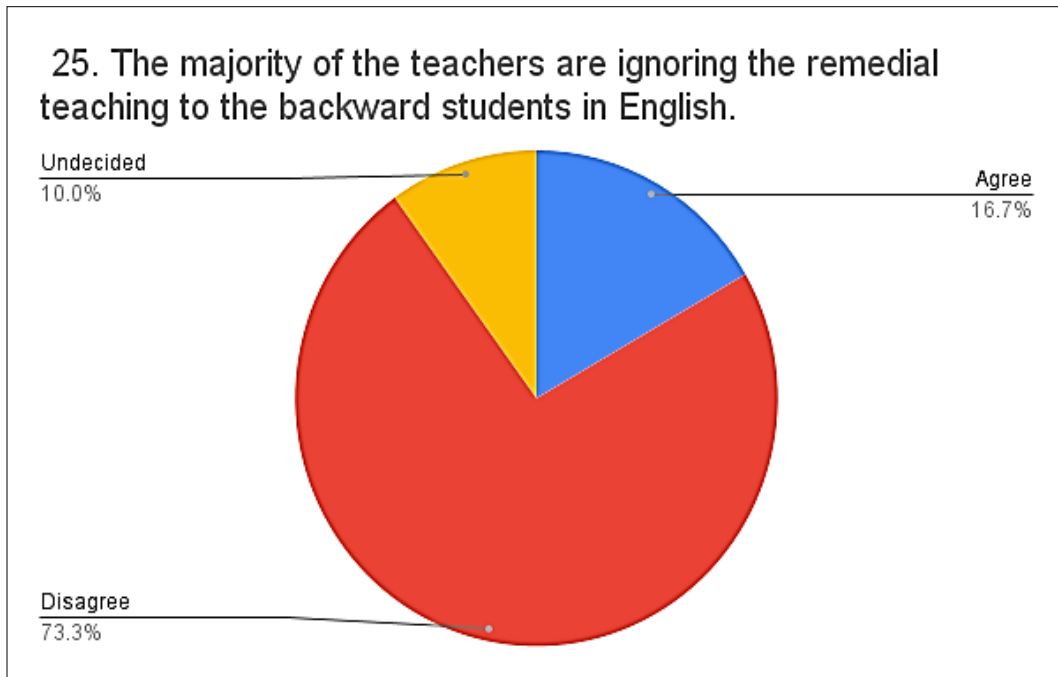
In conclusion, while most students believe that teachers are providing remedial support, a minority still perceive neglect, and some remain uncertain. This highlights the importance of ensuring clear and consistent remedial teaching practices to address the needs of all students and build confidence in those requiring additional support.

The analysis of "26. Teachers do not find sufficient time to arrange remedial classes in English" reveals the following:
Agree: 51 responses (a large majority believe that teachers lack sufficient time to arrange remedial classes).
Disagree: 9 responses (a small group feels that teachers do find time for remedial classes).

26. Teachers do not find sufficient time to arrange remedial classes in English.

Disagree
15.0%

Agree
85.0%
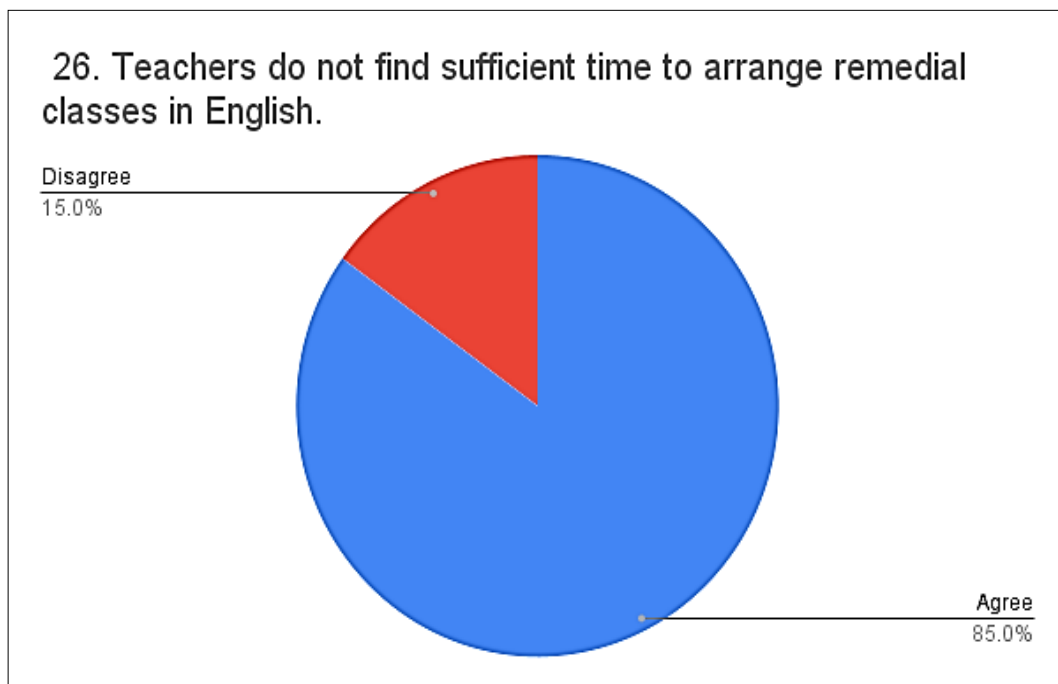
In conclusion, the results highlight a widespread concern regarding teachers' time constraints in organizing remedial classes. This suggests the need for better time management strategies, scheduling adjustments, or additional support to ensure that remedial teaching can be effectively incorporated to address the needs of backward students.
The analysis of "27. The majority of the teachers do not use

the audio-visual aids as part of the language teaching in English" reveals the following:

Disagree: 56 responses (an overwhelming majority believe that teachers use audio-visual aids in language teaching).

Agree: 4 responses (a very small group feels that audio-visual aids are not used).

