Student English Language Production: Insights from Government Secondary School Teachers on Barriers, Strategies, and Outcomes in Erstwhile Warangal District, Telangana

Mohammed Takhee Pasha* [ID] and R. Vennela [ID]

Department of Humanities and Social Sciences, National Institute of Technology Warangal, Telangana, India

Abstract

This study investigates the opinions of government secondary school teachers in the erstwhile Warangal district of Telangana regarding the barriers, methods, and results associated with the production of the English language by students. Anorganized questionnaire was used to collect data on the barriers experienced by the students, which are limited vocabulary, fear of making errors, and insufficient exposure to English outside the classroom environment. The study illustrates significant classroom-based obstacles such as large class sizes, time limitations, and emphasis on rote memorization. Teachers indicated they use techniques such as group discussion, role-play, and computer software to assist students in speaking more effectively. The feedback provided was error correction and building confidence. The observed outcomes are increased fluency, more confidence, and an expanded vocabulary, yet student disinterest and lack of available resources are ongoing issues. The findings indicate how essential it is to have professional training, improved teaching materials, and reduced class sizes to establish a learning environment where students can actively use language. This study demonstrates that teachers have a central role in assisting students in overcoming obstacles and obtaining good outcomes in language learning.

Keywords: vocabulary, language, techniques, language learning, language skill.

Introduction

Language development is highly significant to students, particularly second-language English learners. In Telangana state government secondary schools in the erstwhile Warangal district, English proficiency is at the center of enabling students to perform well at school and in the workplace. Attaining this, however, might be challenging due to numerous challenges, such as not having sufficient vocabulary, being afraid to commit errors, not practicing English extensively outside the classroom, and classroom issues, such as huge class sizes and inadequate teaching materials [1-2].Teachers have a key role to play in assisting students in overcoming obstacles and adopting measures to enhance their language proficiency. Through the development of interactive and collaborative learning environments and practices such as group discussion, role-playing, and computer technology, teachers can facilitate active participation as well as students' fluency and confidence in English. Despite these efforts, issues such as overdependence on memorization and inadequate resources for teachers persist, and thus there is a call for systematic overhaul and innovative solutions.

This research considers what secondary government school teachers believe about the issues that make it difficult to generate English language. It also considers how teachers are handling the issues and what implications they are experiencing [3].

The research indicates that teachers' beliefs have a significant role to assist in determining viable solutions and enhance the effectiveness of learning the language among Telangana government school students.

Theoretical Perspectives on Language Acquisition

Most concepts regarding language and education have impacted learning English research. Krashen's Input Hypothesis (1982) states that listening and comprehending the target language is necessary to learn it. Likewise, Vygotsky's Socio-Cultural Theory (1978) emphasizes that language learning occurs through social interactions, which are necessary to acquire skills. Cummins' BICS and CALP Model (1979) differentiates between basic communication skills (BICS) and academic language skills (CALP), illustrating the difference between common speaking and academic English. These concepts illustrate the necessity of both structured classroom learning and real-world experience to enable students to use English more effectively.

Review of Literature

Acquiring good English speaking and writing abilities is a vital skill needed in the contemporary world. Good English enables students to perform well at school and secure employment in the future. Students from areas where English is not a native language, such as the former Warangal district in Telangana,

encounter numerous obstacles in attempting to acquire the language [4]. This literature review examines current studies on the issues of using English, effective pedagogies, and learning achievement among students, particularly in government secondary schools.

1. Barriers to English Language Production in Secondary Schools

There are various issues that studies have identified which make it difficult for students to translate English well in speech and writing.

1.1 Limited Exposure to English Outside the Classroom

Research shows that failing to practice English outside school harms language skill. [6] assert that students from non-English environments find it difficult to communicate in English because they lack practical skills. [5] also assert that practicing English outside school is very important to engage in in order to maintain and improve skills in the long term.

1.2 Fear of Making Mistakes and Lack of Confidence

Most students are nervous about making mistakes in saying something or committing bad grammar, and this discourages them from speaking English. [7] writes that worrying about language is a huge psychological block towards using it. Similarly, [8] refer to "foreign language anxiety" as a widespread problem that reduces students' motivation and makes them less willing to participate in speaking exercises.

1.3 Insufficient Classroom Practice

One large issue with acquiring the ability to speak a language is that there is insufficient practice time in standard classrooms. Studies by [8] indicate that in most areas where English is not natively spoken, instruction is primarily by the instructor, with limited opportunity for students to speak. [9] discovered rural high school students have less than 20% of classroom time to practice speaking, which damages their speaking ability.

1.4 Rote Learning and Memorization-Based Approaches

Dependence on memorization and test-based instruction restricts possibilities for actual language use. [10] laments the traditional grammar-based instruction, pointing out that students may perform well in paper exams but cannot apply the language spontaneously. This is particularly common in government schools whose curriculum is textbook-oriented rather than communication-oriented.

1.5 Large Class Sizes and Resource Constraints

[11] mention that large classrooms are an issue which does not allow the students to learn autonomously. There are over 40 students with the teachers at the government schools in India under one class. It is quite challenging for them to provide one-on-one care or communicate with the students. Moreover, with limited utilization of digital content, audio-visual aids, and English language mobile apps, interactive learning is all the more challenging.

2. Strategies to Enhance English Language Production

To address these challenges, scholars have suggested different approaches to enhance English language instruction and speaking.

2.1 Encouraging Student Participation Through Presentations and Discussions

Studies indicate that presenting and speaking in groups improves confidence and fluency. [12] demonstrate how task-based activities enable the learners to utilize the language in a real setting. [13] also demonstrates the significance of peer interaction to support speaking.

2.2 Role-Plays and Simulations

Role-plays and simulations of real life are great methods for developing English speaking skills. [13] explains how practice dialogues assist learners to communicate effectively by providing meaningful and interactive learning. [14] confirm that role-plays dispel nervousness and promote fluency by providing fun and interactive practice of the language.

2.3 Use of Digital and Audio-Visual Tools

With the use of language learning software, computer games, and interactive media, the quality of language learning for individuals can be enhanced. [15] discovered that mobile-assisted language learning (MALL) enables students to acquire improved listening and speaking skills outside the classroom. [16] say that technology enables students from less-resourced schools to practice English.

2.4 Collaborative Learning and Peer Interaction

Pair and group work activities have been proven to be effective in improving students' confidence and engagement. [17] argues that cooperative learning strategies increase student motivation, fluency, and participation. [18] drawing from socio-cultural theory, emphasizes that learning happens best in interaction, making collaborative learning essential.

2.5 Providing Constructive Feedback

Providing detailed feedback with improvement suggestions rather than simply pointing out mistakes is crucial in fostering student confidence. [19] found that students who receive specific, actionable feedback improve faster than those who receive only corrective feedback.

3. Impact of Language Production Activities on Learning Outcomes

Research consistently shows that engaging students in interactive language production activities results in significant learning benefits.

3.1 Increased Confidence in Speaking English

According to Bandura's Self-Efficacy Theory (1986), students who engage in frequent English-speaking activities develop stronger confidence in their abilities. [20] highlights that presentation-based learning helps students overcome anxiety and become comfortable with public speaking.

3.2 Enhanced Vocabulary and Fluency

Regular participation in language activities has been linked to improved vocabulary retention and spontaneous speech production. [21] argues that fluency develops when students engage in real-time, unrehearsed speech rather than memorized responses.

3.3 Positive Impact on Academic Performance

Several studies indicate that language production activities contribute to overall academic success. [22-27]

found that students who engage in speaking-focused English instruction perform better in reading comprehension and writing tasks.

