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Autobiographies: A Tool to Depict English Language Learning

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ABSTRACT:

The purpose of the study was to portray the gestures, passions and perceptivity through as English language learners. Autobiographies were the instrument to collect data. The results show that the English language learners' process of literacy has a strong influence on the language programs connected to the Shri Sarswati Art, Science and Commerce College, Limboi, Ta. Vadgam, Dist. Banaskantha. They also show that it's necessary to produce an accretive program of English for each phase of training in order to avoid lapping and to give a more motivating literacy process. The conclusions confirm that through the perpetration of autobiographies in the classroom, preceptors can feel connected to their scholars and understand their literacy needs and interests from a more particular perspective.

KEYWORDS: Autobiography, English Language Learning

1. INTRODUCTION

As part of the language, social and cultural subject requirements of secondary institutions teaching public schools, the teacher and researcher asked students to read their autobiography as a reflective way of understanding the connections teachers have established with them. Authority was asked to write the process of learning and teaching English in an Indian context. After reading these autobiographies, she found that student teachers in the program's first semester struggled to understand classes conducted primarily in English. She also noticed that they used some specific strategies to overcome difficulties. She therefore began her study with 26 of her students who completed the course in the first semester of 2023 to address her experience as an English learner and future English teacher.

This research paper presents the objectives, methods, theoretical framework and results of this study. The insights gained from this study will help teacher educators understand how students perceive their experience as language learners and how they can become more effective English teachers at the primary as well as secondary level. It can help to understand what needs to be done. That is primary and secondary education. However, I would like to clarify that this article has no prescriptive intent.

2. ORDERS OF INTERVENTION

In this section, researchers define autobiography and autobiographical research in education. Researchers also describe how language learning is influenced by sociocultural factors and various forms of



motivational orientation. Finally, present a brief description of the English learning and teaching skill.

3. AUTOBIOGRAPHY

Autobiography of an Unknown Indian is the 1951 autobiography of Indian writer Nilad C. Chowdhury, written when he was about 50 years old and living in the small town of Kishoreganj in present-day Bangladesh, where he was born in 1897. documenting his life. The book talks about his spiritual and intellectual development, living and growing up in Kolkata, and observing vanished landmarks. This meaning he has two. The changing situation in India and the historical factors that made the withdrawal of the British from India a pressing issue.

Autobiography of an Unknown Indian is divided into his four books, each consisting of an introduction and his four chapters. The first book is titled "Early Environments" and its four chapters are: 1) where I am from, 2) where Researcher ancestors are, 3) where Researcher mother is, and 4) England. .

Over the years, this autobiography has won many esteemed fans. According to his daughter Mary Soames, Winston Churchill considered the book one of the best he had ever read. VS Naipaul wrote, "No better account could be, and could be written, of the West's infiltration of the Indian spirit, and with it from one culture to another." It was selected as one of the few Indian contributions to the magazine. Added English prose book.

4. INDIAN ENGLISH LITERATURE

Indian English literature (IEL), also referred to as Indian Writing in English (IWE), is the body of work by writers in India who write in the English language but whose native or co-native language could be one of the numerous languages of India. Its early history began with the works of Henry Louis Vivian Derozio and Michael Madhusudan Dutt followed by Rabindranath Tagore and Sri Aurobindo. R.K. Narayan, Mulk Raj Anand and Raja Rao contributed to the growth and popularity of Indian English fiction in the 1930s. It is also associated, in some cases, with the works of members of the Indian diaspora who subsequently compose works in English.

It is frequently referred to as Indo-Anglian literature. (Indo-Anglian is a specific term in the sole context of writing that should not be confused with Anglo-Indian). Although some Indo-Anglian works may be classified under the genre of postcolonial literature, the repertoire of Indian English literature



encompasses a wide variety of themes and ideologies, from the late eighteenth-century to the present day, and thereby eludes easy categorization.

5. AUTOBIOGRAPHICAL RESEARCH IN EDUCATION

The educational autobiographical research was conducted in four waves. The first wave began in the United States in his early 1970s and was called Autobiography and Curriculum. This type of research focused on analyzing undergraduate understanding and meaning. That included reconstructing autobiographical narratives in terms of curriculum and gender identity as texts. The second wave included experiential and narrative stories. In this type of study, researchers collected documents depicting observations, diaries, conversations, and stories to reconstruct experiences that produced personal knowledge. In this wave, an intensive investigation into feminism was carried out. The third wave was about sharing autobiographies, where researchers and participants categorized autobiographies according to themes and patterns and wrote descriptions for each perspective. This process has enabled the building of a shared professional culture and identity.

