RESEARCH ARTICLE

TEACHERS AND STUDENTS AS CO-RESEARCHERS IN THE ENGLISH LANGUAGE CLASSROOMS IN INDIA: A CRITICAL STUDY AT UNDERGRADUATE LEVEL

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ABSTRACT

English Language in India is much something beyond an official language. It has been the language of strategy, higher organization, advanced education, predominant legal executive and data innovation. In addition, English is a language of chances and accomplishment for life in India. As was noted by the Education Commission of India in 1966, "When a degree holder from India goes to any of the created nations he isn't treated at standard with a degree holder of that nation. Is he isn't treated at standard with a degree holder of that nation". This demonstrates the poor example of Indian Educational System which has no extraordinary ramifications on the matter of English language. Besides, a large portion of our arrangement of educational plan doesn't make the learning of English obligatory. Henceforth the hesitance about learning or instructing of English language is viewed as an intrinsic nature of Indian Educational System. To dispose of this impediment of scholastic development, our ELT example must be assessed so as its result on educational program. In this following examination, we could think about how the Indian ELT has been the country over and how it affected the nature of instruction. This paper discloses how teachers and the students of undergraduate level work as co-researchers in the English language classrooms in India.

Keywords*: Classroom, Co-Researchers, ELT, Students, Teachers.*

INTRODUCTION

Indian practise on ELT has been a multi-purpose teaching approach. It differs on the basis of various purposes to learn English language. In that way, there has been three fundamental pattern/approaches of ELT in India, namely

- English for Academic Purpose(EAP)
- English for Occupational purpose(EOP)
- English for Specific Purpose(ESP)

Firstly, EAP refers to the teaching of English language in primary, secondary and common graduate level educational institutions. This approach aims to built-up the students to be aware of basics of English, and encourages the students to have general thought about the basic grammar, pronunciation and the use of English for common purpose.

Secondly, EOP refers to the teaching of English language for professional purpose which in practical requires a basic insight about the concerned profession and its relevance with use of English. The approach of ELT has been a great task for the tutors to educate the beneficiaries as it requires specialised knowledge about the particular occupational jargons.

Thirdly, ESP refers to the teaching of English language for specific need in which the intention of the learners is restricted within the particular use. ESP advocates the designing of special courses instead of one multi-purpose course, to suit the needs of different courses of students. The concept of ESP is said to be particularly adequate for teaching English to students of science and technology (EST). Moreover, English at the undergraduate level of engineering studies differs from English in other undergraduate courses because it has a specific purpose unlike a general purpose in other colleges. It differs from other courses in the three aspects, such as relevance, register and style.

REVIEW OF LITERATURE

S. Devika Malini (2013) stated that the requirement of prepared instructors of English is a common issue in ESL/EFL nations. Graddol (2010) saw that India does not have adequate English-capable educators to convey the projects currently being left on. Numerous ESL/EFL nations are looking for a legitimate answer for this determined lack of prepared educators of English. Indeed, even before Graddol's perceptions, in one of the measures, the National Knowledge Commission (2006) of India prescribed to accept graduates with high capability in English and great relational abilities without formal educator preparing capabilities as instructors. By the by, the future instructors of English are sustained in the MA (English) homerooms. Since numerous postgraduates in English join showing calling, this article, separated into three sections, fundamentally assesses ELT papers offered in the M.A. (English) courses in Indian colleges. The initial segment is a short audit of the endeavors of the advisory groups and study bunches on the instructing of English in India to consolidate an ELT paper in the M.A. (English) courses in Indian colleges. The subsequent part basically assesses the targets and the course substance of the ELT papers in the M.A. (English) courses in fifteen Indian colleges. In the third piece of the article, the ELT/TESOL courses offered in the MA (English) projects of SAARC nations are similarly seen. At last, considering the long haul needs of the country, the examination proposes revamping the prospectuses of ELT papers of MA (English) courses in Indian colleges. This examination illuminates educator arrangement rehearses in India and gives a chance to consider requirement for activities to continue quality in instructor training programs in Asian nations.

George (2011) asserted that objective of this investigation was to evaluate the English language needs of students of building schools of Orissa. The fundamental reason for existing was to look at the present English prospectus of various designing schools of Orissa and to contemplate how adequately they have been executed at the study hall level. It likewise endeavored to discover how language aptitudes alongside fundamental abilities can be adapted viably by designing understudies for appropriate use by them, in actuality, circumstances. The investigation endeavored to

address the accompanying inquiries: First, is there a hole existing between the present English language prospectuses in building schools and understudies' scholastic and expert needs? Second, is there a need to change and overhaul the present English language course so it addresses the building understudies' issues to apply it, all things considered, circumstances? The investigation included 770 understudies and 63 instructors of 20 building universities situated in various locales of the state. The apparatuses utilized for information accumulation included poll overview among understudies and instructors. Subsequent to approving the legitimacy and unwavering quality of the examination instruments, the poll overview was led among understudies of second, fourth and sixth semester Bachelor of Technology (B.Tech) understudies and the educators' review was directed at a workshop led by the Biju Patnaik University of Technology (BPUT), the main innovative college in the state which has around 100 building and the board schools associated to it. The overview was likewise led among understudies of other government run independent schools and furthermore at National Institute of Technology, Rourkela, and a foundation of national significance. The overview was directed during the scholarly year 2008-2009. The information gathered from the surveys were investigated both quantitatively and subjectively. In light of the examination, the discoveries were the accompanying: 1. The objectives and destinations of the present schedule are just being mostly satisfied. 2. There is inadequate procurement of English language abilities among understudies for legitimate application in the working environment setting and furthermore, all things considered, circumstances, and consequently essential estimates should be taken. 3. Educators are not getting satisfactory preparing in the most recent language instructing techniques so successful study hall instructing turns into a standard as opposed to an exemption. 4. Based on the discoveries of the examination it is suggested that students be included more in intelligent sessions in study halls with the goal that they can fortify their open ability. Moreover,

showing specialized and business correspondence and innovation helped language learning are regions that ought to be taken up on a need premise while learning English for designing purposes. In this way, structuring undertakings and exercises as needs be would accomplish the objectives and destinations of the course. It is likewise suggested that instructors are given enough open door for expert improvement so they gain learning on successful instructing techniques that can be executed at the study hall level, in the designing setting.