4. Relevance to the Context of Government Secondary Schools in Telangana

Some of the problems include lack of exposure to English, high class sizes, failure to utilize technology, and overdependence on memorization in government secondary schools in the erstwhile Warangal district, Telangana. As per [23] Telangana government school students generally do not listen or speak much English, which hurts their grades and confidence. Utilizing interactive methods, technology, and ways of helping students speak in these schools would greatly improve their performance.The literature review points out that challenges like restricted exposure, apprehension of making mistakes, ineffectual classroom procedures, and memorization prevent students from expressing themselves in English. However, research-based practices like presentations, role-plays, computer aided learning, group discussions, and positive reinforcement can boost fluency, confidence, and academic performance. The study finds that government secondary schools in Telangana need innovative teaching procedures, especially on the communication skill instead of memorizing facts. Resolving these challenges by using innovative, interactive teaching practices can greatly improve students' proficiency and potential in English language.

Research Objectives

The principal objective of this research is to investigate what influences the use of English among secondary school students in the government schools of the former Warangal District in Telangana. It also seeks to determine the best pedagogy to enhance the language proficiency. The research will evaluate how task-based language production influences learning and determine the type of support that teachers need in terms of professional development.

Specific Objectives

1. To identify the key barriers affecting English language production among secondary school students, including linguistic, psychological, pedagogical, and institutional factors.
2. To explore the strategies used by government secondary school teachers to enhance students' English language production, with a focus on interactive learning methods, digital tools, and classroom practices.
3. To assess the impact of language production activities on students' confidence, fluency, engagement, and overall academic performance.

4. To examine teacher perspectives on English language instruction and identify their training, resource, and institutional support needs to improve teaching effectiveness.

These objectives will guide the study in systematically analyzing challenges, strategies, outcomes, and support mechanisms related to English language production in government secondary schools.

Research Questions

The research questions will guide the study in analyzing the challenges, teaching methodologies, effectiveness of language activities, and the role of teacher support in improving English proficiency among students.
1. What are the primary challenges that hinder students' ability to produce English effectively in government secondary schools in Erstwhile Warangal District, Telangana?
2. What teaching strategies are most commonly used by government secondary school teachers to improve students' English language production, and how effective are they?
3. How do language production activities impact students' confidence, fluency, and overall academic performance in English?
4. What kind of professional training, resources, and institutional support do teachers need to enhance student English language production in government secondary schools?
These research questions will guide the study in analyzing the challenges, teaching methodologies, effectiveness of language activities, and the role of teacher support in improving English proficiency among students.

Research Themes

The research is structured around several key themes that emerge from the analysis of challenges, teaching methodologies, and learning outcomes. These themes provide a comprehensive framework for understanding English language acquisition in this specific educational context.
1. Barriers to Student Language Production
2. Strategies to Enhance Language Production
3. Outcomes of Language Production Activities
4. Teacher Perspectives and Support Needs

Research Framework

This structure aligns the Research objectives, Research questions, Research Themes and Mapping with question items and provides a coherent framework for conducting and analyzing the research.

Research Objectives	Research Questions	Research Themes	Question Items
To identify the key barriers affecting English language production among secondary school students, including linguistic, psychological, pedagogical, and institutional factors.	What are the primary challenges that hinder students' ability to produce English effectively?	Barriers to Student Language Production	1,2,3
To Explore strategies used by teachers to enhance English language production.	What teaching strategies are most commonly used by teachers, and how effective are they?	Strategies to Enhance Language Production	4,5,6,7
To assess the impact of language production activities on students' confidence, fluency, engagement, and overall academic performance.	How do language production activities impact students' confidence, fluency, and overall academic performance?	Outcomes of Language Production Activities	8,9,10
To examine teacher perspectives on English language instruction and identify their training, resource, and institutional support needs to improve teaching effectiveness.	What kind of professional training, resources, and institutional support do teachers need to enhance English language production?	Teacher Perspectives and Support Needs	11,12

This mapping ensures that each research question is supported by relevant data collected from the questionnaire responses.

Methodology
This research uses the mixed-methods approach by combining qualitative and quantitative data to examine barriers, strategies, and outcomes pertaining to the use of English language by secondary school students in government schools in the old Warangal district of Telangana. A structured questionnaire was utilized to obtain responses from nearly 100 English teachers selected for the research. Teachers' background questions, classroom issues, teaching strategies, and observed effects were addressed in the questionnaire. Quantitative data were analyzed using descriptive and inferential statistics, and qualitative answers were coded by theme to generate in-depth information. Ethical guidelines, such as consent and privacy, were applied throughout the research. This stringent approach offers an in-depth understanding of the influencing factors of the language use of students, providing informative feedback to teachers.

1. Research Design
This research adopts the mixed-methods approach in which qualitative and quantitative methods are employed to procure in-depth information about barriers, strategies, and impacts concerning students' English language production. A standardized questionnaire was designed to collect primary data from government secondary school teachers of the former Warangal district of Telangana.

2. Study Population and Sampling
The study targets **English language teachers** in government secondary schools in the Warangal district. Participants were selected using **purposive sampling** to ensure they met the following criteria:
* Currently teaching English in government secondary schools.
* Minimum of one year of teaching experience.
* Involved in activities or assessments related to student language production.

A sample size of approximately 60 teachers was targeted to ensure a diverse representation across different schools, age groups, and teaching experiences.

3. Data Collection Tools
The primary data collection tool was an Organized questionnaire designed to gather insights on:
1. Teacher demographics and classroom profiles.
2. Barriers to student language production.
3. Strategies employed to enhance language production.
4. Outcomes observed from language production activities.
5. Teachers' perspectives on systemic and resource needs.
The questionnaire included:
* Multiple-choice questions to capture quantitative data.
* Likert scale items to measure perceptions and effectiveness.

4. Data Collection Procedure
The data collection process involved the following steps:
1. Questionnaire Development: Based on literature and expert inputs, the questionnaire was pilot-tested with five teachers to refine clarity and relevance.
2. Distribution: Questionnaires were distributed physically and via online platforms to reach participants across urban and rural schools.

3. Ethical Considerations: Participants were informed about the study's purpose, and their consent was obtained. Anonymity and confidentiality were assured.

5. Variables of the Study
The study variables were categorized as follows:
* **Independent Variables**: Teacher demographics (age, experience, qualifications), class size, and teaching environment.
* **Dependent Variables**: Barriers to language production, strategies employed, and outcomes observed.

6. Data Analysis
A quantitative method was used for data analysis:

1. Quantitative Analysis: Data from multiple-choice and Likert scale items were analyzed using descriptive statistics (percentages) to identify patterns and relationships.

7. Ethical Considerations
The study adhered to the following ethical principles:
* **Informed Consent**: All participants were provided with detailed information about the study and voluntarily consented to participate.
* **Confidentiality**: Data was anonymized, and access was restricted to authorized researchers only.
* **Voluntary Participation**: Participants had the right to withdraw at any point without consequences.

8. Limitations of the Study
The study acknowledges the following limitations:
* **Geographic Scope**: The findings are limited to the erstwhile Warangal district and may not fully represent other districts or states.
* **Self-reported Data**: Responses rely on teachers' perceptions, which may be subjective.
* **Time Constraints**: The study's timeline limited extensive longitudinal observations.

**9. Expected Outcomes**
The study aims to:
1. Identify specific barriers to English language production in government secondary schools.
2. Evaluate the effectiveness of strategies employed by teachers.
3. Provide actionable recommendations for stakeholders to enhance language learning outcomes.
This methodology section provides a detailed blueprint for conducting the research, ensuring rigor and alignment with the study objectives.

