

Improving English Learning: Insights from Student Perspectives

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Introduction

With 18 years of experience as an English as a foreign language teacher, I have realized that while I possess expertise in teaching, gaining deeper insight into my students' experiences with learning English is equally important: Understanding what they enjoy, what they struggle with, and which teaching and learning methods help them most helps me support them better, build their confidence, and make learning more enjoyable and effective.

My goal in conducting this research was to gather honest insights that could provide clues on making English classes more enjoyable and, overall, more effective. To achieve this, I conducted an anonymous survey consisting of 15 questions among 36 middle school students with varying grades and skill levels. The survey explored their learning preferences, difficulties, study habits, and classroom experiences. By analyzing their responses, I aimed to make informed decisions on how to enhance their learning experience.

General Attitudes Toward Learning English

Interest in English: Most students (20) think English is "okay," while 7 enjoy it a lot, and 9 do not like it.

Importance of English: A vast majority (26) believe English is very important for their future, with only 10 considering it somewhat important. No students think it is unimportant.

Speaking English in Class: 18 students feel confident, 16 feel a little nervous but try, while only 2 feel very uncomfortable.



📌 **Conclusion:** Most students acknowledge the importance of English, but enthusiasm varies. Many feel somewhat comfortable speaking in class, although some still experience nervousness.

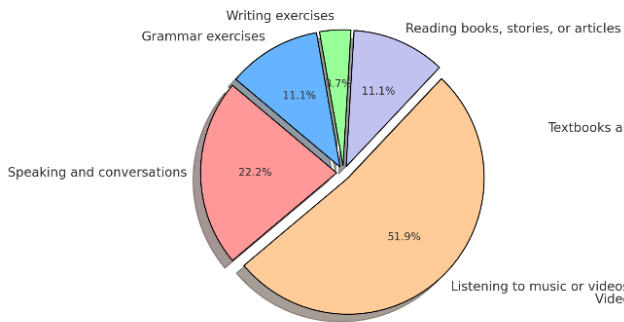
English Usage and Learning Methods

Where Students Use English: social media (30 students), watching videos (23), and playing games (23) are the most common places English is used. Only 3 students do not use English outside of class.

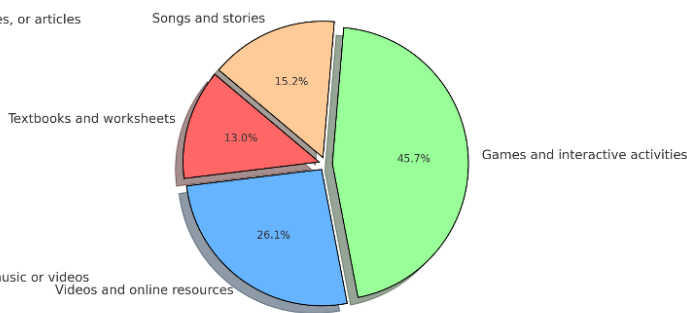
Preferred Learning Activities: Listening to music or videos (28 students) is the most effective activity, followed by speaking (12 students). Traditional grammar exercises and writing are the least preferred.

Preferred Learning Materials: Games and interactive activities (21 students) are the top choice, followed by videos and online resources (12 students).

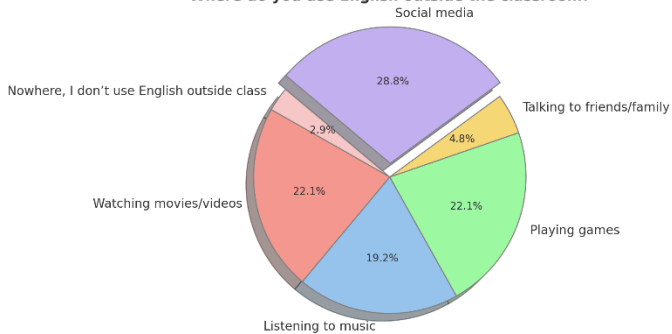
What activities help you learn English best?



What type of materials do you prefer for learning English?



Where do you use English outside the classroom?



👉 **Conclusion:** Students engage with English mostly through entertainment and social media rather than structured academic activities. Interactive, media-based learning methods are preferred over textbooks and grammar exercises.

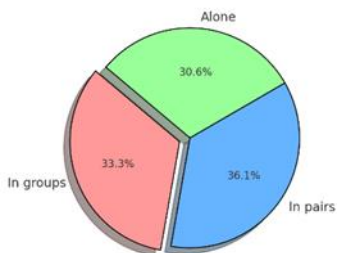
Classroom Preferences and Challenges

Preferred Practice Methods in Class: Students prefer working in pairs (13) or groups (12), while 11 prefer working alone.

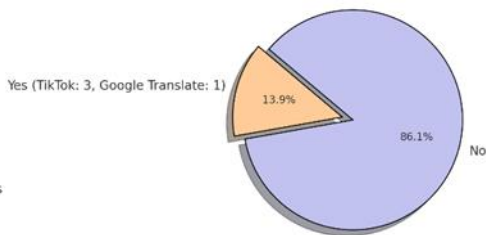
Use of English Learning Apps/Websites: Only 5 students use apps (such as TikTok and Google Translate), while 31 do not use any apps.

Biggest Challenges in Learning English: Grammar is the most challenging aspect (22 students), followed by writing (8) and speaking (6).

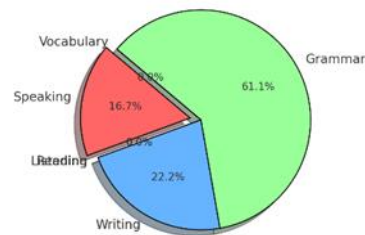
How do you prefer to practice English in class?



