

# TEACHING METHODOLOGIES FOR ENGLISH LANGUAGE: A SURVEY-BASED ANALYSIS OF INTERACTION CHALLENGES AND ENGAGEMENT STRATEGIES

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## ABSTRACT

In order to improve interaction and participation in English language classes, this article investigates several teaching approaches. We analyze 101 students' responses to a survey on their preferences for classroom activities, perceived obstacles to interaction, and ideas for enhancement. While psychological obstacles like shyness and a fear of making mistakes affect involvement, research indicates that activities like group talks, practice conversations in real life, and interactive games increase engagement. These findings point to topics for further study on flexible and inclusive teaching strategies and offer guidance to educators looking to maximize their methods.

**Keywords:** Teaching methodologies, English language learning, student engagement, interaction challenges, survey analysis, instructional techniques

## 1. INTRODUCTION

In order to improve fluency, comprehension, and confidence in the context of English language instruction, interaction between students and teachers is crucial. Studies indicate that instructional strategies that promote engagement can improve language learning results. However, a lot of students struggle with interaction because they are shy or afraid of making mistakes. With the intention of educating educators on methods to establish more inclusive and stimulating learning environments, this article attempts to identify the most popular instructional activities and the primary barriers to involvement.

## 2. PROBLEM STATEMENT

While there are many different teaching methods accessible, English language teachers often find it difficult to truly engage every student. In English classes, students' unwillingness to actively participate is frequently a barrier to interaction. This can be due to a variety of reasons, including a fear of making mistakes or discomfort with public speaking. In addition to identifying these issues, this study will shed light on the kinds of activities that encourage participation and active learning.

- 1. Interaction:** Despite the emphasis on interactive learning in English language education, many students face barriers to active participation, such as fear of making mistakes and low confidence in speaking. This study seeks to identify teaching methods that can reduce these barriers and foster a more inclusive environment for student interaction.
- 2. Engagement:** Many English language learners struggle to remain engaged during class, often due to teaching methods that fail to align with their interests and learning preferences. The study aims to explore which instructional strategies are most effective in maintaining high levels of engagement among students.
- 3. Practical Application:** Although students may understand grammatical rules and vocabulary, many fail to apply their knowledge in real-life situations. This problem highlights the need for teaching approaches that emphasize practical language use and communicative competence.
- 4. Assessment Approaches:** Traditional assessment methods in English language teaching often fail to accurately reflect students' language skills, focusing more on memorization than practical ability. This research will examine alternative assessment techniques that better capture communicative competence and language application.
- 5. Confidence Building:** Low confidence levels in language skills prevent students from practicing and progressing effectively. This study investigates the role of supportive teaching strategies in building students' confidence, particularly for those hesitant to participate in speaking activities.

### Research Gap

Existing research emphasizes the value of communicative and interactive methods, like task-based and student-centered activities, in language learning. On the other hand, little is known about the effects of particular classroom activities on the levels of participation of various student populations. By determining which approaches work best for breaking down barriers to connection and encouraging active engagement, this study aims to close that gap.

### 3. LITERATURE REVIEW

Task-based learning, collaborative learning, and real-world language application are frequently emphasized in research on language acquisition teaching approaches. According to studies, language proficiency is enhanced by activities that feature real-world situations, like practicing conversations, and those that promote group engagement, such as games or discussions. Personal characteristics like introversion and anxiety, however, continue to be major obstacles to complete participation, indicating that instructional strategies must be customized to meet the needs of each individual student.

### 4. METHODOLOGY

101 students participated in a survey designed to gauge their experiences with various teaching philosophies, levels of involvement, and difficulties they face. Preferred activities, interaction hurdles, and opportunities for development in English language lessons were the main topics of the multiple-choice survey. Initially, 51 students' responses were gathered (using the Online data), and an additional 50 responses were supplied separately. To find patterns and preferences, the gathered data was then examined.

#### Survey Results and Analysis

##### 1. Teaching Methodologies

This section encompasses student preferences for various teaching methods, effective activities for language acquisition, and suggested adjustments to make activities more inclusive.

##### Engagement with Teaching Activities

Students favored **real-life conversation practice** (46 responses) and **interactive games** (24 responses), indicating that activities mimicking real-world language use enhance engagement. Other popular activities included **group work** and **writing tasks**, which suggest that collaborative and expressive exercises are also effective.

##### Learning Activities

Students highlighted **group discussions** (33 responses) and **writing exercises** (31 responses) as especially effective for language learning, underscoring the importance of interaction and structured practice. Listening-based tasks like **audio and video analysis** were also valued for building comprehension.

##### Desired Adjustments to Activities

Students suggested several changes to improve inclusivity and engagement. For example, balancing **fun activities like games** (33 responses) and adjusting **listening exercises to comprehension levels** (23 responses) were frequent suggestions. Additionally, **making group discussions more inclusive** and adjusting the **length of writing assignments** could enhance accessibility and interest.

##### 2. Student Interaction and Engagement

This section focuses on students' interaction challenges, barriers to active participation, and their views on class dynamics.

##### Barriers to Interaction

Many students preferred **listening** (41 responses) over participating, mainly due to **fear of making mistakes** (23 responses) and **shyness** (18 responses). These findings highlight the need for a supportive environment that encourages active speaking without fear of judgment.

##### Challenges with Class Activities

The most challenging activities included **speaking in front of the class** (41 responses) and **rapid quizzes** (15 responses), pointing to the need for gradual confidence-building steps. Students may benefit from smaller, low-stakes speaking tasks before engaging in full-class participation.

##### Student Perception of Lesson Pace

While many students felt **able to go with the flow** (36 responses), others either felt **left behind** (21 responses) or **unchallenged** (16 responses). This suggests that a differentiated approach to pacing could keep all students engaged and appropriately challenged.

### 5. DISCUSSION ON RESULTS

The information shows that in order to increase engagement, students choose hands-on, interactive activities such as group discussions, real-world talks, and interactive games. Shyness and fear of making mistakes were among the most common psychological obstacles, indicating that creating a low-stakes, encouraging atmosphere may help to overcome these problems.

## 6. UNEXPECTED FINDINGS

The appeal of story predictions and peer presentations as interesting listening exercises was one surprising discovery. This inclination implies that students relate to peer-led or narrative-based activities more, maybe as a result of their dynamic and cooperative nature.

## 7. SCOPE FOR FURTHER STUDIES

Future studies could examine flexible teaching strategies that accommodate a range of interaction preferences, like breaking up classes into smaller groups or adjusting the tempo of lessons using technology. Studies could also concentrate on methods for getting past psychological obstacles in language acquisition, like exercises that boost confidence.

## 8. CONCLUSION

According to this study, psychological barriers affect student participation in English language learning, while engaging and useful activities increase engagement. Teachers can use the research's insights to inform inclusive and flexible teaching strategies that cater to a range of student requirements, which will eventually boost their confidence and language skills.

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