Section-i: Teacher profile analysis
District wise Analysis

| District	No of Teachers	Percentage
Hanumakonda	10	16.67
Jangoan	10	16.67
JayashankarBhupalpally	10	16.67
Mahabubabad	10	16.67
Mulugu	10	16.67
Warangal	10	16.67
Total	**60**	**100**
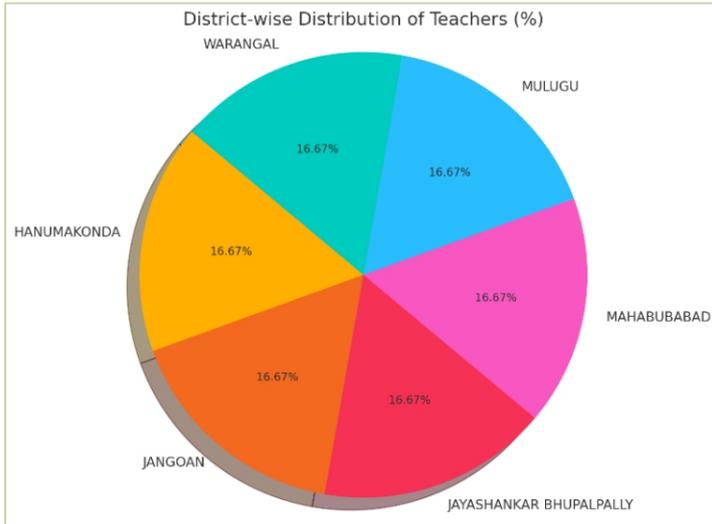
The table and Pie chart present the distribution of teachers across six districts, each having an equal number of 10 teachers, accounting for 16.67% of the total 60 teachers a clearly illustrating the equal distribution of teachers across the districts surveyed:

Each district (Hanumakonda, Jangoan, JayashankarBhupalpally, Mahabubabad, Mulugu, Warangal) accounts for 16.67% of the respondents.

This uniform representation ensures unbiased and balanced insights from across all surveyed districts.

Gender wise Analysis

| Gender	Count	Percentage
Male	30	50
Female	30	50
Total	**60**	**100**
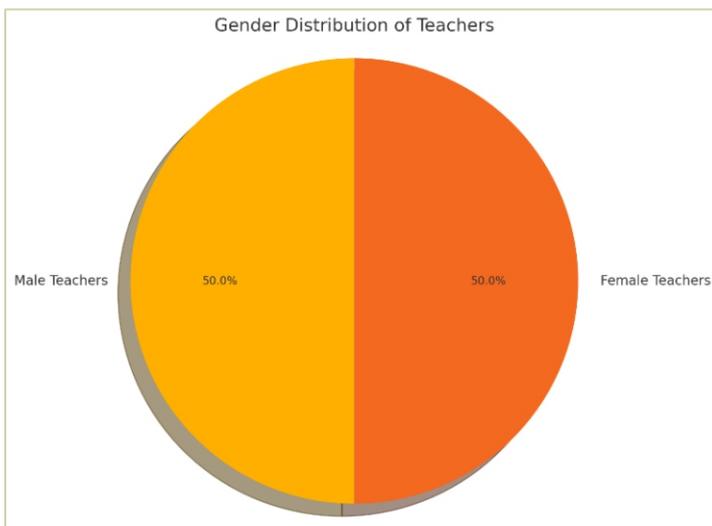
The table and the pie chart in the image presents a gender-based breakdown of a dataset, showing the count and percentage of males and females as follows.

1. Equal Distribution: The dataset is perfectly balanced between males and females, each contributing **50%** of the total.

2. Total Count: The total population in the dataset is **60 individuals**.

3. Clear Representation: This is a simple tabular representation showing gender distribution, which can be useful for demographic analysis or equity considerations.

The visualization confirms a perfect gender balance, offering equal representation from both male and female teachers in the study.

Age wise Analysis

| Age Group	Count	Percentage
41-50	30	50.00
51+	28	46.66
31-40	2	3.33
Total	**60**	**100**
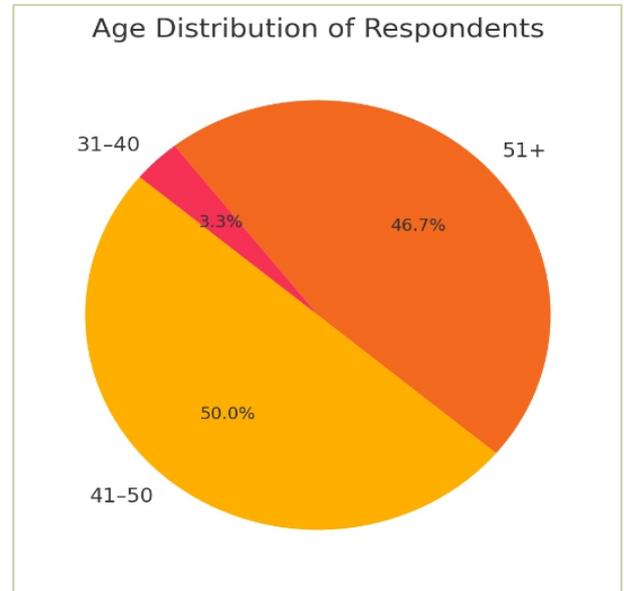
The table and pie chart display the distribution of respondents by age group. The key insights are:

• The majority of respondents (50%) fall within the 41–50 years age range.

• The 51+ years age group makes up approximately 46.66% of respondents.

• A small percentage (3.33%) of respondents are in the 31–40 years age bracket.

This indicates that the respondents are predominantly experienced professionals, with a significant number in the later stages of their careers.

Experience wise Analysis

| Experience Group	Count	Percentage
11-20 years	33	55
21+ years	24	40
0-5 Years	3	5
Total	**60**	**100**
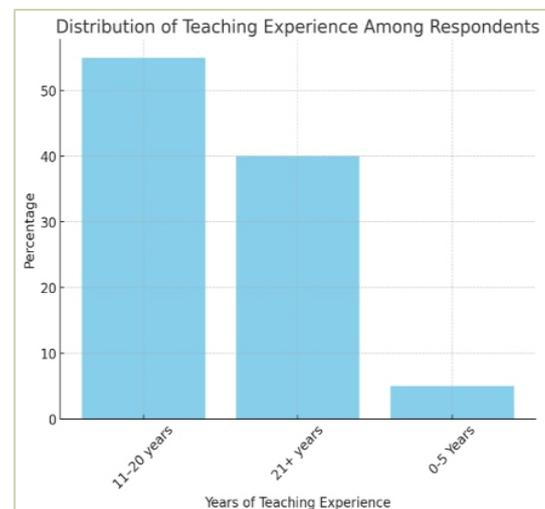
The table and bar chart display the distribution of respondents based on their years of teaching experience. The key insights are:

- 55% of respondents have 11–20 years of teaching experience, indicating a strong mid-career presence.
- 40% of respondents have 21+ years of experience, showcasing a significant portion of highly experienced educators.
- Only 5% of respondents fall within the 0-5 years' experience range, suggesting a lower representation of early-career teachers.

This distribution indicates a workforce predominantly composed of experienced educators, which may impact teaching methodologies, adaptability to new educational technologies, and openness to change.

