Impact of ELT on Multiple Skills of Comprehension, Logical Thinking

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Abstract - English capability isn't at standard, especially at the school level where required Preparatory Year Program (PYP) and English Language Institutes (ELI) are run for new students. These PYPs and ELIs are significant connections in improving English language capability and accordingly fill in as an extension course for Higher Education. In spite of colossal endeavors made by different educational bodies to improve ELT principles and understudy accomplishment, the circumstance of instructing and learning English in India no longer have anything to do with the ideal level. Educating in India is seen to be a difficult peculiarity, particularly for Indian ELT educators. Furnished with huge showing capabilities and experience, ELT instructors frequently feel unequipped to deal with certain academic and socio-social issues which crop up during the educating and learning process. Along these lines, the urgent job of the socio-social setting decides the instructor student relationship and the accomplishment of the academic cycle (Freeman& Johnson, 1998). In an ELT homeroom in India, the educator, student, and the coursebook may share three distinct social and social foundations. In such a situation, educators need to cooperate with students in a more extensive social setting (Hall, 2011), taking care of the requirements of people and settling on nearby and quick choices OK to students (Johnston, 2003).

Keywords - Multiple, Comprehension, Logical

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INTRODUCTION

The ability to think critically has emerged as an essential competence for young adults in modern India as a result of the quick speed of globalization and the rising diversity of today's work environment. It is more vital than ever to provide young adults in India with the critical thinking skills they will need to adapt swiftly and creatively to evolving job marketplaces in order for them to be able to compete for occupations that didn't even exist a few years ago. This is because the job market in India is expected to change significantly over the next few years. According to Mendelman (2007) (p. 300), "the majority of India's schools fail to show decisive thinking," and as a result, "the majority of our general population does not practice it." According to Hayes and Devitt (2008) (p. 65), "Generally, decisive thinking techniques are not broadly evolved or worked on during essential and secondary education." To better prepare young people for success in their chosen areas after high school, educational institutions should alter their curriculum to ensure that all graduates have established strong reinforcement of

decisive thinking abilities. This will allow for better preparation of young adults for success in their chosen fields after high school.

Since the implementation of the Sarva Shiksha Abhiyan in 2001, educational districts have been under increasing amounts of pressure to show student development and competency using scores on state-mandated standardized exams. According to another piece written by the same author with the same name, the present accountability environment "can take a rearward sitting arrangement to test preparation" (Pescatore, 2007, page 330). It is possible that, in the long run, it will be more beneficial for students to have the option of using real data as a structure for basic investigation of more extensive ideas, rather than embarking on fruitless efforts to pack them loaded with basic review realities in the weeks leading up to a series of state administered tests. This is because having the option of using real data as a structure for basic investigation of more extensive ideas is a structure that is already in place. Although it may be tempting

to teach to the test, students do not truly live in a world where the answers are either true or false or multiple choice. According to Paul and Elder (2008), "multiple-decision tests are seldom valuable in surveying life situations." In light of this, Paul and Elder (2008) suggest that teachers should design "the kinds of scholarly assignments students will perform when they apply the topic to professional and private matters in the various areas of their lives" (p. 34). The goal of teaching is to provide students with the skills necessary to successfully negotiate the complexities of the society in which they live. Teachers are deeply committed to this goal.

In addition to the obvious advantages (better chances, increased position in one's industry, and larger salaries), adults who are skilled in decisive thought help not just themselves but also society as a whole when they are innovative and insightful. According to Pescatore (2007), in order for there to be societal transformation, "residents should not just contemplate what they read and view, but likewise respond to change the world" (p. 330). Basic scholars who have received proper training are likely to look further into a topic rather than taking information at face value. The National Association for Media Literacy Education (2010; quoted in Thein, Oldakowski, and Sloan, page 23) pushed for the explicit teaching of basic inquiry so that students would be ready to engage in "active inquiry and decisive thinking about the messages that we receive and create." This would equip students to engage in "active inquiry and decisive thinking about the messages that we receive and create."According to to Pescatore (2007), on page 330, "the capacity of pupils to do in-depth research on relevant topics provides a strategy for rebelling against treachery and injustice." Students can't just pick up the ability to think decisively without putting in some work; rather, in order to develop this capability, they need to adopt a mentality that is both open and persistent.