27. The majority of the teachers do not use the audio-visual aids as part of the language teaching in English.

Agree
6.7%

Disagree
93.3%
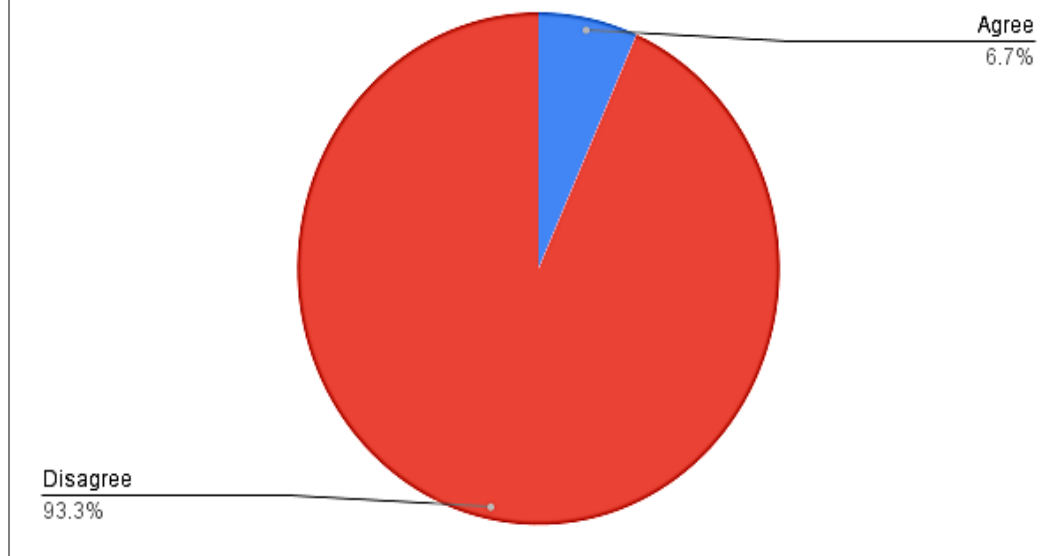
In conclusion, the results strongly affirm that teachers are effectively using audio-visual aids as part of their English language teaching. This reflects a positive teaching approach, leveraging technology and multimedia to enhance student engagement and comprehension.

The analysis of "28. The 45-minute period is not sufficient to cover all the language items in the class" reveals the following:

- **Agree**: 51 responses (a large majority feel that the 45-minute period is insufficient to cover all language items).
- **Disagree**: 8 responses (a small group believes the time is sufficient).
- **Undecided**: 1 response (a minimal group is uncertain).

28. The 45-minute period is not sufficient to cover all the language items in the class.

Disagree
13.3%

Undecided
1.7%

Agree
85.0%
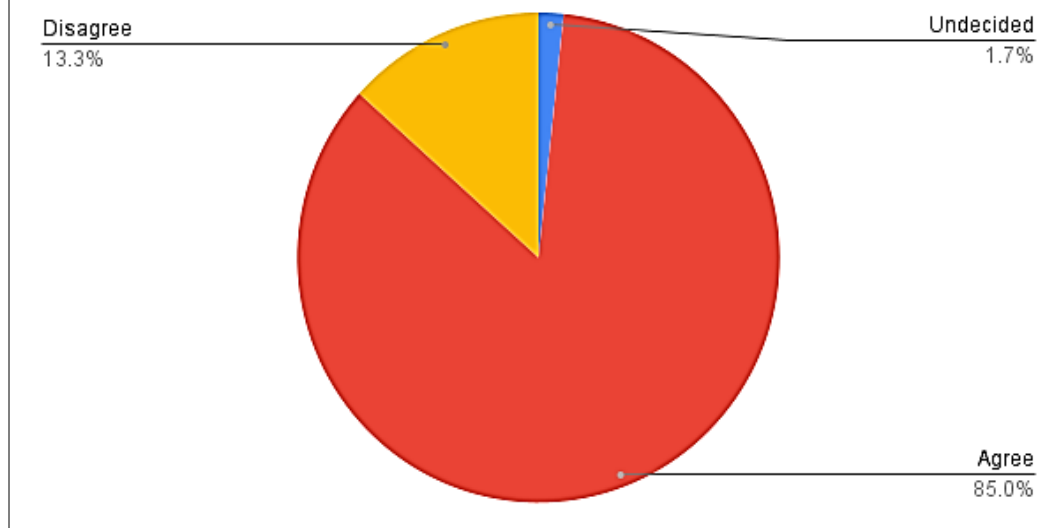
In conclusion, the results highlight a significant concern about the inadequacy of the 45-minute period for covering all language items. This suggests the need for extending instructional time, prioritizing key content, or adopting more efficient teaching methods to ensure comprehensive coverage of the syllabus within the available time.

The analysis of "29. The government schools are very poor in the teaching" reveals the following:

- **Disagree**: 53 responses (an overwhelming majority believe that teaching in government schools is not poor).
- **Undecided**: 4 responses (a small group is uncertain about the quality of teaching in government schools).
- **Agree**: 3 responses (a very small group feels that teaching in government schools is poor).
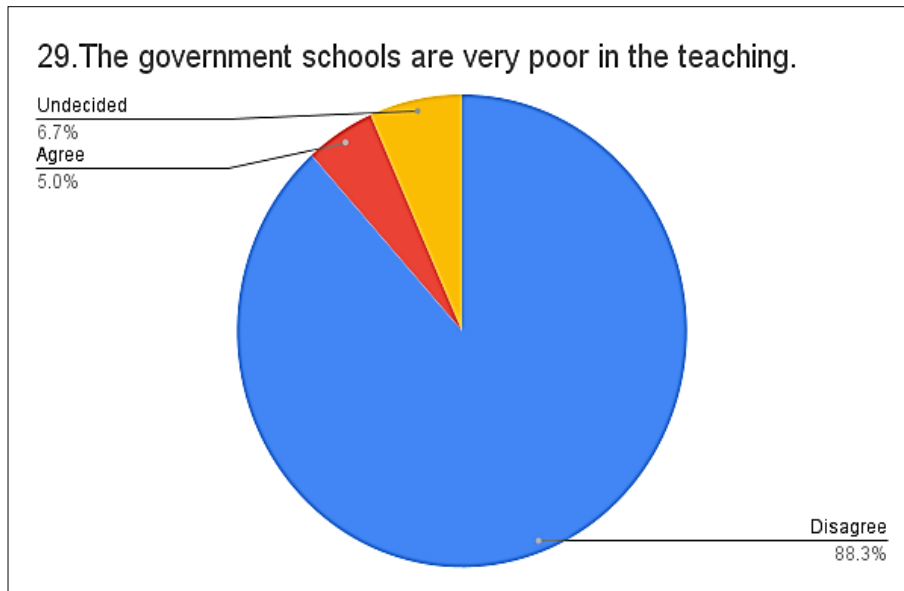
In conclusion, the results demonstrate a strong positive perception of the quality of teaching in government schools. However, the presence of a few dissenting and undecided responses highlights an opportunity for continuous improvement to ensure consistent teaching standards and address any lingering concerns.