Educational Qualification wise Analysis

| Educational Qualification	No of Teachers	Percentage
M.A., B.Ed.	52	86.66
M.A., M.Ed.	8	13.33
Total	**60**	**100**
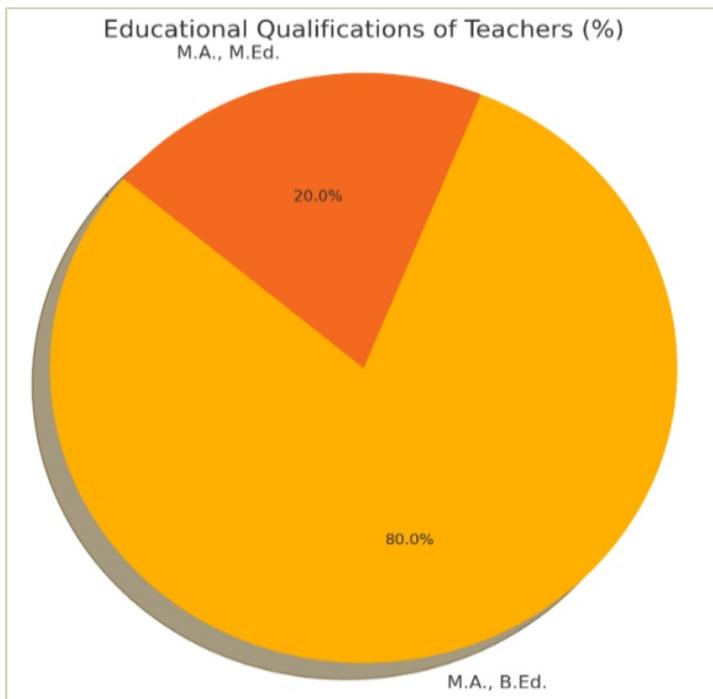
The table and pie chart illustrate the distribution of respondents based on their educational qualifications. Key insights:

- The vast majority (86.66%) of respondents hold an M.A., B.Ed. qualification.
- A smaller proportion (13.33%) have an M.A., M.Ed. qualification.

This suggests that most respondents have a foundational teaching qualification (B.Ed.), with a smaller segment pursuing further education (M.Ed.). The high prevalence of M.A., B.Ed. degrees indicates that this is the standard qualification for educators in this dataset.

Class size wise Analysis

| Class Size	No of Schools	Percentage
31-40 students	19	31.66
20-30 students	15	25.00
Less than 20 students	13	21.66
More than 40 students	13	21.66
Total	**60**	**100**
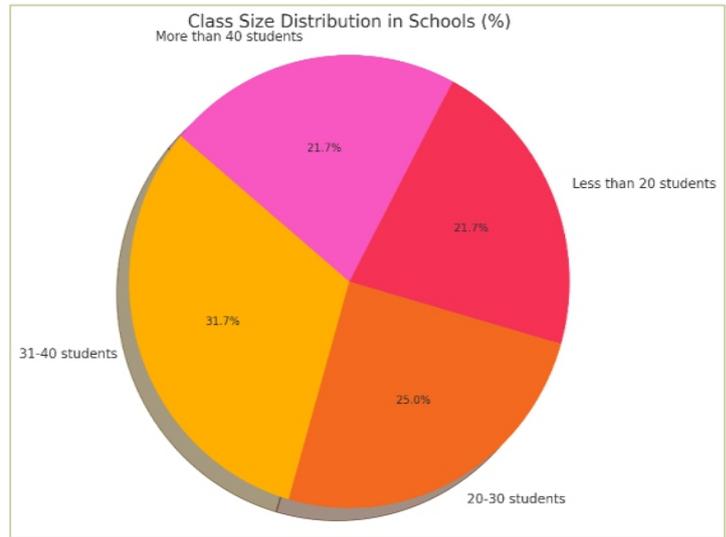
The table and pie chart display the distribution of typical English class sizes among respondents. Key insights:

- The most common class size is 31–40 students, making up 31.66% of the responses.
- 20–30 students class size is also prevalent, accounting for 25.00%.
- Both Less than 20 students and More than 40 students have an equal share of 21.66% each.

This indicates that most teachers handle medium to large-sized classes, with a few managing very small or very large groups. Larger class sizes may present challenges in individualized attention and engagement.

Medium of Instruction Analysis

Medium of Instruction	No of Teachers	Percentage
English	54	90
Both (bilingual)	6	10
Total	**60**	**100**
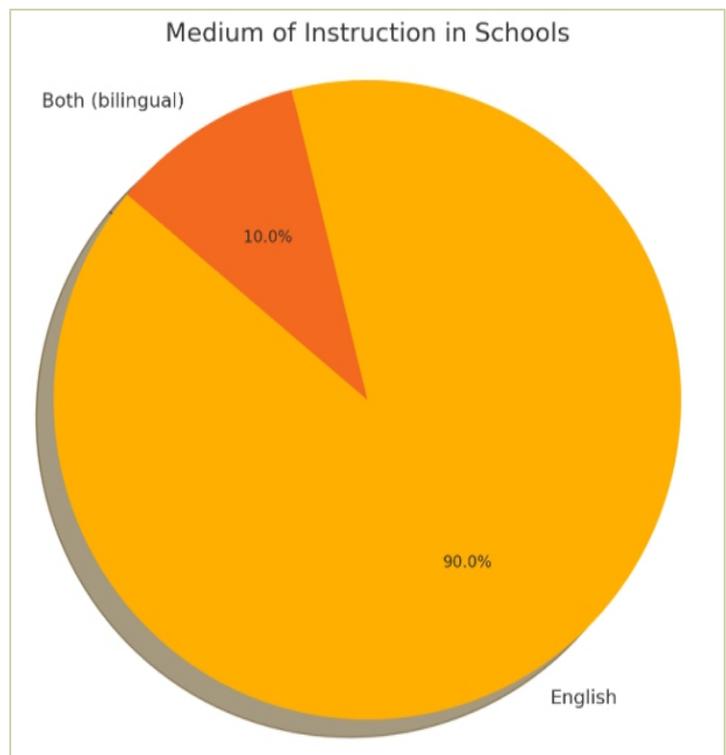
The analysis of the medium of instruction in the schools indicates:
• English Medium: 54 schools (90 %)
• Both (Bilingual): 6 schools (10%)

The table and pie chart clearly shows that the majority of the schools surveyed use English as the primary medium of instruction and representing the distribution of the medium of instruction in the schools analyzed. It visually emphasizes that a substantial majority (90%) of schools prefer English as the primary medium, with a smaller proportion(10%) adopting a bilingual approach.

Section –ii: question wise analysis

1. What is the primary challenge your students face in English language production?

Primary Challenge	No of Teachers	Percentage
Limited exposure to English outside the classroom	39	65.00
Fear of making mistakes	11	18.33
Lack of vocabulary	8	13.33
Lack of interest	2	3.33
Total	**60**	**100**

Primary Challenges in English Language Production (%)
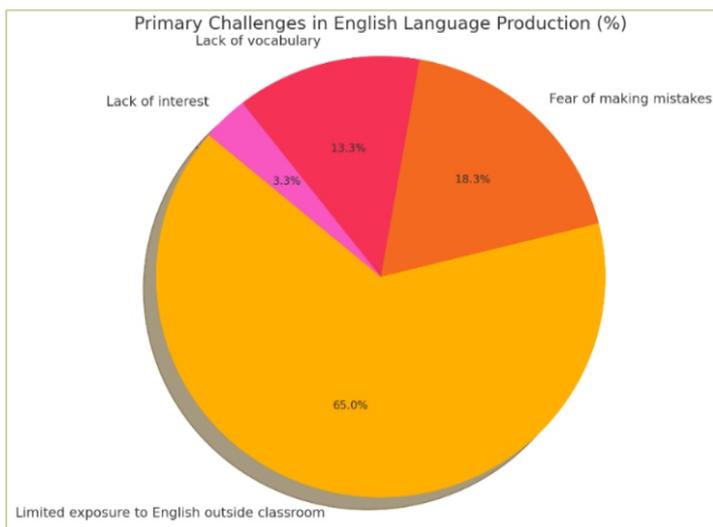
The analysis of primary challenges faced by students in English language production reveals the following:
• **Limited exposure to English outside the classroom:** The most prominent challenge, identified by 39 teachers (65.00%), suggests students struggle due to inadequate opportunities for real-world practice.
• **Fear of making mistakes:** Highlighted by 11 teachers (18.33%), indicating anxiety significantly restricts students from actively participating.
• **Lack of vocabulary:** Noted by 8 teachers (13.33%), pointing out a substantial barrier related to limited language resources among students.
• **Lack of interest:** Mentioned by only 2 teachers (3.33%), suggesting it's a minor issue compared to others.