Visveswaran (2014) identified that the National Curriculum Framework (2005) fore grounded three fundamental worries of instructor training: in current educator instruction rehearses, information is treated as 'given' and there is no important commitment with the educational program; the language capability of the instructor is unfortunately low and the centrality of language in the educational program is disregarded; and educator instruction projects give little extension to understudy instructors to think about their encounters. In view of this reason, the National Curriculum Framework for Teacher Education (2009) emphatically advocates the presentation of an improved pre-administration educator training program, the arrangement of appropriate systems for CPD, the requirement for research on educational program execution, a direction towards program assessment, an accentuation on expert morals and the activation of assets for instructor planning. Generally, it contends for the implantation of value into educator training programs in India. My concentration in this paper will be on investigating approaches to expand the English educational plan in the new pre-administration educator instruction projects to incorporate the idea of learning as an encapsulation of information age developing from a procedure of reflection and the advantages that will gather as far as quality affirmation. An endeavor will be made to look at educator instruction educational plan exchange and assess the probable effect of restored proficient preparing on understudy instructors in a multilingual and multicultural setting.

N. Rajasekharan Nair (2015) considers quality in teacher education from multiple perspectives. It focuses on factors that contribute to or detract from the achievement of quality. It makes the case for teacher education and continuing professional development as complementary fields of activity and discusses the less quantifiable but nonetheless essential ingredients of quality in the way programmes and courses are conceived and delivered.

Ravindra Tasildar (2016) stated that the current teacher motivation theories and research seem to view teacher motivation as a static phenomenon. They do not take into account its dynamic nature as it evolves over time during teachers' careers. This paper argues that teacher motivation needs to be seen dynamically in its three dimensions - motivation to join, to stay and to grow in the profession. It also argues that different sets of features and factors characterise each of these dimensions, which need to be independently investigated. For this purpose it is important to reconceptualise teacher motivation, since the prevalent notions do not account for the dynamism of teacher motivation. A possible way of reconceptualising is also proposed, applying Pink's postulations about three different motivation models and pyramid of hierarchical needs to teacher motivation.

English is regarded as the key to economic advancement by parents of children in schools across India who press state governments to strengthen its teaching in schools. State governments respond by developing in-service teacher education programmes to improve teaching quality and thus student outcomes. This paper examines the needs analysis for INSET at the primary level in Gujarat and Madhya Pradesh. It discusses how the needs analysis was conducted, its results and the challenges in designing effective in-service training programmes in these contexts. The challenges are many and varied as, often, teachers do not have the English language proficiency which is required to be effective teachers of the language, nor are they skilled in the activity-based, student-centred methods which are recommended in the National Curriculum Framework for English (NCERT 2005). Further, an environment which might promote English language learning and use among students does not exist in the school or local community where English is very much a foreign rather than a second language. The paper discusses ways forward for the state governments, including the possibilities offered by technology in addressing the needs of teachers (and their students) if progress is to be made in raising standards

Priya Sasidharan (2012) narrated that young students in such a densely populated, linguistically diverse and complex multilingual environment as India invariably face major psycholinguistic issues, even risking 'losing' their mother tongue - and by implication a large part of their cultural heritage. Sometimes we grossly underestimate the psychological damage caused to even the best students who are forced into English-medium education at a young age. It should be incumbent upon all those involved in primary education language policy and implementation to find ways to preclude life-long socio-cultural damage to these young students and ensure that an awareness of these important linguistic issues is part of the 'quality' input into pre- and in-service teacher education. If English were introduced in the lower-primary school as a medium of communication rather than as a subject or medium of instruction, its place in the curriculum would not be so controversial. The fundamental question here is: how can learners in the lower-primary school develop useful and meaningful English language knowledge and skills and at the same time not forfeit their mother tongue development? Different arrangements for teaching English via a content and language integrated learning approach offer one solution to this conundrum.

Asmari-A (2014) states that reading comprehension abilities range from comprehending isolated bits of information in a text to understanding the gist of the text. Textbooks and exams mostly prepare ESL learners to show an understanding of texts as isolated bits of

information through multiple choice questions and/or short answers. Checking for integration of the whole text, or 'text representation', is an equally important skill but goes largely untapped. This skill is the one that helps in assimilating new with previous knowledge. Therefore, it is a necessary higher-level skill ESL learners need to acquire. One way of knowing whether text representation has taken place in the learner mind is to ask for free recall of texts. We adapt this strategy to propose, in this paper, a series of practical and easy tasks with which teachers can aim to develop text representation skills in a structured and systematic manner. These tasks are designed with a gradual increase in cognitive and linguistic demands to enable learners to write summaries. Thus, the tasks aim to develop the higher-level understanding and problem-solving abilities of learners.