The analysis of "30. Large class (students' strength) are one of the obstacles for effective learning of the English language" reveals the following:

Agree: 26 responses (a slight majority believe that large class size is an obstacle to effective English learning).

Disagree: 25 responses (a nearly equal number feel that class size is not a barrier).

Undecided: 8 responses (some are uncertain about the impact of class size).
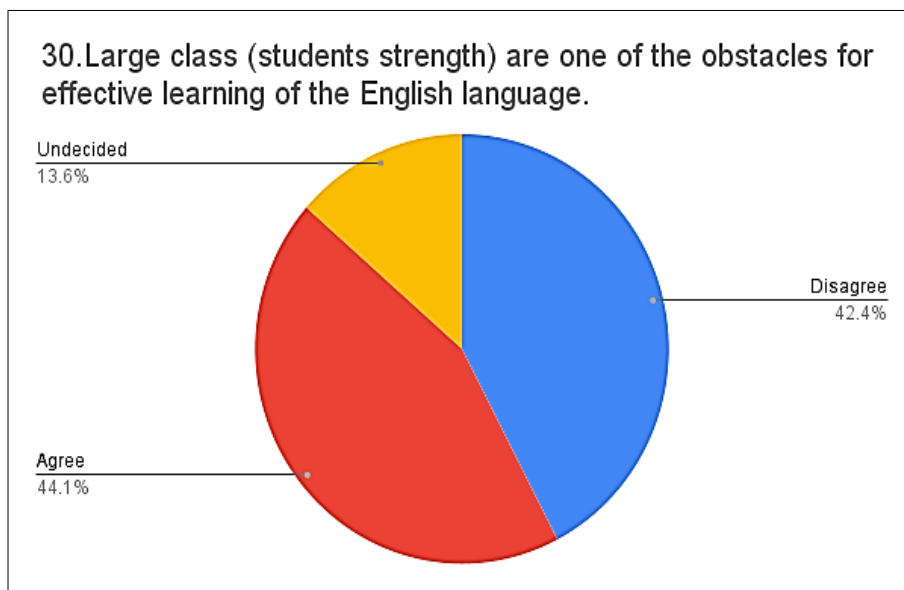
In conclusion, the results show a divided perception regarding the effect of large class sizes on English learning. While a slight majority view it as an obstacle, a significant portion disagrees. This highlights the need to explore strategies such as group work, targeted attention, and innovative classroom management techniques to ensure effective learning outcomes in large classes.

The analysis of "31. Majority of the schools do not have books in the school library related to English language" reveals the following:

Disagree: 28 responses (a slight majority believe that schools do have books in their library related to English).

Agree: 24 responses (a significant number feel that schools lack such books).

**Undecided**: 8 responses (some are uncertain about the availability of English books in school libraries).

31. Majority of the schools do not have books in the school library related to English language.

Undecided
13.3%

Agree
40.0%

Disagree
46.7%
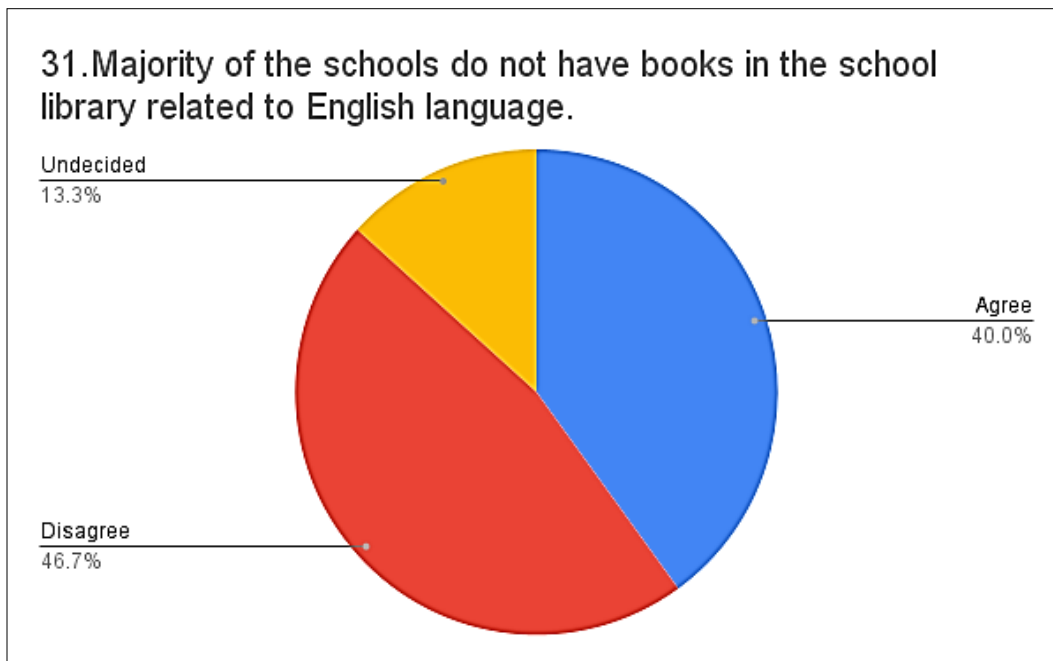
In conclusion, the results show a mixed perception regarding the availability of English language books in school libraries. While the majority believe these resources exist, a considerable portion feels otherwise. This highlights the need to assess and, if necessary, enhance library collections to ensure sufficient English language resources are accessible for all students.