This analysis underscores the critical importance of providing students with more exposure and opportunities to use English beyond classroom instruction to enhance language production skills effectively.

2. What is the main classroom-related barrier to student participation?

Classroom-related Barrier	No of Teachers	Percentage
Insufficient time for practice	38	63.33
Focus on rote learning	12	20.00
Inadequate teaching resources	8	13.33
Large class size	2	3.33
Total	**60**	**100**

Classroom-related Barriers to Student Participation (%)
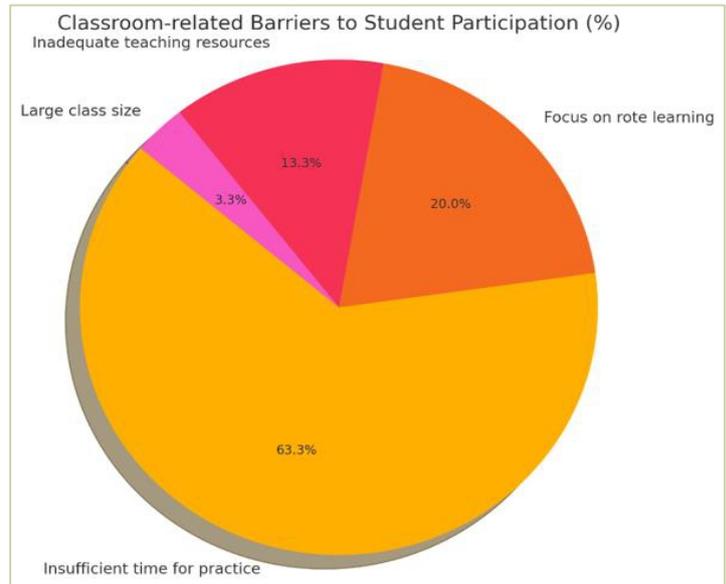
The analysis of classroom-related barriers affecting student participation in language activities highlights:
• **Insufficient time for practice:** This barrier is most prominent, identified by 38 teachers (63.33%), indicating that limited practice opportunities significantly hinder student engagement.
• **Focus on rote learning:** Noted by 12 teachers (20.00%), emphasizing that traditional memorization methods negatively affect student interaction and creative language use.
• **Inadequate teaching resources:** Cited by 8 teachers (13.33%), suggesting that limited availability of suitable resources impacts effective language instruction.
• **Large class size:** Least frequently identified, mentioned by only 2 teachers (3.33%), showing this issue has relatively minor impact in comparison to other barriers.

Overall, the predominant classroom barrier is insufficient time allocated for practical language practice, emphasizing a critical need for more interactive and practice-focused instruction time.

3. What factors affect your students' confidence in speaking English?

Factors Affecting Confidence	No of Teachers	Percentage
All of the above	40	66.66
Limited fluency	16	26.66
Peer pressure	4	6.66
Total	**60**	**100**

Factors Affecting Students' Confidence in Speaking English (%)
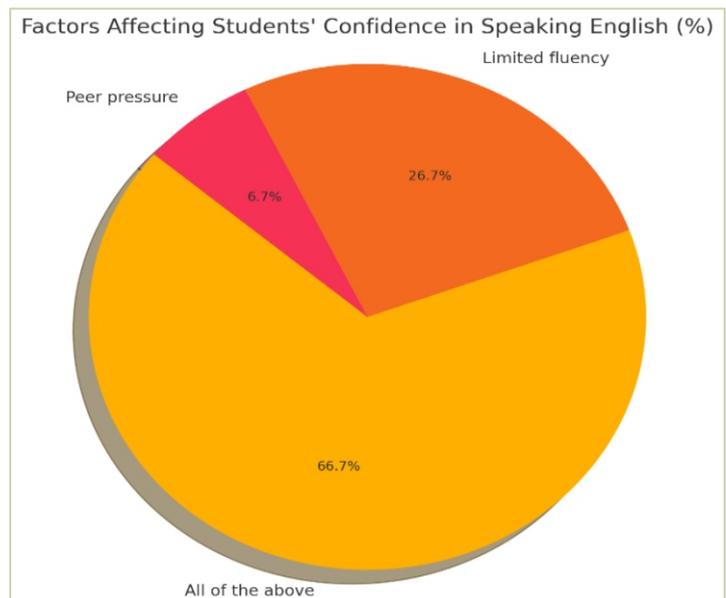
The analysis of factors affecting students' confidence in speaking English reveals the following insights:

- **All of the above:** A significant majority (40 teachers, 66.66%) identified multiple factors collectively (limited fluency, peer pressure, etc.) as influencing confidence, suggesting a multifaceted challenge in language production.
- **Limited fluency:** Identified by 16 teachers (26.66%), indicating that lack of fluency independently has a substantial impact on student confidence.
- **Peer pressure:** This is the least identified factor, reported by only 4 teachers (6.66%), suggesting it's comparatively less influential but still notable.

This analysis emphasizes the complexity of confidence-related issues, with multiple interacting factors predominantly affecting students' willingness to speak English.

4. Which strategies do you commonly use to encourage student language production?

| Strategies Used	No of Teachers	Percentage
Encouraging individual presentations	33	55.00
Group discussions	10	16.66
Role plays and simulations	9	15.00
Using digital tools like language apps	8	13.33
Total	**60**	**100**
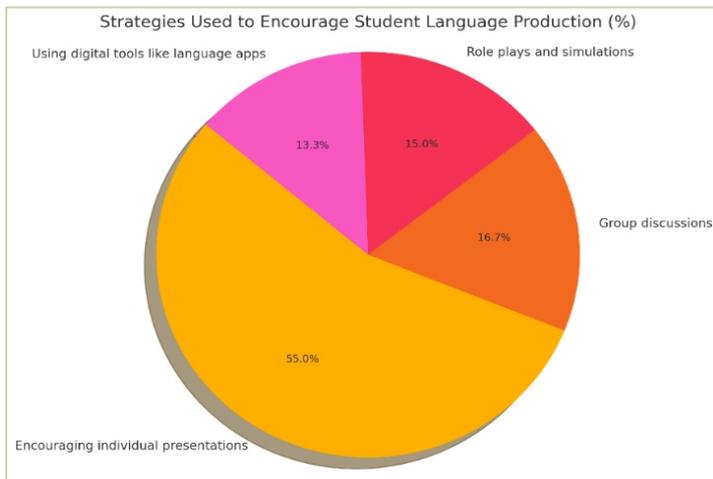
The analysis of strategies teachers commonly use to encourage student language production is as follows:

- Encouraging individual presentations is the most widely adopted strategy, employed by 33 teachers (55.00%), highlighting its significant role in promoting individual confidence and language skills.
- Group discussions are utilized by 10 teachers (16.66%), emphasizing interactive group learning to stimulate communication.
- Role plays and simulations are used by 9 teachers (15.00%), supporting practical and realistic language usage in a controlled environment.
- Using digital tools like language apps is the least adopted strategy, used by 8 teachers (13.33%), indicating potential underuse of technological resources in language teaching.

Overall, individual presentations clearly dominate as the primary method, while group discussions and role plays are moderately popular, and digital tools remain relatively underutilized.