R. K. Sharma, (2015) narrates the situation in a better way. According to him, English is in greater demand than ever before in India, even then, sufficient English proficient, non-native English speaking teachers (NNESTs) are not available. The small minority of genuinely English-medium schools are an obvious exception. Experts believe that this may partly be because of negative backwash, there being no language proficiency exams endorsed by the government. However, the general run of teacher education in the country continues to stress the primacy of pedagogy over language competence. Numerous studies suggest that it should be the other way around. There is a need to accept B1 on the Common European Framework of Reference (CEFR) scale as the required level for teacher-training before admitting aspirants to pre-service training, which could then stress essential aspects of language awareness and pedagogical competence. The assessment criteria for pre-service training also need to be revised to allow proportionate weighting for language competence for beneficial backwash. After an overview of the current ELT context, this paper highlights the rationale for prerequisite language competence, followed by suggestions that could potentially have far-reaching implications for both teacher educators

and teachers and could significantly upgrade language-learner competence in the long term.

Bottino (2013) discusses the issues and challenges faced in creating and implementing a monitoring and evaluation framework for large-scale projects, with emphasis on PEELI, the Punjab Education and English Language Initiative, a teacher training project aiming to improve the ability of 180,000 Pakistani government school teachers to teach through the medium of English. PEELI was launched by the British Council to support the implementation of the Government of Punjab's policy of introducing English Medium Instruction across all government schools in the province. The paper focuses on PEELI's approach towards monitoring and evaluation, how it measures progress against its goals and tracks the impact of its various interventions including face-to-face and online training and self-access learning opportunities for teachers, teacher educators and education managers. After presenting a few highlights from the monitoring and evaluation findings so far, the paper talks about the various challenges involved in assessing the project's impact and ways in which PEELI is addressing them.

Jiajing (2016) asserts that the Council for Business with Britain/British Council project, approved by the Ministry of Education and working through a network of government centres, delivers a distance self-access course built around the Teacher Knowledge Test, with portfolio tasks and mentor-led workshops, in 29 locations throughout Sri Lanka. Previous evaluations focused on the ultimate target beneficiaries, the pupils, but proved problematic. In 2014 a further evaluation focused instead on teacher classroom behaviour. Central to this was a series of classroom observations, where the observer did not know whether the teacher being observed had followed the course or not or, if she had followed it, whether that was recent or more distant. The results showed a clear shift among the trained teachers away from teacher-focused classes, and far higher levels of student participation.

Mynard (2012)stated that English in Action (EIA) is a nine-year (2008-17) project funded by UK Aid and implemented by a consortium of partners including the Government of Bangladesh. By 2017 EIA will have reached 25 million learners to improve their communicative competence in English. EIA recognises the importance of monitoring in ensuring the quality of teaching and learning and encourages follow-up actions based on monitoring. This study focuses on exploring EIA teachers' perceptions about classroom monitoring and how it helps them improve. To explore teachers' perceptions about monitoring, the three essential factors of monitoring described by Kiesler and Sproull were adopted: collection of information (observation), evaluation of information (reflection) and action on results (feedback). Classroom observations and interviews were conducted with primary teachers to explore their perceptions about monitoring. Analysis suggests that teachers perceived monitoring to be a salient feature in ensuring improvement in their pedagogy. However, they felt feedback could be more helpful if it was detailed and more time was spent on it

ANALYSIS

Questionnaire

Q1. Do you think that skills like learning, writing, and listening, writing skill is most important factor need to be more improved in classroom teaching of English?

a) Always
b) Sometimes
c) Never
d) Very rarely

Q2. Is it true that management helps the students and teachers to understand the education system?

a) Always
b) Sometimes
c) Never
d) Very rarely

Q3. Do you agree that pre-service teachers may face problem in English teaching as they are from different background?

a) Always
b) Sometimes
c) Never
d) Very rarely

Q4. Do you agree that text-book provide all types of practice/activities for grammar &vocabulary needs?

a) Always
b) Sometimes
c) Never
d) Very rarely

Q5. Do you feel the difficulties in understanding the classroom teaching of English language?

a) Always
b) Sometimes
c) Never
d) Very rarely

Q6. Do you agree that teachers should use the teaching aids while teaching English language?

a) Always
b) Sometimes
c) Never
d) Very rarely

Q7. Do you agree that the classroom teaching can focus on the skills that students need to practice for language learning?

a) Always
b) Sometimes
c) Never
d) Very rarely

Q8. Do you think that teachers should use multiple activities related to grammar and vocabulary so that students can boost up the language structure?