The analysis of "32. Proper motivation is not given to the students before teaching the English lesson" reveals the following

- **Disagree**: 56 responses (an overwhelming majority believe that proper motivation is provided before teaching English lessons).
- **Agree**: 4 responses (a very small group feels that motivation is lacking).

32. Proper motivation is not given to the students before teaching the English lesson.

Agree
6.7%

Disagree
93.3%
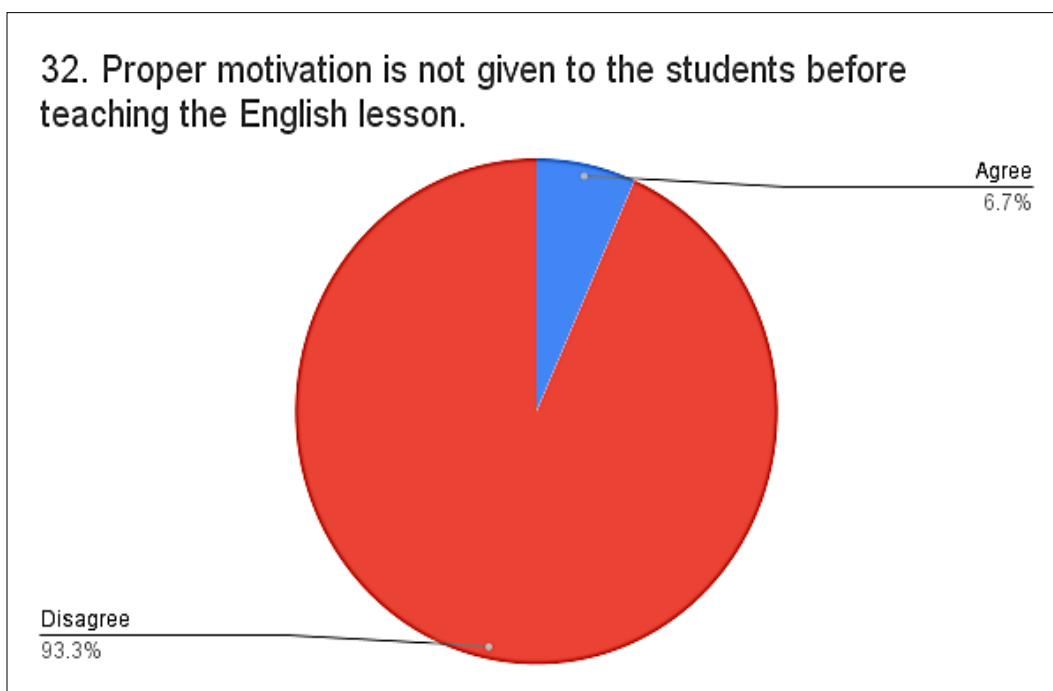
In conclusion, the results strongly suggest that proper motivation is effectively provided to students before English lessons. This highlights a positive classroom environment where teachers take the necessary steps to engage and encourage students, fostering a more productive learning experience.

The analysis of "33. Our teacher depends on the 'made easy' books for giving notes and other material of English" reveals the following:

Disagree: 55 responses (an overwhelming majority believe that teachers do not rely heavily on 'made easy' books for teaching materials).

Agree: 3 responses (a very small group feels that teachers depend on such books).

Undecided: 1 response (a minimal group is uncertain).

33. Our teacher depends on the 'made easy' books for giving notes and other material of English.

Undecided
1.7%

Agree
5.1%

Disagree
93.2%
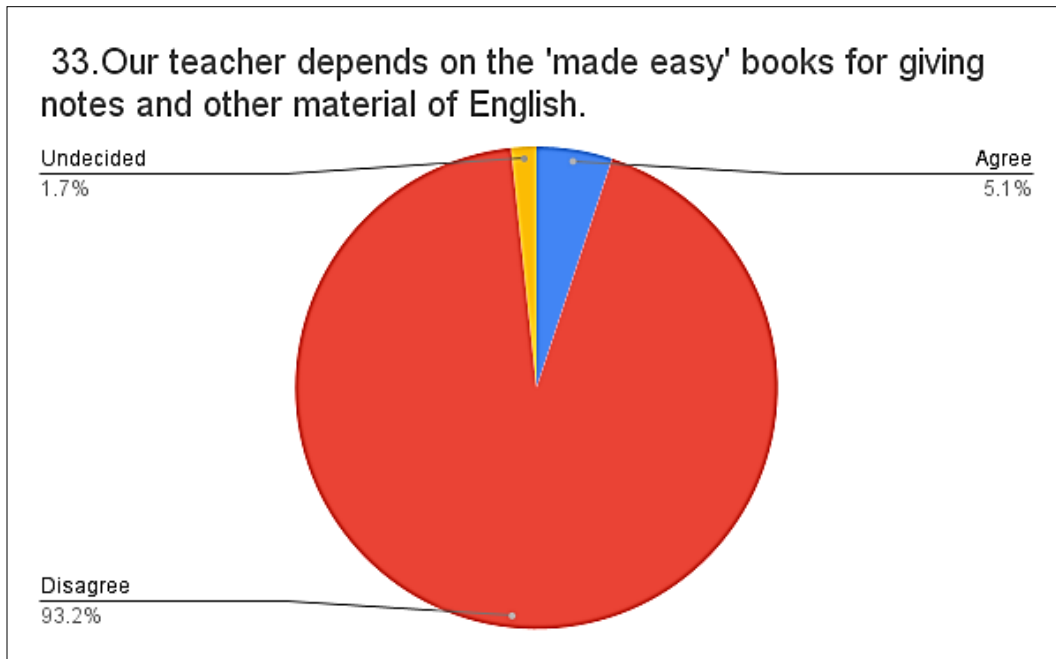
In conclusion, the results strongly indicate that teachers are perceived to use diverse and original teaching materials rather than relying heavily on simplified or 'made easy' books. This reflects a positive approach to providing well-rounded and comprehensive learning resources to students.
The analysis of "34. The language errors can be minimized if the teachers take an interest in teaching English" reveals the following:

Agree: 36 responses (a majority believe that teachers' active involvement can reduce language errors).

Disagree: 21 responses (a significant number feel that reducing language errors may not solely depend on teachers' interest).