It is imperative to cultivate kids' capacities for critical thinking, and it is abundantly evident that doing so ought to be a standard component of the curriculum in homerooms across the United States. The English classroom at a secondary school is an ideal place in which to clearly teach and model the type of critical thinking that will help students build habits of mind that will serve them well throughout their careers. This type of thinking is known as "critical thinking." "If reading the world can be compared to understanding text, then writing offers an ideal vehicle for showing the fundamental skills that are necessary in analysis" (p. 300), as stated by Mendelmen (2007). Ebb and flow analyses as well as ways for introducing critical thinking into English curriculum for high school students will be the focus of this research project, the purpose of which is to conduct a methodical investigation of both topics.

THE UNIVERSAL STATUS OF ENGLISH

English, which has turned into a world language presently, is an Indo - European language presented by the three Anglo-Saxon races viz. the Jutes, Angles and Saxons in the late fifth century A.D. It was a language expressed by only a million and a half even at the hour of the Norman success of Britain in 1066.

Lincoln Barnett observes:

As recently as the 18th century English was still outranked by French, Latin (for scholarship), German, Spanish, Russian and Italian; and European academicians deplored the fact that English writers wrote only in English (12).

There are various reasons for the spread of English far and wide. F.T.

Wood in his History of the English Language says:

It is halfway a direct result of the business benefits, mostly due to migration and colonization, and somewhat, again in light of the fact that it opens up one of the world's most prominent writings.. English, as of now, is the second leading language of the world, the first being Chinese. English is spoken, paid attention to, read, composed, and broadcast by practically all countries of the world. Indeed, even China and Japan, who should be confident support the utilization of English to proliferate their thoughts among the world countries. A best guess shows that a normal of 400 million individuals utilize English as the local tongue and roughly a similar number use it as a Second Language or a Foreign Language.

English is one of the six authority dialects that are utilized by the United Nations Organization. As the Link Language of the Commonwealth, English is recognized as one of these authority dialects. It is the language used in worldwide business and travel, as well as in international diplomacy and industry. This language is used for the writing and management of more than two-thirds of the world's mail. The English language is used for the creation of around 50 percent of the world's periodicals, newspapers, novels, dramas, sonnets, and other types of written literature.

The global local area involves English as a connection language. Global workshops are led and

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papers introduced in English. At the Bandung Conference of 1955 which addressed different Asian and African nations, the whole procedures were carried on in English. The multi-lingual representatives had just a single normal language to impart in - and that was English. It is presently the language of exchange, trade and organization of numerous Eastern nations. Whenever the Dalai Lama escaped from Tibet looking for safe-haven in India, the then Prime Minister Pandit Nehru welcomed him in English. No voyager who communicates in English, from Cairo to Teheran, it is said, is confused in tracking down food, housing or transport. Most Arab radio broadcasts broadcast English projects now and the Universities in the Arab Countries are compelled to hold English as the vehicle of guidance in their educational foundations. A significant part of the information on the researchers of the world and their specialized expertise are put away in English. It won't be a misrepresentation in the event that we characteristic the credits to English for delivering us the advancement and improvement in the fields of logical examination, innovation, designing, medication, horticulture, trade, industry, craftsmanship and writing.

TEACHER LANGUAGE PROFICIENCY

Instructors' study hall capability and general language capability are two significant factors researched in this thesis. There is still no general comprehension regarding what level of capability educators really need to instruct (Bailey, 2001), however by and large, language capability is recognized as a significant viewpoint for English language instructors (for example Farrell and Richards, 2007; Richards, 2010). For all educators, capability influences their certainty (Kamhi-Stein, 2009), and particularly for non-local English-talking instructors, "capability will constantly address the bedrock of their own certainty" (Murdoch, 1994, p. 254). Every setting requires various levels and sorts of capability, and with the improvement of English as an International Language (EIL), instructors will have different language needs (Dogancay-Aktuna and Hardman, 2012). The issue of capability is to some degree convoluted by the way that English fills in as both the mechanism of guidance, yet in addition the substance in English language study halls (Freeman, 2016). Educators need to have procedural information on the language and have the option to utilize it, yet in addition decisive information to give clarifications to students (Pasternak and Bailey, 2004).