Finally, there is a recent trend to use stories and narratives to understand the history of education. There are two trends like this. The first contains personal stories explored only by researchers, and the second focuses on the lives of teachers and teachers explored by researchers. The research described in this article can be embedded in research containing personal stories (written by students) and reviewed by teachers and researchers.

The autobiographies analyzed in this project shed light on the needs of students in the language learning process and the learning strategies students use to improve their language skills. The autobiography also revealed the tensions future teachers go through, as well as various depictions of college life. In this sense, this project could help introduce some innovations into the English programs of the majors where this research was conducted.

6. MOTIVATION IN LANGUAGE LEARNING

Crookall and Oxford (1988) state that learning another language "ultimately means learning to be another social person". Gardner (1985) adds that "Language differs from other subjects in that it involves the acquisition of skills and patterns of behavior characteristic of another community". Learning a foreign



language is therefore influenced by attitudes toward the language-speaking community.

According to Williams and Burden (1997), learning another language is different from learning another subject. Learning a foreign language is more than just developing different skills, vocabulary and grammar. It "involves changes in self-image, adoption of new social and cultural behaviors and ways of life, and thus has a significant impact on the social disposition of the learner."

Instrumentalization and utilitarianism in the motivations of learning English in the minds of students and their families can be described as "when languages are stratified according to their instrumental value in the labor market, when languages become: , may reflect the strong influence of national policies." For example, British people attain higher status on the assumption that they provide better employment and travel opportunities. This study therefore relies on a cognitive approach to motivation that "addresses questions such as why people choose certain behaviors and make decisions, and what factors influence their decisions." Focused. they make"

7. RESEARCH DESIGN

This section describes the study background, participants, methodology, and data analysis. We describe four categories derived from data analysis. These categories are entitled as (1) researcher's experience as a young learner of English

8. CONTEXT AND PARTICIPANTS

The research was conducted at a public university in Bogota, Colombia. The seminar was held for 26 students in the 6th semester of the language teacher training course. Students took courses in language, society and culture. In the first semester of 2015, this subject she was taught at intervals of 4 hours per week for 16 weeks. Students were between the ages of 20 and 25. Participants volunteered to participate in this project, and the job types were tested on a similar population over the past two semesters. Languages, societies and cultures are part of the subject areas of this bachelor's programme, designed to increase student-teacher awareness of the relationship between the elements of language and social development and cultural views. Consideration is an important element in this topic.



9. EXPERIENCE AS A YOUNG LEARNER OF ENGLISH

This part of the narrative structure was named "Researcher's experience as a Young English Learner" because the students and teachers incorporated their experiences in elementary and middle school.

"In college I had one teacher who was in charge of all of the subjects. That teacher had little knowledge about English...when I was in Shri Sarswati College, I had a good teacher in my English class"

A common thread in the experiences described by the students was that most elementary schools had only one teacher and that teacher was responsible for teaching all subjects, including English. As such, her elementary school experience was limited to learning vocabulary lists and one or two of her songs. Some students had a better experience in secondary school, while others chose to study at a language school to improve their language skills or prepare for university entrance. Because private schools and educational institutions are where students find better opportunities to improve their English skills, this suggests that the conditions in which English is taught and used in Colombia are "difficult for a population without material and financial resources." It may be evidence that L2 is disadvantageous"

9. CONCLUSIONS AND IMPLICATIONS

The main purpose of this project was to describe the language learning experiences of student-teachers and to characterize the most important and meaningful experiences they had. We explored the experience of English learners in four articles titled 'Research Experience as a Young English Learner', 'Why Learn Another Language', 'A Researcher's Perception of Academic Life', and 'Vision of Education'.

Experiences reported by prospective teacher candidates indicate that the National Bilingualism Program, with all its shortcomings, has had a strong impact, particularly on the adoption of English as the primary foreign language for it shows the fact that it gives "an even higher status than English" and Gujarati mother tongue. The participants' stories provided interesting insights into how global and local factors impact English learning and teaching in Colombia.

Market-driven global policies on early English learning have reached our country and are affecting primary and preschool programs. From their autobiography, they are "causing a widely reported problem ... the gap between the supply of qualified Teaching English for Young Learners teachers and the demand as



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the program expands ...". Researcher understood As a result, countries often have to rely on teachers "untrained to teach, including primary school teachers and other teachers who may not be appropriately qualified to teach younger children." There are many. An early-stage virus has reached our country and is affecting primary and preschool programs. The autobiography finds that they "represent a broader problem ... the gap between the supply of qualified Teaching English for Young Learners teachers and the demand as the program expands ...".



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