Undecided: 3 responses (a small group is uncertain).

34. The language errors can be minimized if the teachers take an interest in teaching English.

Undecided
5.0%

Disagree
35.0%

Agree
60.0%
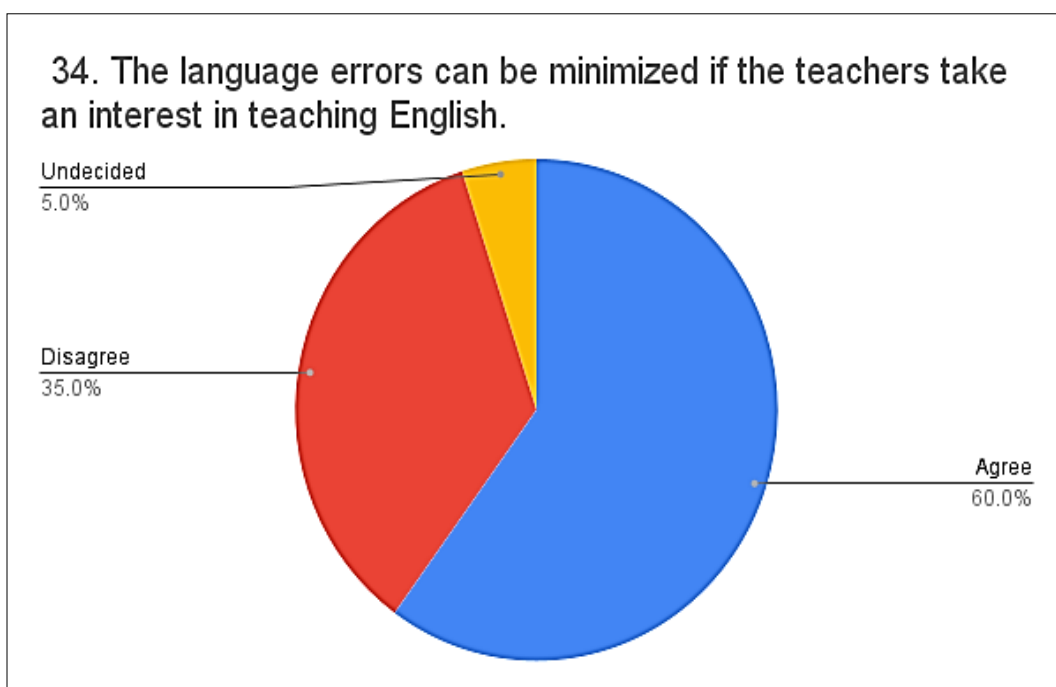
In conclusion, the results highlight that while many students value teachers' active interest as a key factor in minimizing language errors, others recognize that improvement also depends on additional elements. This suggests the need for a collaborative approach, combining teacher engagement with student practice and support systems, to effectively address language errors.

The analysis of "35. Our home environment is not conducive to learn English language" reveals the following
- **Agree**: 48 responses (a majority feel that their home environment is not supportive of learning English).
- **Disagree**: 11 responses (a smaller group believe that their home environment is conducive to learning English).

35. Our home environment is not conducive to learn English language.

Disagree
18.6%

Agree
81.4%
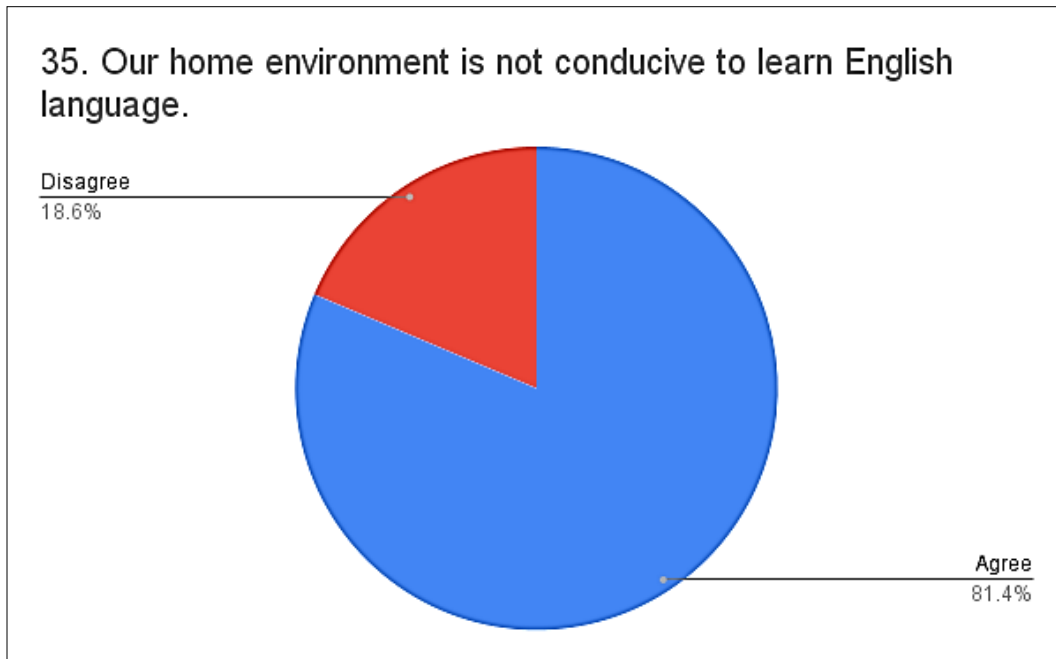
In conclusion, the results highlight that a significant number of students face challenges in learning English due to an unsupportive home environment. This suggests the need for additional support systems, such as school-based activities, peer practice opportunities, and access to learning resources, to help students overcome this limitation and enhance their English learning outside the classroom.

The analysis of "36. The illiteracy of the parents is responsible for lagging behind in English language" reveals the following:
Agree: 40 responses (a majority believe that parental illiteracy contributes to students lagging behind in English).
Disagree: 18 responses (a significant number do not attribute students' challenges in English to parental illiteracy).