Frequently, English language instructors are evaluated on their overall capability, however Freeman (2017) presently contends this as deficient as it advances local speakerism and doesn't address the language

educators need in the study hall. The Common European Framework of Reference (CEFR), a proportion of general capability planned by the Council of Europe (2001) is an ordinarily utilized model. The CEFR outlines ability as far as skills in settings of utilization and casings learning as a cycle rather than a finished state (Larsen-Freeman and Freeman, 2008). While planned with honest goals, it is regularly prescriptively applied as an inflexible norm for language instructors (Freeman, 2017). Particularly for instructors in EFL settings, general proportions of language capability like the CEFR set language learning levels that are frequently unattainable for language educators, and furthermore significantly, are just not expected to improve their educational exhibition (Freeman, 2017; Freeman et al., 2015; Richards, 2017). While the idea of local speakerism regularly indicates local speakers of English with high broad language capability as ideal instructors of the language, there is still no proof to propose that overall language capability likens with expanded understudy learning (Freeman, 2017).

RESEARCH METHODOLOGY

This chapter discusses the planning that went into the research as well as how it was carried out. In the following paragraphs, you will find a detailed explanation of the structure of the research project, including the methods of data collecting and the instruments that were utilised. According to what was discussed in Chapter One, the purpose of this investigation is to investigate the social and psychological elements that are at play in the context of learning a second language. These elements are investigated in the context of tertiary learners in Andhra Pradesh, and a discussion is held on the effect that these factors have on the language learning processes and, therefore, achievement. In order to investigate these aspects, the research incorporates not only a quantitative but also a qualitative examination of the data. It consists of a questionnaire survey, which led to a quantitative analysis, and interviews with various stakeholders, such as students, teachers, and parents, which were examined in a qualitative fashion. In addition to this, classroom observations were carried out, and quantitative and qualitative analyses were performed.

ANALYSIS AND INTERPRETATION OF DATA

The research design of the study, which is quantitative as well as qualitative in character, was provided in Chapter Three. In order to answer the primary research question posed by the study, an

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examination of the data collected thus far has been carried out in this chapter. The following list constitutes the study's set of research questions: This subject was investigated with regard to SQ 1 and 8, which inquired as to whether or not relevant culture is significant. According to the findings from the questionnaire (SQ 1 and 8), all of the TM students and 53% of the EM students (EM: 1, 3, 4, 6, 7, 8, 13, 15) believe that it is vital to have an understanding of relevant culture in order to learn a new language. (SQ: 1). Additionally, 73% of the students in the TM programme (1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14) and 53% of the students in the EM programme (1, 5, 8, 10, 12, 13, 14, 15) believe that it is essential to speak English with either a British or an American accent (SQ 8).

Table 1: Relevance of Culture in learning a new Language

Q.no	Students	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	TM	6 students	9 students			
	EM	3 students	5 students	4 students	1 student	2 students
8	TM	3 students	7 students	1 student	3 students	
	EM	2 students	3 students	3 students	6 students	1 student