5. How often do you use collaborative activities to enhance speaking skills?

| Frequency of Collaborative Activities	No of Teachers	Percentage
Frequently	37	61.66
Always	15	25.00
Occasionally	8	13.33
Total	**60**	**100**
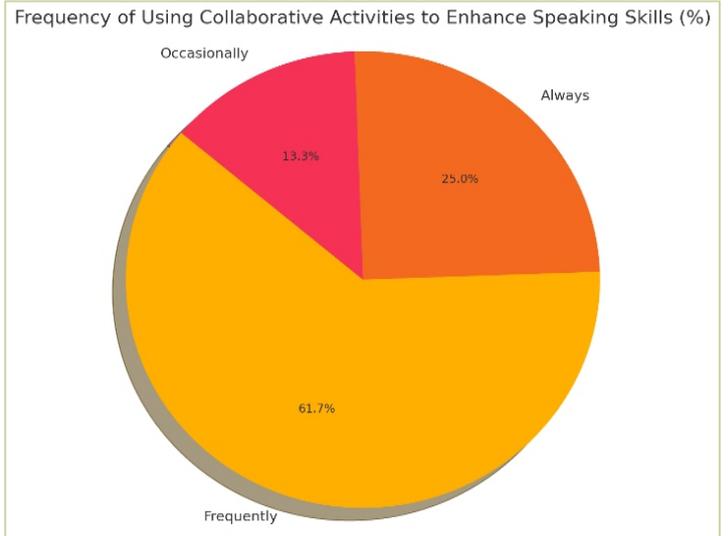
Based on the provided table, the analysis of the frequency of collaborative activities used by teachers to enhance speaking skills reveals:

- **Frequently:** Most teachers (37 teachers, 61.66%) reported frequently using collaborative activities.
- **Always:** A quarter of the teachers (15 teachers, 25%) always use collaborative methods.
- **Occasionally:** The least common frequency is occasionally (8 teachers, 13.33%).

The majority of teachers regularly implement collaborative activities, indicating their recognition of the importance of interactive and cooperative methods in developing speaking skills among students.

6. What kind of feedback do you usually provide to students?

| Type of Feedback	Count	Percentage
Detailed feedback with suggestions for improvement	29	48.33
Encouragement to build confidence	22	36.66
Corrective feedback (pointing out mistakes)	9	15.00
Total	**60**	**100**
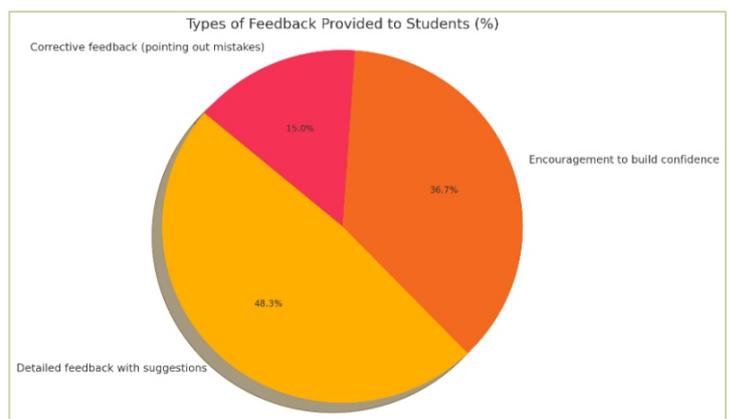
The provided table clearly summarizes the feedback types teachers use with their respective counts and percentages:

- Detailed feedback with suggestions for improvement is the most prevalent, with 29 responses (48.33%), highlighting its significant role in enhancing student performance.
- Encouragement to build confidence is also a widely used approach, with 22 responses (36.66%), reflecting its importance in motivating students.
- Corrective feedback (pointing out mistakes) is less frequent, with 9 responses (15%), suggesting teachers prefer supportive feedback strategies to build student confidence rather than only pointing out errors.

Overall, teachers prioritize feedback that offers specific improvement suggestions and builds student confidence rather than merely identifying mistakes.

7. What additional resources do you use for language production activities?

Additional Resources Used	No of Teachers	Percentage
Audio-visual aids	39	65.0
Online resources	11	18.3
Printed worksheets	8	13.3
None	2	3.3
Total	**60**	**100.0**

Additional Resources Used for Language Production Activities (%)
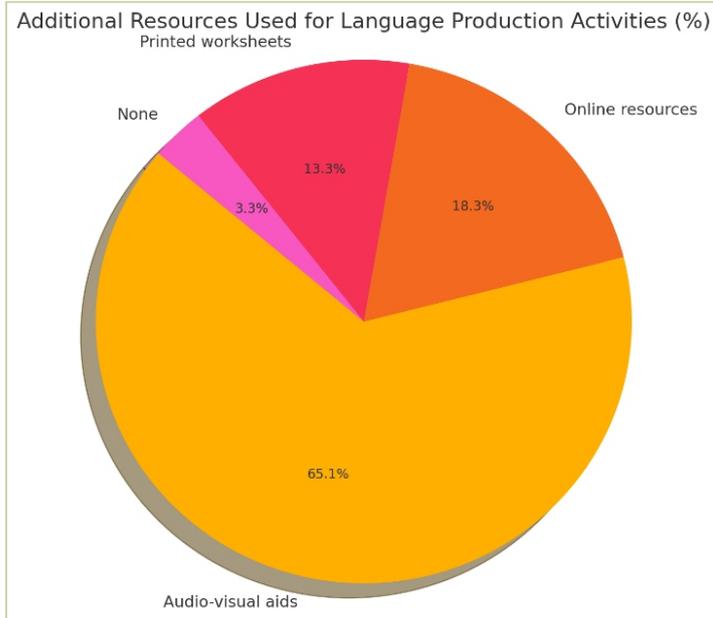
The analysis of additional resources used for language production activities is as follows:

• **Audio-visual aids (65%)** are the most widely used resource, showing that teachers heavily rely on multimedia tools to enhance language learning.

• **Online resources (18.3%)** are moderately used, indicating that some teachers incorporate digital platforms for language activities.

• **Printed worksheets (13.3%)** are used less frequently, suggesting a limited preference for traditional paper-based exercises.

• **None (3.3%)** indicates that very few teachers do not use any additional resources.

This data highlights that audio-visual aids are the most preferred, with digital and printed materials playing a secondary role, while only a small number of teachers do not use any additional resources.

8. What outcomes do you typically observe in students after language production activities?

Observed Outcomes	No of Teachers	Percentage
All of the above	45	75.00
Increased confidence	13	21.66
Enhanced vocabulary	2	3.33
Total	**60**	**100**