a) Always
b) Sometimes
c) Never
d) Very rarely

Data Analysis

The researcher asked the respondents whether the respondents assume that skills like learning, writing, and listening, writing skill is most important factor need to be more improved in classroom teaching of
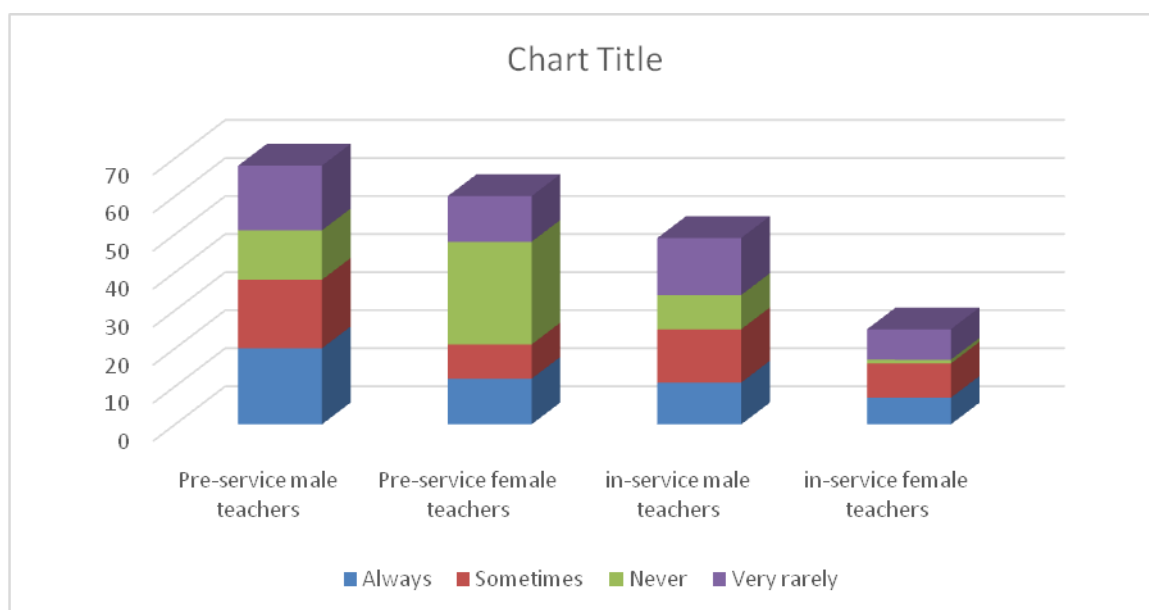
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English. In this regard the researchergot the different response from the different categories of respondents, which is tabulated below and also presented in the form of graph.

Table 1: Data record for the question number 1

S. No.	Variable	No. of pre-service teachers		No. of in-service teachers	
		Male	Female	Male	Female
1	Always	20	18	13	17
2	Sometimes	12	09	27	12
3	Never	11	14	09	15
4	Very rarely	07	09	01	08

Chart 1: Response recorded for the question number 1

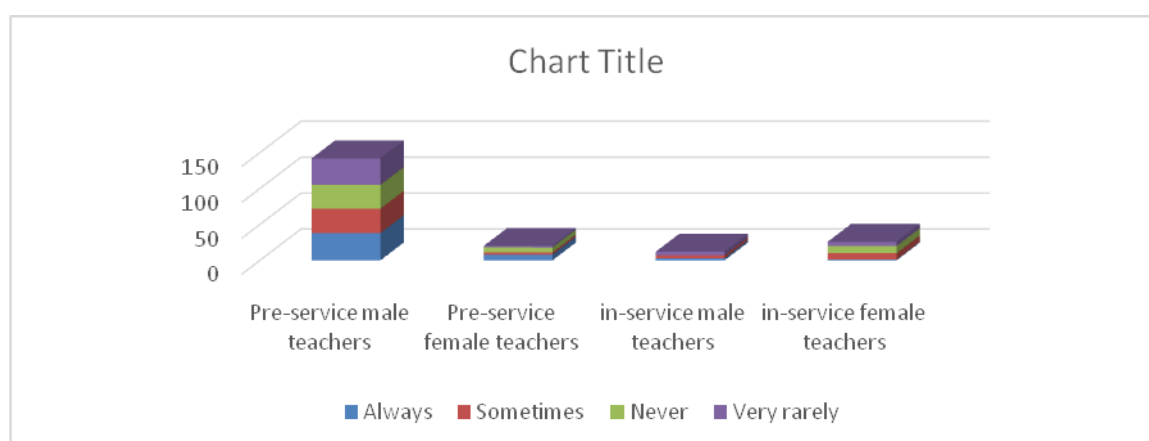

The researcherfurther asked the respondents whether the management helps the students and teachers to understand the education system. In this regard the researchergot the different response from the different categories of respondents, which is tabulated below and also presented in the form of graph.

Table 2: Data record for the question number 2

S. No.	Variable	No. of pre-service teachers		No. of in-service teachers	
		Male	Female	Male	Female
1	Always	38	34	33	37
2	Sometimes	08	03	07	02
3	Never	03	04	00	05
4	Very rarely	01	09	10	06

Chart 2: Response recorded for the question number 2

English language teaching is very important part of education system. Hence, the researcher asked the respondents whether they agree that pre-service teachers may face problem in English teaching as they are from different background.
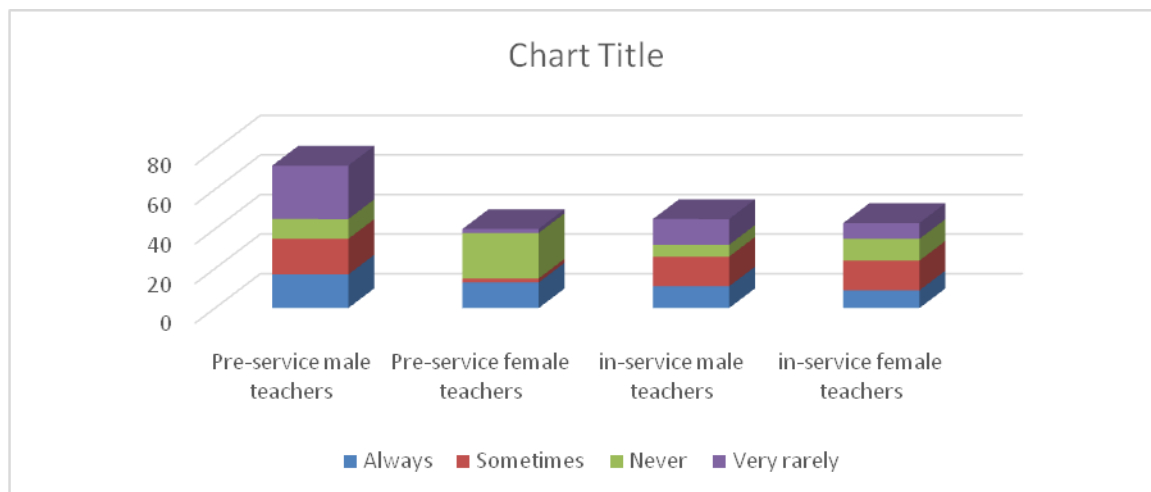
Table 3: Data record for the question number 3