However, "relevant culture" is not always understood to have a British or American lilt to it all the time. Responses to the SQ show that all of the TM students and a significant number of EM students believe that it is necessary to learn relevant culture; however, responses to the SIs show that only forty percent of the TM students and twenty percent of the EM students believe that it is necessary to learn British or American culture. It would appear that respondents who gave positive responses to the SQ believe that "relevant culture" refers to the culture that is readily available in their own circumstances, which is where a new language is being learned, and not the culture of the local or foreign speaker. This feeling of 'foreignness' is also experienced differently by students coming from the EM or TM streams, depending on which stream they came from. As a result of the interviews (SI Question No. 1), we discovered that according to forty percent of the students who were taught in the Telugu medium (TM: 3, 5, 10, 13, 14, 15), and only twenty percent of the students who were taught in the English medium (EM: 1, 2, 4), "English is a foreign language." When asked whether an understanding of British or American culture is required to study English, 40% of the students who are learning English via the Telugu medium (TM: 2, 3, 4, 5, 7, 14) and 20% of the students who are learning English through the English medium (EM: 1, 6, 15) reply "Yes." Therefore, out of the 40% of TM students who believe that English is a foreign language, there are 20% of those students (TM 3, 5, 14) and out of the 20% of EM students there is 6% (EM: 1) who also agree that it is important to speak with a British or American accent, that relevant culture is necessary to learn a new language, and that English is a foreign language and we need the foreign culture to learn it. A handful of the kids talk about English in terms of the people who were born and raised with it and say that English is a foreign language. In addition to this, one of them says, "Yes, specified language, another language," and "Britishers are English." The English language was brought by the British (SI: TM 10 and 15). Also, some of these students attempt to discuss the issue by justifying that knowledge of a foreign culture is required only "sometimes" (TM 2) and that we require it "to be understood by others" (TM 7). On the other hand, one of them says, "We should know these cultures so that we can compare it to our culture and know things."

Therefore, in addition to the eighty percent of kids who are taught in Telugu medium schools, forty percent of pupils who are taught in English medium schools also regard English to be, in some way or another, a foreign language to them. However, in the pan-Indian context, only 20% of the EM really use the word "versal language" or perceive it to be"link language between" different states (EM 10, EM11, EM13). However, just 6% of the TM participants use the term "counter discourse" to characterise their sense of ownership of the English language despite their inability to adequately express it. "Not that it is a foreign language; it is a language, that is all; just a language like any other language" "Not that it is a foreign language" (TM 9). According to this component of the students' comprehension of the "nature of language acquisition," it appears that the majority of the students feel alienated while interacting with the target language. They have an attitude that English is a foreign language to them, and they lack a sense of ownership over the English language. They do not appear to negotiate their own identity in relation to the English language, but rather appear to accept it as a language that has been imposed on them from the outside and that has been mandated for them to learn by those in charge of policy. This provides evidence that they are functioning within a structuralist paradigm without perceiving any "conflict" in terms of the power dynamics that are implied by the ownership of English. This tendency needs to be understood in the light of the fact that instructors in this environment hold the idea that English is a foreign language, and that perspective is reflected in the teaching processes that they use. As a result of

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being instructed to think of English in this manner, the vast majority of pupils have developed the perspective that English is in fact a foreign language. The fact that 73% of Telugu medium students only have an exposure of just two years to English and that 27% of them do not have any exposure to English till they attend tertiary education is an explanation that is good enough as to why they believe English to be a foreign language to them.

The Teachers

Discussion on each of the categories that are being explored here was generated from interviews with five different instructors who were asked about the category of ownership of language. All five of the educators who were asked their thoughts throughout the interview agreed that "English is a foreign language." One more instructor chimes in, noting that it is considered a "international language" (T 5). Others argue that it is a "official language" in India and that it can take the place of one of the Indian languages in addition to being a foreign language (T 4); another person says, "Right now I think we could utilise English as an Indian English" (T 2). Due to the fact that English is a second language, the majority of English instructors believe that their students should familiarise themselves with either British or American culture. One instructor is the only one who disagrees with the rest of the group, stating that "since English is utilised for... daily contact and so many other purposes, we do not need to grasp British or American culture anymore."