Do you use any apps or websites to learn English?



What is the hardest part of learning English for you?



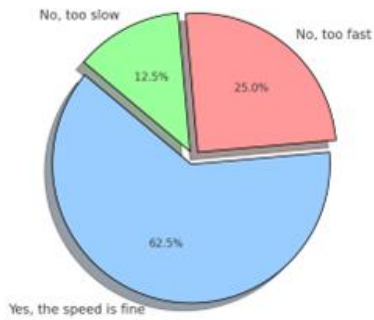
👉 **Conclusion:** Collaboration is slightly favored over solo practice. However, few students use digital learning tools, and grammar remains a major difficulty.

Learning Speed and Nervousness

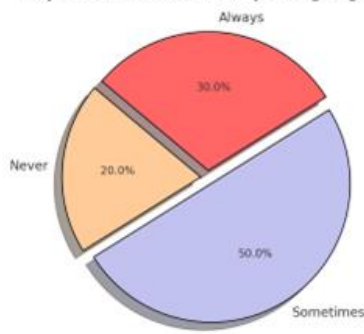
Class Speed Perception: Most students (31) think the pace of the class is fine, while 2 find it too fast and 3 find it too slow.

Nervousness When Speaking: 25 students feel nervous sometimes, 9 never feel nervous, and 2 always feel nervous.

Do you think English classes move at the right speed?



Do you feel nervous when speaking English?



👉 Conclusion: The majority feel the class speed is appropriate, but nervousness is still a factor when speaking English.

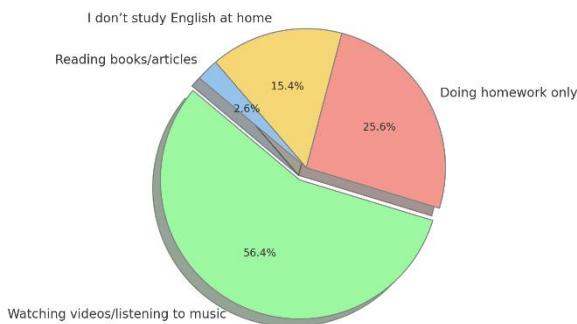
Study Habits and Technology in Learning

Study Habits at Home: Most students (22) engage with English through videos and music, while 10 rely only on doing homework, and 6 do not study English at home.

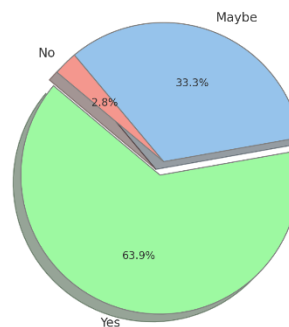
Regarding the use of More Technology in Class: 23 students think technology would help, 12 are unsure, and only 1 disagrees.

Suggestions for Improving English Class: The most common suggestions include more games (8 students), Kahoot (6), more videos (6), and more group work (4). Some students also requested less grammar, more music, and online activities.

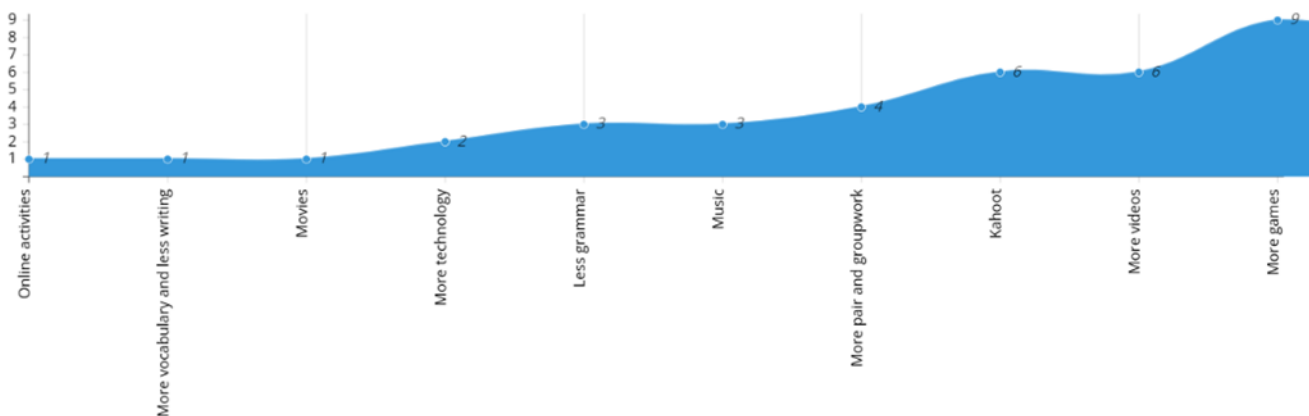
How do you usually study English at home?



Do you think using more technology in class would help you learn better?



What would make English class better for you?



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👉 Conclusion: Many students do not study English beyond passive engagement with entertainment. There is a strong preference for incorporating technology, games, and interactive methods into the classroom.

Final Conclusion

The survey highlights that while students recognize the importance of English, their engagement is primarily through digital media rather than academic settings. Grammar is the biggest struggle, and many students feel

somewhat nervous speaking English. They prefer interactive, technology-based learning methods over traditional textbook-based approaches.

To enhance English learning, incorporating more games, videos, and interactive activities could boost engagement and confidence. Additionally, addressing grammar difficulties through fun, applied methods rather than traditional exercises may help students overcome their biggest challenge. Therefore, by incorporating more student-friendly methods, we could help students feel more comfortable, confident, and motivated to improve their English skills.