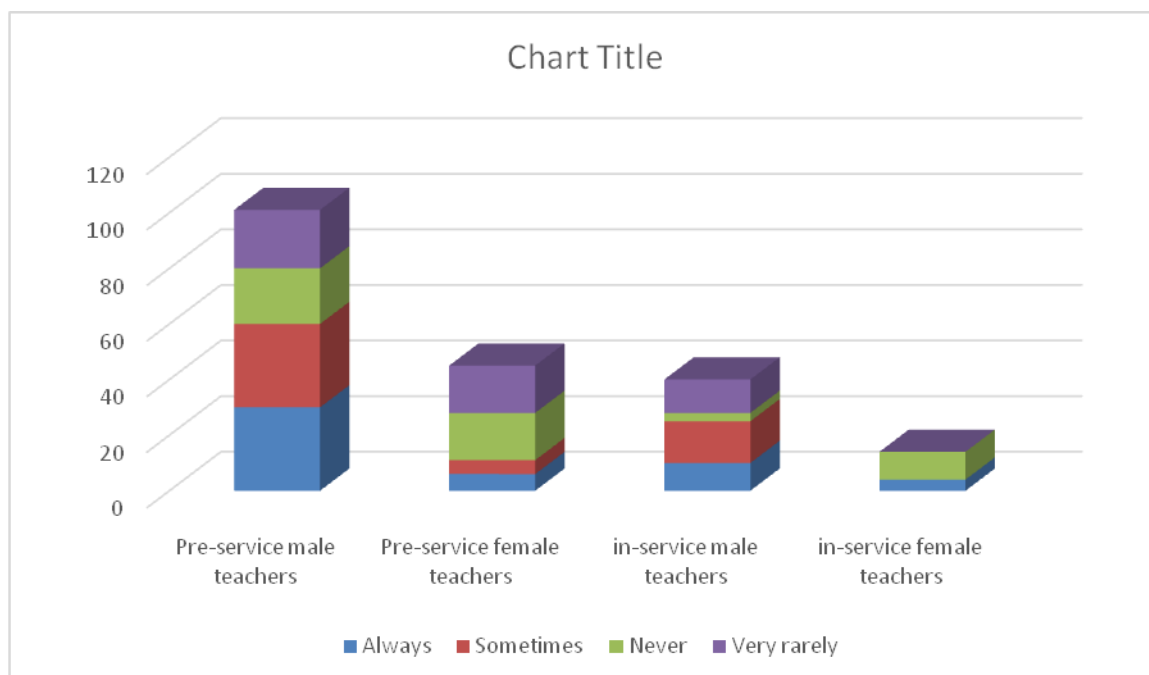| S. No.	Variable	No. of pre-service teachers		No. of in-service teachers	
		Male	Female	Male	Female
1	Always	17	18	10	27
2	Sometimes	13	02	23	02
3	Never	11	15	06	13
4	Very rarely	09	15	11	08

Chart 3: Response recorded for the question number 3

Whether pre-service teacher or in-service teacher, both have the idea about the content of books. Hence, the researcherasked the respondents whether they agree that text-book provide all types of practice/activities for grammar &vocabulary needs. The researchergot the response as mentioned below.

Table 4: Data record for the question number 4

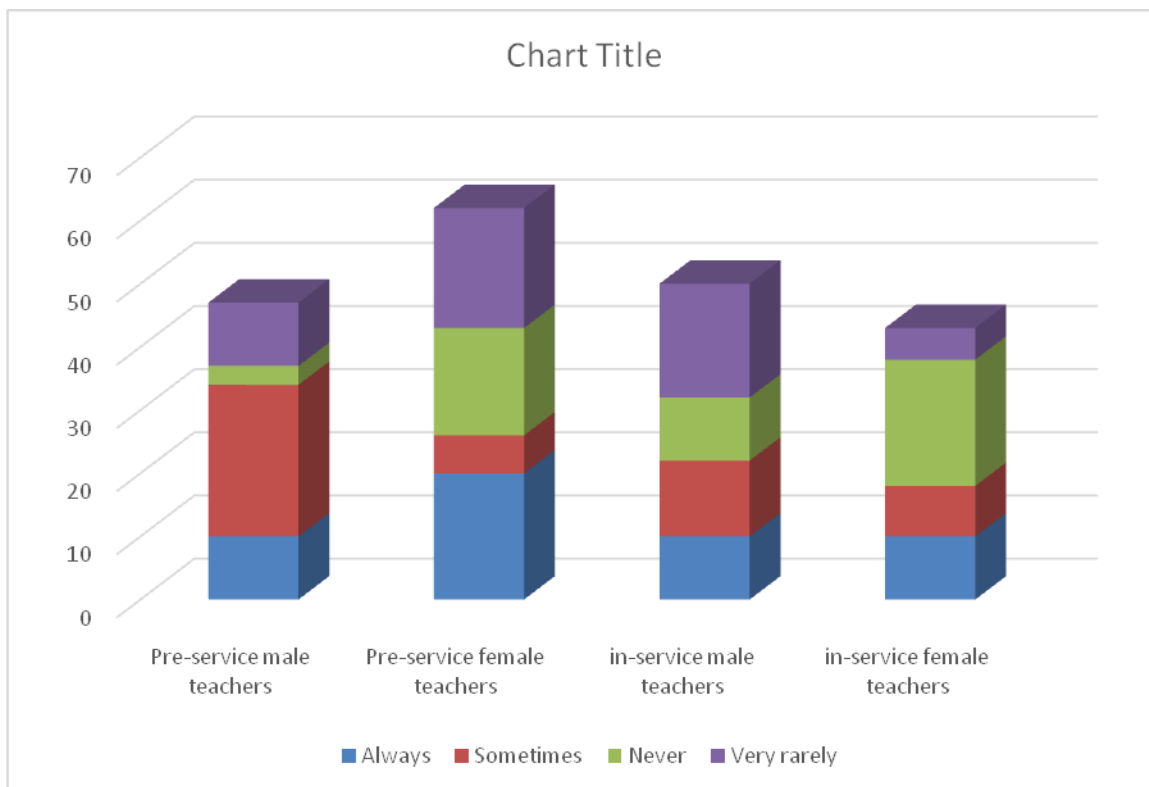| S. No.	Variable	No. of pre-service teachers		No. of in-service teachers	
		Male	Female	Male	Female
1	Always	30	30	20	21
2	Sometimes	06	05	17	17
3	Never	10	15	03	12
4	Very rarely	04	00	10	00