36. The illiteracy of the parents is responsible for lagging behind in English language.

Disagree
31.0%

Agree
69.0%
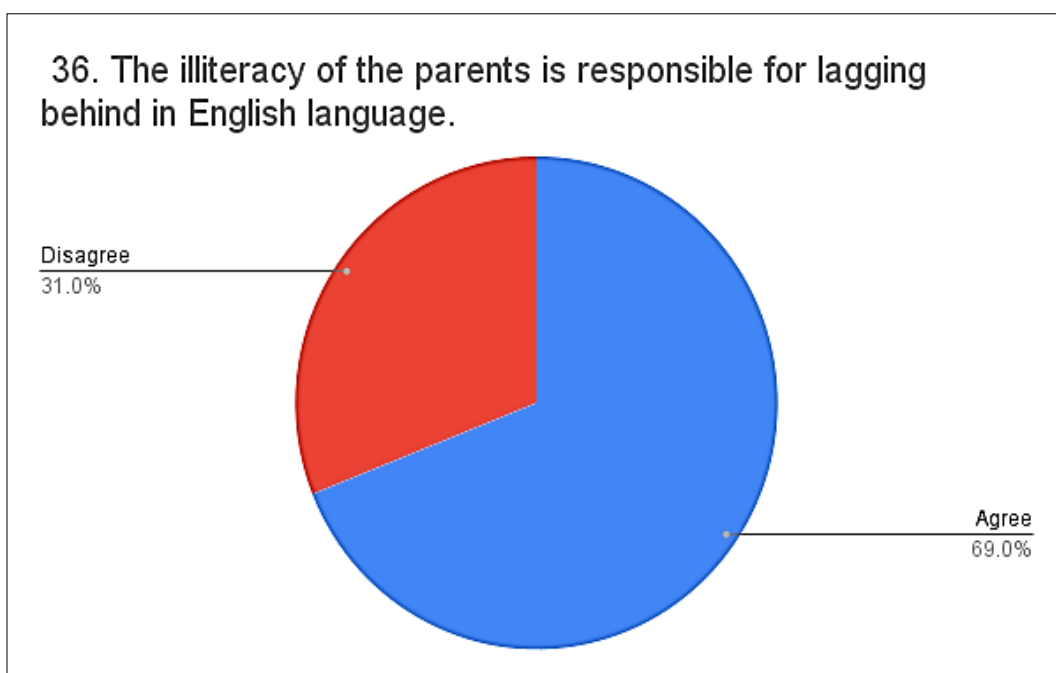
In conclusion, while many students attribute their difficulties in English to parental illiteracy, a notable number recognize other contributing factors. This highlights the importance of providing additional educational support and resources to students, particularly in homes where parents may be unable to assist with language learning.
The analysis of "37. Parents are no way concerned with the language development in English when the teachers are efficient" reveals the following:

Disagree: 30 responses (a majority believe that parents remain involved in language development, even with efficient teachers).

Agree: 24 responses (a significant number feel that parents are unconcerned about language development if teachers are effective).

**Undecided**: 6 responses (a small group is uncertain).
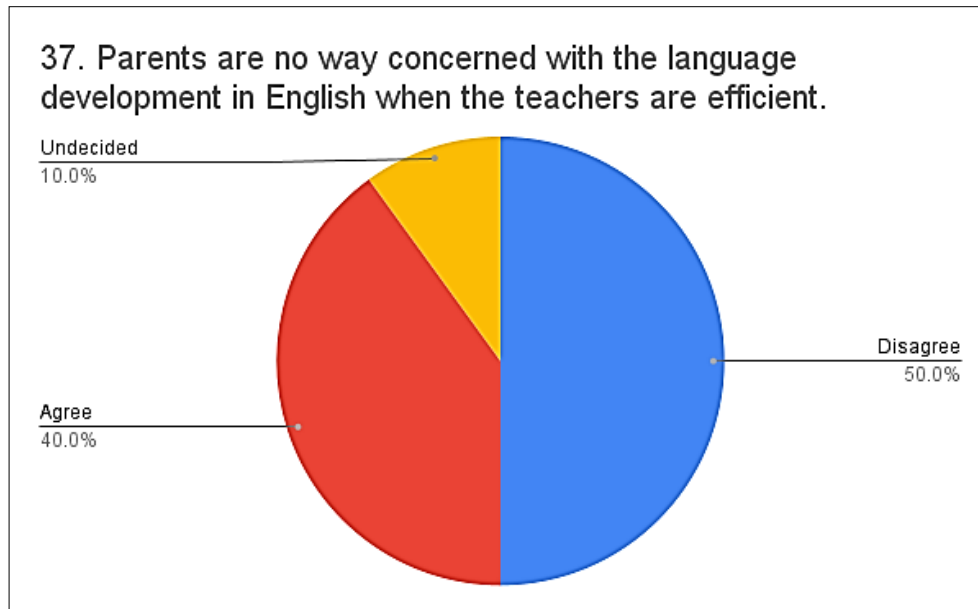
In conclusion, the results indicate mixed perceptions regarding parental involvement in English language development. While most believe parents stay engaged, a notable group perceives a reliance on teachers alone. This highlights the importance of fostering collaboration between teachers and parents to support students' holistic language development.

The analysis of "38. Mother tongue is one of the factors for committing errors in English language" reveals the following:

- **Agree**: 44 responses (a majority believe that the influence of their mother tongue contributes to errors in English).
- **Disagree**: 16 responses (a smaller group does not feel that their mother tongue plays a role in their English errors).
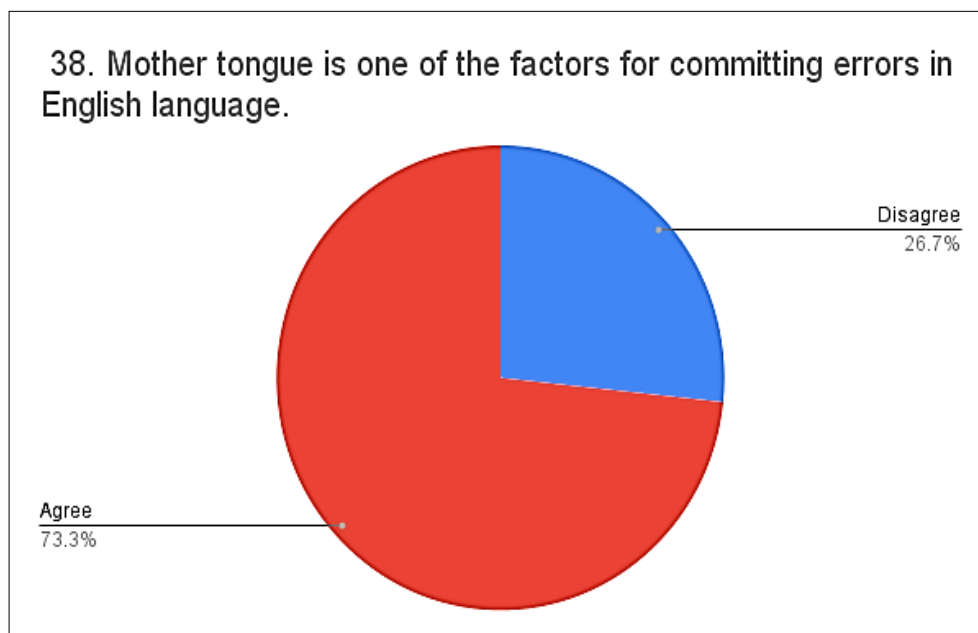
In conclusion, the results highlight that many students perceive the influence of their mother tongue as a challenge in learning English. This underscores the need for targeted teaching strategies, such as contrastive analysis and focused practice, to help students overcome these language transfer issues and improve their accuracy in English.

The analysis of "39. Literary competitions in English will help the students for effective learning of the language" reveals the following:

- **Agree**: 51 responses (an overwhelming majority believe that literary competitions in English are beneficial for effective learning).
- **Undecided**: 5 responses (a small group is uncertain about the impact of such competitions).
- **Disagree**: 4 responses (a minimal number feel that literary competitions do not contribute to effective learning).
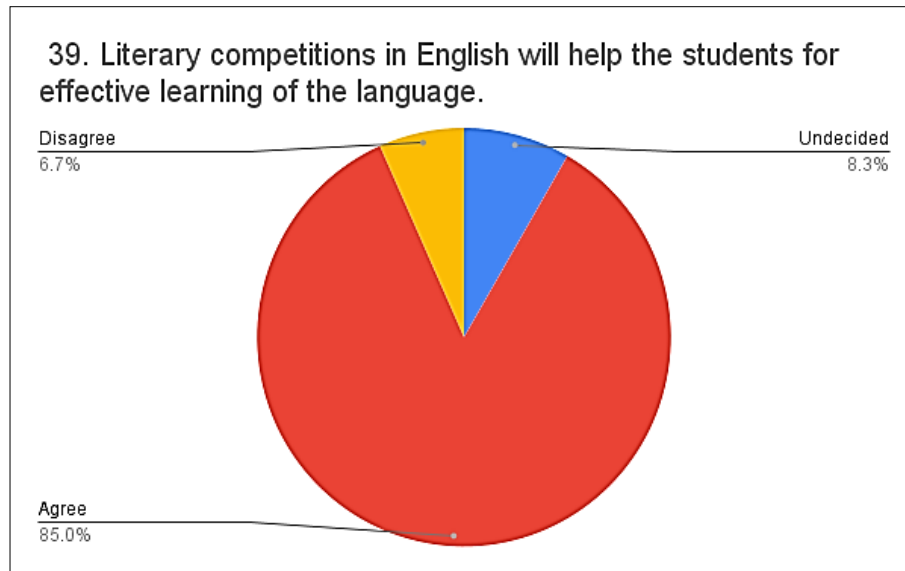
In conclusion, the results clearly highlight the perceived value of literary competitions in fostering effective English language learning. This suggests the importance of incorporating such activities into the curriculum to provide students with opportunities for practical engagement, skill enhancement, and confidence-building in the language.

Key Findings

1. What are the primary challenges faced by secondary school students in learning English for effective communication?

- **Speaking and Writing Challenges:** The majority of students reported difficulties in speaking (52 agree) and writing (42 agree) in English, which are critical components of effective communication.
- **Grammar and Vocabulary:** Many students (44 agree) felt they lacked basic grammar knowledge, and a significant number believed that vocabulary was not practiced effectively in class (31 agree).
- **Preference for Content over Grammar:** A majority of students (44 agree) preferred the content or story of lessons over learning grammar and vocabulary, indicating a lack of interest in foundational language skills.
- **Phobia and Anxiety:** A slight majority (32 agree) expressed exam-related anxiety and phobia, further hindering their ability to communicate effectively.

2. How effective are the current teaching methodologies in fostering English language proficiency among secondary school students?

- **Neglect of Speaking:** Students felt that speaking English was neglected in classrooms by both teachers and students (43 agree).
- **Reliance on Mother Tongue:** Many teachers were reported to rely heavily on the mother tongue for teaching vocabulary and lessons (28 agree), which limits students' exposure to English.
- **Grammar Teaching Practices:** While most students (59 disagree) felt that grammar teaching was not neglected, others (44 agree) noted that they lacked foundational grammar knowledge, suggesting gaps in teaching efficacy.

- **Composition and Writing Neglect:** A significant majority (44 agree) believed that teaching composition was often overlooked in classrooms.

3. What role do teaching resources and classroom innovations play in enhancing English communication skills?

- **Lack of Teaching Aids:** A significant portion of students (25 agree) felt that teaching aids were neglected in English classes, though others (34 disagree) believed that such aids were utilized to some extent.
- **Interactive Methods:** Many students (33 agree) were unfamiliar with language games, highlighting a lack of engaging and innovative teaching strategies.
- **Remedial Classes:** A majority of students (47 disagree) reported the absence of structured remedial classes, which could help struggling learners improve their communication skills.

4. How do structural and institutional factors, such as class size and instructional time, affect English language learning?

- **Insufficient Class Duration:** A majority of students (51 agree) believed that the 45-minute period allocated for English instruction was insufficient to cover all language items effectively.
- **Large Class Sizes:** Students indicated that large class sizes were a significant obstacle to effective learning (26 agree), which reduces individualized attention and practice opportunities.

5. To what extent do teacher-related factors, including motivation and pedagogical practices, influence student attitudes towards English learning?