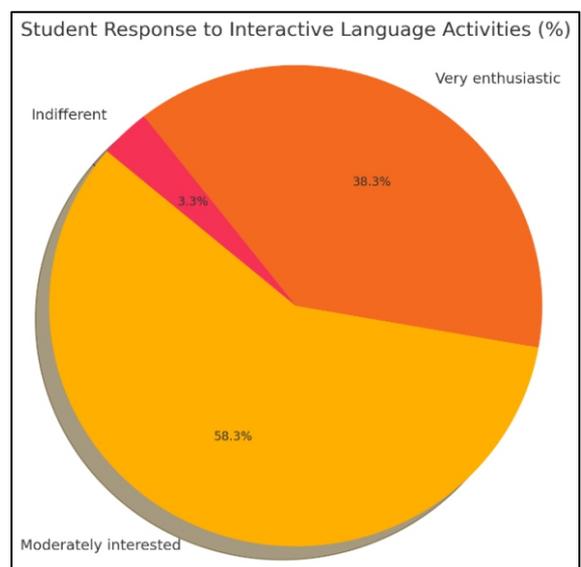

Student Response to Interactive Language Activities (%)
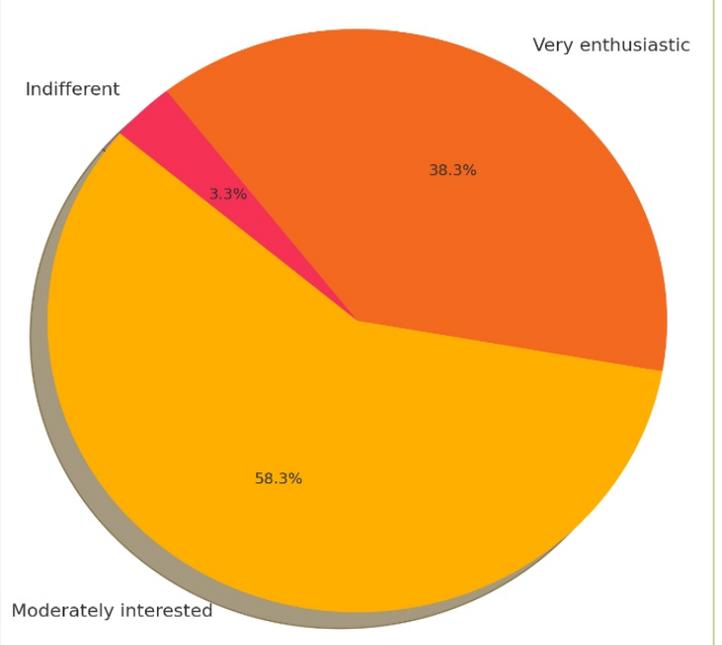
The analysis of the observed outcomes from language production activities, based on the provided table, is as follows:

• **All of the above (multiple outcomes)** was the most significant observed outcome, reported by 45 teachers (75%), indicating comprehensive benefits such as enhanced confidence, improved fluency, vocabulary development, and more interactive participation.

• **Increased confidence** alone was observed by 13 teachers (21.66%), highlighting confidence-building as a notable individual benefit.

• **Enhanced vocabulary** was mentioned by only 2 teachers (3.33%), reflecting a specific benefit observed to a much lesser degree.

This analysis underscores that language production activities broadly benefit students across various linguistic and interpersonal aspects, with confidence-building noted as a particularly important outcome individually.

9. How do students typically respond to interactive language activities?

Student Response to Interactive Activities	No of Teachers	Percentage
Moderately interested	35	58.33
Very enthusiastic	23	38.33
Indifferent	2	3.33
Total	**60**	**100**

Student Response to Interactive Language Activities (%)

Based on the provided table, the analysis of student responses to interactive language activities is as follows:

- **Moderately interested:** A majority (35 teachers, 58.33%) report students generally show moderate interest, suggesting a positive yet restrained level of engagement.
- **Very enthusiastic:** A substantial portion (23 teachers, 38.33%) note high enthusiasm, indicating a significant number of students actively enjoy and engage deeply with interactive activities.
- **Indifferent:** Very few (2 teachers, 3.33%) observe indifference, highlighting minimal disengagement.

Overall, interactive language activities are effective in engaging most students positively, ranging from moderate to high enthusiasm.

10. What impact do language production activities have on students' overall academic performance?

| Impact on Academic Performance	No of Teachers	Percentage
Significant improvement	35	58.33
Moderate improvement	22	36.67
Difficult to assess	3	5.00
Total	**60**	**100.00**
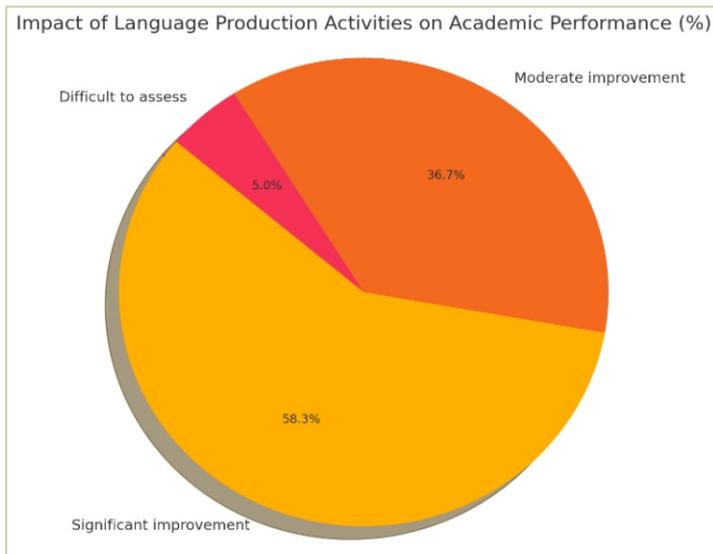
Based on the provided table, the analysis of the impact of language production activities on students' overall academic performance is as follows:

- **Significant improvement**: is the most commonly observed outcome, reported by 35 teachers (58.33%), highlighting that language activities notably enhance academic performance.
- **Moderate improvement:** Reported by 22 teachers (36.67%), suggesting that activities are beneficial but might require additional reinforcement.
- **Difficult to assess:** Only reported by 3 teachers (5%), indicating that very few find it challenging to measure the outcomes.

Overall, teachers predominantly observe a positive impact from language production activities, with most seeing significant or at least moderate improvements in students' overall academic performance.

11. What do you believe is the most effective way to overcome language production barriers?

| Effective Strategies	No of Teachers	Percentage
Providing a safe and supportive environment	19	31.67
Reducing focus on grammar and increasing conversation practice	18	30.00
Offering extra-curricular language workshops	13	21.67
Integrating technology into language teaching	10	16.67
Total	**60**	**100.00**
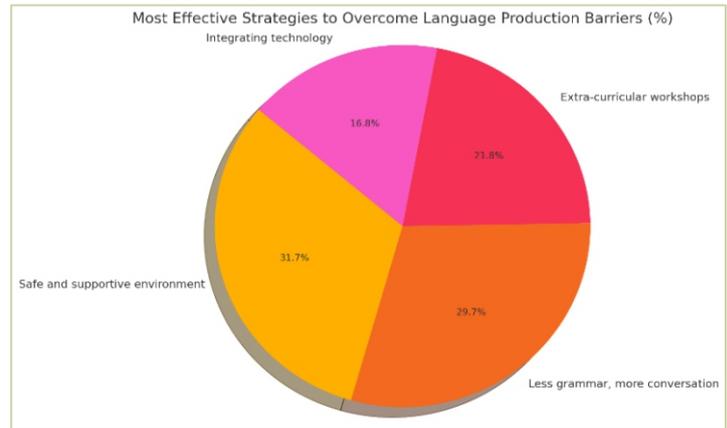
The analysis of effective strategies to overcome language production barriers based on the provided table reveals:

- Providing a safe and supportive environment (32%) is the most preferred strategy, indicating that teachers believe reducing anxiety and fostering confidence is key to improving language skills.
- Reducing focus on grammar and increasing conversation practice (30%) is also highly valued, emphasizing the need for practical, real-life communication instead of grammar-heavy instruction.
- Offering extra-curricular language workshops (22%) is considered beneficial, showing that structured learning opportunities beyond regular classes are effective.
- Integrating technology into language teaching (17%) is the least preferred strategy but still considered useful in enhancing engagement and accessibility.

Overall, teachers prioritize student comfort, conversational fluency, and additional learning opportunities as the most effective ways to improve language production, with technology playing a secondary role.

12. What kind of professional support would help you in enhancing student language production?

Professional Support Needed	No of the Teachers	Percentage
Training in modern teaching methodologies	21	35.00
Access to better teaching aids and resources	20	33.33
Peer collaboration and sharing best practices	19	31.67
Total	**60**	**100.00**
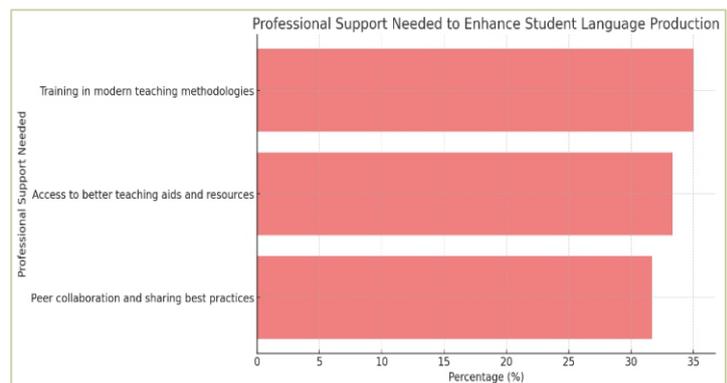
The provided table detailing the professional support teachers need indicates:

- **Training in modern teaching methodologies:** Most teachers (21 teachers, 35%) emphasize the importance of acquiring updated instructional methods to enhance language teaching effectiveness.
- **Access to better teaching aids and resources:** A significant number (20 teachers, 33.33%) underline the necessity of improved teaching materials and tools.