Chart 4: Response recorded for the question number 4

The researcherfurther asked the respondents whether they feel the difficulties in understanding the classroom teaching of English language. In this regard the researchergot the different response from the different categories of respondents, which is tabulated below and also presented in the form of graph.

Table 5: Data record for the question number 5

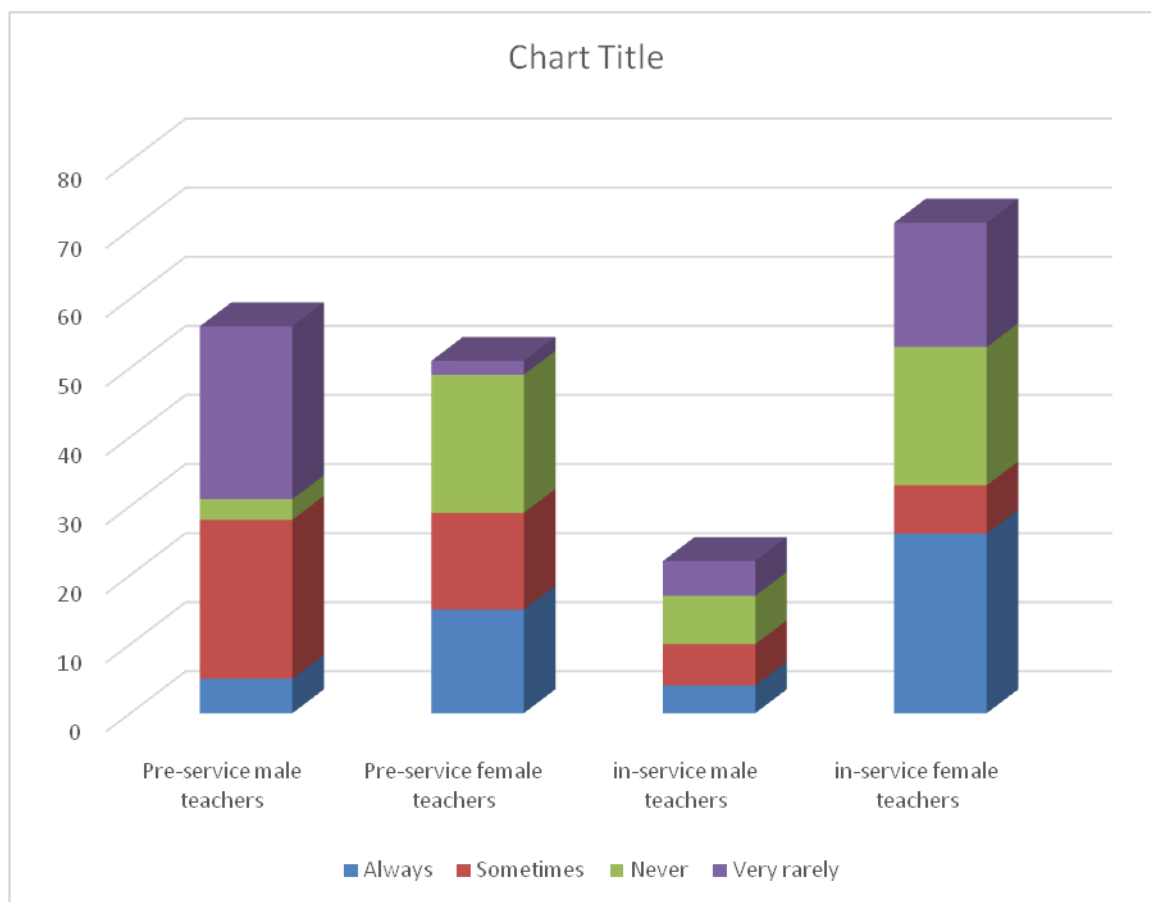| S. No.	Variable	No. of pre-service teachers		No. of in-service teachers	
		Male	Female	Male	Female
1	Always	10	24	03	10
2	Sometimes	20	06	17	19
3	Never	10	12	10	18
4	Very rarely	10	08	20	05

Chart 5: Response recorded for the question number 5

Teaching aids always help the teacher to explain the content and students also grasp it fast. Hence, the researcherasked the respondents whether they agree that teachers should use the teaching aids while teaching English language. In this regard the researchergot the different response from the different categories of respondents, which is tabulated below and also presented in the form of graph.