- **Lack of Motivation:** Some students (4 agree) felt that proper motivation was not provided before English lessons, although the majority (56 disagree) believed otherwise.
- **Dependence on Ready-Made Materials:** A small number of students (3 agree) felt that teachers relied on "made easy" books rather than creating original lesson plans.

- **Teacher Engagement:** A majority (36 agree) felt that language errors could be minimized if teachers took a greater interest in teaching English, underscoring the importance of teacher involvement.

6. How do environmental and parental support systems contribute to or hinder students' English language development?

- **Home Environment Challenges:** Many students (48 agree) reported that their home environment was not conducive to learning English, reflecting a lack of support outside school.
- **Parental Illiteracy:** A significant number (40 agree) linked their struggles with English to parental illiteracy and lack of involvement.
- **Mother Tongue Influence:** Most students (44 agree) felt that their mother tongue contributed to errors in English usage, indicating a strong influence of native language on their learning.

7. What strategies and interventions can be proposed to address the barriers to English learning at the secondary level?

- **Competitions and Engagement:** The majority of students (51 agree) believed that literary competitions, such as debates and essay writing, could significantly enhance their English learning.
- **Interactive Learning Tools:** Students highlighted the need for language games and interactive methods to make learning engaging.
- **Cultural Adaptation:** Many students (37 agree) suggested that relatable examples and reduced reliance on mother tongue could make lessons more effective.
- **Parental Workshops:** Suggestions included involving parents in workshops and providing resources for at-home practice to improve the learning environment.

Recommendations

1. **Speaking and Writing Proficiency**: Implement regular speaking and writing exercises with a focus on practical grammar and vocabulary use.
2. **Parental and Home Support**: Engage parents through workshops and provide at-home learning resources like audio-visual aids and workbooks.
3. **Cultural and Linguistic Adaptation**: Use culturally relatable examples and reduce reliance on the mother tongue when teaching vocabulary and concepts.
4. **Remedial and Advanced Support**: Offer structured remedial classes and introduce peer-learning and mentorship programs for additional support.
5. **Competitions for Engagement**: Organize activities like debates, essay writing, and language games to make learning interactive and enjoyable.
6. **Teaching Aids**: Train teachers to use technology and multimedia tools effectively in classrooms.
7. **Classroom Improvements**: Address overcrowding by limiting class sizes and reassess class duration to allow sufficient content delivery.

Conclusion

The findings indicate critical areas for improvement in the teaching and learning of English at the secondary level. By fostering an engaging, culturally adaptive, and student-centered learning environment, schools can equip students with the communication skills essential for academic and professional success. Addressing challenges through innovative strategies and active parental involvement will significantly enhance language proficiency and overall learning outcomes.

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Student questionnaire
Students attitudes towards effective communication in English at secondary level schools
Please go through the following statements on the teaching English at secondary level for effective communication and give your opinions impartially. You are requested to encircle I tick mark (*4*)against the statement with Agree- (A) or Disagree-(DA) or Undecided-(UD), which is applicable to you.

1	**Do not understand the pronunciation of the English teacher in the classroom**	**A**	**UD**	**DA**
2	We are very poor in speaking in English	A	UD	DA
3	We are very poor in writing in English.	A	UD	DA
4	We like content, or the story of the lesson, more than the learning of grammar and vocabulary	A	UD	DA
5	We do not like English as it is a foreign language	A	UD	DA
6	We are unable to understand the situations in English as they are not nearer to our mother tongue and our nativity	A	UD	DA
7	The majority of the students have a phobia of writing English subject examination	A	UD	DA
8	Majority of the students give preference to the scoring marks rather than learning the language and its application	A	UD	DA
9	Speaking English is neglected in the class by the students	A	UD	DA
10	Our teacher teaches the lesson only in mother tongue	A	UD	DA
11	Speaking English is neglected in the class by the teacher	A	UD	DA
12	Teaching of Formal Grammar is neglected by our English teacher	A	UD	DA
13	We do not have basic knowledge in Grammar and its usage in the class	A	UD	DA
14	By-heart is the only method to reproduce the answers in English	A	UD	DA
15	Ample practice is not given to the structural item in the class	A	UD	DA
16	Most of the vocabulary is taught by giving mother tongue equivalents by our teacher	A	UD	DA
17	Use of mother tongue frequently in the class by the teacher's poor learning of English language	A	UD	DA
18	Teaching composition is neglected in many of the classes during teaching of English	A	UD	DA
19	Vocabulary is not practiced with the construction of sentences	A	UD	DA
20	Teaching aids are totally neglected in the class by our English teacher	A	UD	DA
21	Our teacher teaches the English keeping in view of the syllabus	A	UD	DA
22	Our teacher teaches the English keeping in view of the examinations	A	UD	DA
23	We do not know any language games of English	A	UD	DA
24	Backward students are provided with remedial classes	A	UD	DA
25	The majority of the teachers are ignoring the remedial teaching to the backward students in English	A	UD	DA
26	Teachers do not find sufficient time to arrange remedial classes in English	A	UD	DA
27	The majority of the teachers do not use the audio-visual aids as part of the language teaching in English	A	UD	DA
28	The 45-minute period is not sufficient to cover all the language items in the class	A	UD	DA
29	The government schools are very poor in the teaching	A	UD	DA
30	Large class (students strength) are one of the obstacles for effective learning of the English language	A	UD	DA
31	Majority of the schools do not have books in the school library related to English language	A	UD	DA
32	Proper motivation is not given to the students before teaching the English lesson	A	UD	DA
33	Our teacher depends on the 'made easy' books for giving notes and other material of English	A	UD	DA
34	The language errors can be minimized if the teachers take an interest in teaching English	A	UD	DA
35	Our home environment is not conducive to learn English language	A	UD	DA
36	The illiteracy of the parents is responsible for lagging behind in English language	A	UD	DA
37	Parents are no way concerned with the language development in English when the teachers are efficient	A	UD	DA
38	Mother tongue is one of the factors for committing errors in English language	A	UD	DA
39	Literary competitions in English will help the students for effective learning of the language	A	UD	DA

Kindly give your opinions /suggestions (if any) on the Problems of Learning English at Secondary level for effective communication.

Signature of the Student