- **Peer collaboration and sharing best practices:** Highlighted by 19 teachers (31.67%), suggesting teachers value learning from each other's experiences.

The data reveals teachers' clear preferences for professional support focusing on modern methodologies, better resources, and collaborative opportunities to enhance language teaching effectiveness.

Key Findings
- Limited exposure to English outside the classroom (65%) is the biggest challenge, emphasizing the need for more real-world practice opportunities.
- Insufficient time for practice (63.33%) is the top classroom-related barrier, highlighting the need for interactive, student-centered learning.
- Multiple factors influence confidence (66.66%), with limited fluency (26.66%) being a key concern.
- Individual presentations (55%) are the most used teaching strategy, while digital tools (13.33%) remain underutilized.
- Collaborative activities are frequently used (61.66%), but not consistently across all classrooms.
- Teachers prioritize detailed feedback (48.33%) and encouragement (36.66%) over solely corrective feedback (15%).
- Audio-visual aids (65%) are the most widely used resource, while online resources (18.3%) and printed worksheets (13.3%) are secondary.
- Language production activities lead to multiple benefits (75%), especially increased confidence (21.66%).
- Most students show moderate interest (58.33%) in interactive activities, while a smaller portion (38.33%) is highly enthusiastic.
- Language production activities significantly improve academic performance (58.33%), with moderate improvement noted by 36.67%.
- A safe and supportive environment (31.67%) and conversation practice over grammar (30%) are the most preferred ways to overcome barriers.
- Teachers need training in modern teaching methodologies (35%) and better teaching resources (33.33%) to improve student engagement.

Strategy Analysis
Teachers identified various techniques, such as role-plays, group discussions, personal presentations, and computer programs. Personal presentations and collaborative work in groups, involving discussions and role-plays, are the most successful techniques. Personal presentations are extremely prevalent and make students more confident and enhance their language proficiency. Group discussions and role-plays are less prevalent, but they are highly successful at making students talk and less nervous.

To institutionalize these best practices in classrooms, schools can:
- Make a well-defined schedule to conduct group discussions and role-plays weekly.
- Provide detailed rules and examples for carrying out these activities.
- Offer frequent training to the teachers on effective management and facilitation of these interactive sessions.

Occasional application of such strategies has a long-term impact on the language development of students by:
- Enhancing fluency and remembering vocabulary more efficiently by being involved regularly.
- Gradually establishing students' confidence, reducing anxiety in the language, and motivating them to speak spontaneously.
- Developing school and thought skills through regular participation in organized and interactive language activities that will lead to higher grades in all curriculum areas.

Action Plan
In order to enjoy technology and interactive pedagogy on a frequent and effective level, schools can adopt this simple step-by-step procedure:

1. Infrastructure Development
- Install basic technology such as projectors and smart boards in every classroom within a specific time frame.
- Provide reliable internet connectivity in every classroom to facilitate the use of digital materials.

2. Providing Resources
- Equip classrooms with audio-visual tools and learning software/apps specifically designed for language learning.
- Provide the teachers with resource packages comprised of role-play scripts, debate topic cards, and digital resource guides.

3. Teacher Training
- Hold workshops monthly to enable teachers to learn how to apply contemporary teaching techniques and computer tools effectively.
- Encourage peer collaboration sessions where teachers share experiences, strategies, and best practices.

4. Monitoring and Feedback
- Put in place a process for constant observation and feedback so things are done effectively and continually evolve.
- Hold bi-monthly meetings for the purposes of setting progress, reviewing difficulties, and amending action plans as required.

By following this step-by-step approach, schools can ensure that technology and interactive learning techniques are used efficiently and in the long term to enhance students' language skills.

Recommendations
With the aim of improving teaching English language, the following can be recommended:
- Increase real-world exposure to English through language clubs, immersion activities, and native speaker interactions.
- Allocate more time for practice by integrating role-plays, debates, and storytelling into lessons.
- Focus on confidence-building strategies, including supportive feedback, peer collaborations, and fluency development.
- Employ various teaching techniques by incorporating additional group discussions (16.66%) and role plays (15%) with individual presentations.

- Facilitate expanded use of co-curricular activities for maximum involvement of the students.
- Enhance online learning using more language apps and web-based tools.
- Transition away from rote memorization toward interactive, student-centered methods that enhance language acquisition.
- Offer positive, action-oriented feedback that focuses on growth, not error correction.
- Enlarge the range of modern teaching aids, especially with more emphasis on audio-visual and computer facilities.
- Encourage positive, discussion-classroom environments that minimize fear of error and cultivate confidence.
- Provide teacher training sessions in new methods and technology-based instruction.
- Encourage peer collaboration events and after-school workshops for both teachers and students.

By implementing these recommendations, English language instruction can become more engaging, effective, and confidence-boosting for students.

Conclusion

This research indicates the most significant obstacles to English speaking are confidence, practice, and experience. Although teachers apply individual presentation and positive feedback very frequently, they apply group work and computer programs seldom. Language activities are significant in developing confidence, fluency, and achievement. Providing interactive practice in authentic contexts, the application of computer technology, and a supportive class can assist learners in utilizing English more. In addition, teachers' systematic training and adequate material provision are of significant concern to improve language teaching.

3. Author Contributions Statement: All authors agree to be accountable for all aspects of the work.

4. Conflict of Interest Statement: No Conflict

5. Informed Consent: Informed consent was obtained from all participating school Head masters of government schools in Telangana prior to the administration of questionnaires. All participants were informed about the purpose of the study, and their voluntary participation was ensured.

6. Ethical Approval: The study was conducted in accordance with ethical research guidelines. All data collected were kept confidential and used solely for research purposes

7. Data Availability: The data supporting the findings of this study are available from the corresponding author upon reasonable request. All data have been anonymized to ensure confidentiality.

8. Authors Biography

Takhee Pasha Mohammed

Takhee Pasha Mohammed is an academic and researcher specializing in English Language Education and Applied Linguistics. He is currently pursuing a Ph.D. in English Language Studies at NIT Warangal, India, and has extensive experience teaching English in government secondary schools in Telangana. His research interests include second language acquisition, sociolinguistics, and the integration of technology in language learning. He has actively contributed to educational initiatives aimed at improving English language proficiency among students in both rural and urban contexts. His work is driven by a commitment to developing innovative pedagogical strategies that bridge the gap between traditional instruction and the evolving needs of contemporary language learners.

Dr. R. Vennela

Dr. R. Vennela is an Assistant Professor in English at the Department of Humanities and Social Sciences, National Institute of Technology Warangal, India. She earned her Ph.D. in English Language Studies from the University of Hyderabad, with a focus on the history of bilingual English language learning and teaching in India. Her research interests include translation studies, lexicology, language policy and planning, and bilingual education in India. Dr. Vennela has published scholarly articles on colonial bilingual education and language attitudes in India. She has also been involved in training faculty and postgraduate students in research methodologies and qualitative data analysis. Her work contributes to the understanding of language dynamics in multilingual societies and the development of effective bilingual education policies.

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