Table 6: Data record for the question number 6

S. No.	Variable	No. of pre-service teachers		No. of in-service teachers	
		Male	Female	Male	Female
1	Always	05	23	03	25
2	Sometimes	15	14	20	02
3	Never	04	06	07	05
4	Very rarely	26	07	20	18

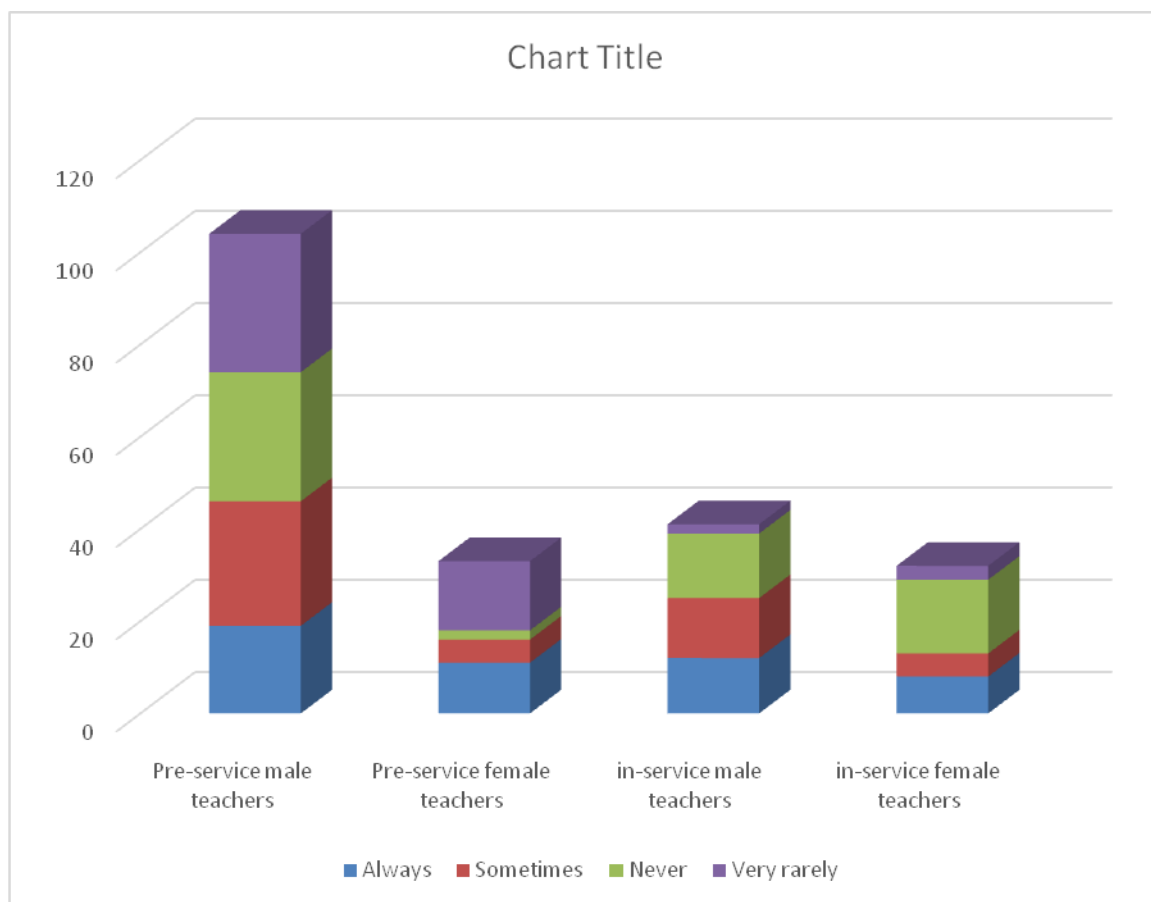Chart 6: Response recorded for the question number 6

When the researcher asked the respondents whether they agree that the classroom teaching can focus on the skills that students need to practice for language learning, the researcher got different responses from different categories of respondents, which is tabulated below and also presented in the form of graph.

Table 7: Data record for the question number 7

S. No.	Variable	No. of pre-service teachers		No. of in-service teachers	
		Male	Female	Male	Female
1	Always	19	27	28	30
2	Sometimes	11	05	02	15
3	Never	12	13	14	02
4	Very rarely	08	05	16	03

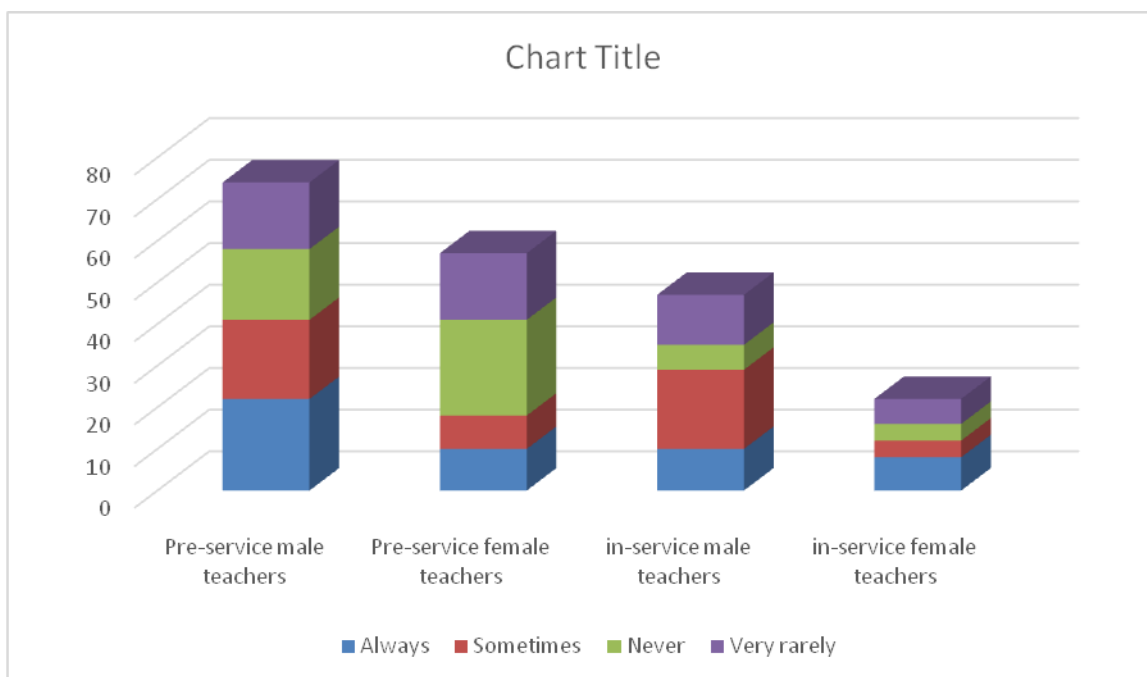Chart 7: Response recorded for the question number 7

The respondents were also asked whether they assume that teachers should use multiple activities related to grammar and vocabulary only so that students can boost up the language structure. In this regard the researchergot the different response from the different categories of respondents, which is tabulated below and also presented in the form of graph.

Table 8: Data record for the question number 8

S. No.	Variable	No. of pre-service teachers		No. of in-service teachers	
		Male	Female	Male	Female
1	Always	22	19	17	16
2	Sometimes	10	08	23	16
3	Never	10	19	06	12
4	Very rarely	08	04	04	06

Chart 8: Response recorded for the question number 8

CONTRIBUTION OF VARIOUS INSTITUTIONS FOR THE DEVELOPMENT OF ELT IN INDIA

India is having one of most unmistakable multi-pronged instructive frameworks on the planet. To help different types of Indian Educational Approaches, there have been an excessive number of instincts with particular purposes. The establishments, which aided in reinforcing the National System of Education (NSE), are University Grants Commission (UGC), All India Council for Technical instruction (AICTE), Indian Council of Agricultural Research (ICAR), and Medical Council of India (MCI) and Dental Council of India (DCI). In 1968, the National Policy on Education (NPE) laid uncommon spotlight on the investigation of English and other universal dialects. The NPE demanded that India must not just keep pace with logical and mechanical learning, yet in addition ought to add to it essentially. It was for this reason the investigation of English required to be reinforced. As this examination focuses on English in innovative and engineering foundations, it is beneficial to take a gander at the profile of AICTE; the body that screens specialised instruction in the nation. AICTE guarantees the co-appointment and coordinated improvement of

specialized and the board training. At this level, a great deal of push has been given to the subjects and little significance is given to English language. AICTE is vested with the statutory expert for arranging, plan and support of standards and measures, accreditation, subsidizing need territories, checking and assessment, upkeep of an equality of affirmation and grants, and guaranteeing the organized and incorporated improvement of specialized and the executives training. An appropriately established Accreditation Board directs the required intermittent assessment to look after guidelines.

CONCLUSION

The present study gives a look at teacher readiness programs for +2 and UG level instructing in Indian colleges. The instructing of ELT can be made progressively applicable, maybe, by the consideration of segments like educating of phonetics and phonology, showing English for scholastic purposes, educating of study aptitudes and reference abilities, educating of scholarly analysis, nonstop far reaching evaluation, activity research and expert advancement of teachers of English, to give some examples. This can truly prepare the students to wind up proficient teachers of English. This investigation illuminates

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teacher arrangement rehearses in India and gives a chance to think about the requirement for activities to continue quality in teacher training programs in Asian nations.

India is the third biggest English-utilizing nation on the planet, after the United States of America and the United Kingdom. The English language has practiced an incredible impact in the course of recent hundreds of years in molding the political, social, monetary, scholarly and social existence of India. This section talks about the status of English in India in pre-autonomy and post-freedom times. It additionally illuminates the present ELT circumstance in India in general and in Gujarat, Maharashtra and Goa specifically. It is trailed by a layout of the issue and the arrangement of the introduction.

India with around twenty three million speakers of English is the third biggest English talking country after the U.S.A.Furthermore, U.K. English has been assuming an indispensable job in the instructive framework just as in the national life in India. In India English is the language of banking, trade and industry. It is the mechanism of guidance in advanced education like medication, building, science and innovation. It is the Associate Official language for interstates and the inside. English is fundamental for national open doors in instruction, work and business at higher level. Hence, in India, learning English notwithstanding one's first language is progressively turning into the request of the day.

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The author, Dr. Parupalli Srinivas Rao, has a vast experience of teaching English at various levels. He has been specialized in ELT and has authored 10 books and published several research papers related to ELT in various international journals. He has attended several national and international ELT conferences and also presented some papers in them. He has also attended many webinars organized by renowned British based international ELT training institutions such as *Cambridge English, Oxford University Press, Macmillan English, Pearson ELT, English First, IATEFL, British Council* and *American based Ed Web (USA)*.

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