The fact that instructors believe that English is a foreign language and that they need to know the relevant culture might be ascribed to their own backgrounds; in which they were being exposed to such notions when they were undergoing their education and training. They are unaware of the current thinking and developments in ELT, which realise that the inner circle defined by Kachru has shifted its borders to encompass the outer circle and is further evolving into an expanding circle. This is because they have not been exposed to ELT in recent years (Kachru, 1985). The only type of training for teachers that these individuals receive is pre-service training, and it is insufficient to provide them with the required skills and strategies to change their own views regarding the process of teaching and learning a language. As a result, all of the professors and around sixty percent of the pupils, or the majority of the students who are educated in Telugu medium and a sizeable number of those who are educated in English medium, regard English to be a foreign language. It's possible that people who don't consider English to be

a foreign language are members of privileged minority groups who become fluent in English at a young age via exposure to the language at home and at school. It does not appear that the majority of those who filled out the questionnaires for this study come from the same kind of background. Therefore, it is known that language teachers and students seem to share a sense of uneasiness with the language itself, and experience a sense of estrangement with it. This is because language is a social construct.

Components of language learning andDifference between Language learning and learning of Content subjects

A deeper understanding of the 'nature of language acquisition' is dependent on what is viewed as being the nature of language learning:

   a. The building blocks of language acquisition, and

   b. The ways in which the study of a language is distinguished from the learning of other topics.

As a result of the examination of the data, this is the second subject that is being taken into consideration.

Students

The majority of the students in the SQs (SQ qn nos: 2a, 2b, 2c, and 2d) agree or strongly agree that learning a language primarily entails learning each of the components of vocabulary, grammar, communication, and translation; however, there are a few students who neither agree nor disagree on certain aspects. The following list includes students who neither agree nor disagree with the statement, as well as the aspects of the statement with which they are unsure: Grammar is covered in EM: 1, 13, 14; vocabulary is covered in TM 15 and EM: 1, 5, 14; communication is covered in TM 11 and EM: 1, 13, 14; and translation is covered in TM 13, 14 and EM: 1, 2, 7, 10, 12. This indicates that the majority of students place importance, at least to some degree, on each of these four aspects of language acquisition. In addition, the majority of students, or 46% of them altogether, are unsure as to whether or not translation is a crucial component of language acquisition. This is due of the widespread prevalence of misleading attitudes and preconceived notions about translation as a method for acquiring linguistic competence. In addition, there are some students who are of the opinion that certain aspects of language acquisition do not include the following: Vocabulary receives an EM 6; grammar receives a

TM 11 and an EM 6; translation receives a TM 15 and an EM 4;

Table 2: The Parts That Make Up Language

Q.no	Students	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
2a	TM	3 students	10 students	2 students		
	EM	2 students	10 students	3 students	1 student	
2b	TM	10 students	4 students		1 student	
	EM	7 students	4 students	3 students	i student	
	TM	10 students	4 students	1 student		
	EM	6 students	4 students	1 student		
2d	TM	8 students	4 students	2 students	Istudent	
	EM	4 students	5 students	5 students	1 student	

Again, it is essential to note that the students are unanimously of the opinion that learning a foreign language is primarily about 'communication,' although very few of them argue that it also involves the other aspects as well. Therefore, although students place a high value on communication, they also place a high value on a variety of other language elements. According to the findings of the interviews (SI question no. 2), eighty percent of the students in the TM group (TM: 1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 14, 15) and eighty-seven percent of the students in the EM group (EM: 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15) believe communication to be an essential skill. Only 13% of students in the TM programme are of the opinion that proper grammar is more essential than clear communication (TM: 6, 15). Twenty percent of the others believe that communication is the third most important aspect in this hierarchy, after grammar and vocabulary (TM: 10, 12, 14). In addition to this, another 20% of them are of the opinion that Translation should be placed in second place after Communication in terms of its importance (TM: 2, 4, 9). On the other hand, the responses that these students gave on the questionnaires and in the interviews were not consistent with one another.

Only 13% of the students in EM 4 and EM 5 agree with the statement that "first and foremost, grammar is crucial, and the only way we can interact or talk correctly is if we know grammar." According to a second student (EM 2), "through interacting with one other, we are able to enhance our English; nevertheless, grammar plays a vital part, and we can prevent those faults..." Another kid (EM 10) chimes in by stating that "communication skills, and in order to have them, you need vocabulary and all those." In addition, grammar and vocabulary, according to the opinions of another 13% of respondents, aid in comprehending (EM 13 and 12). This equates to forty percent of students whose primary language is English who believe that proper grammar and vocabulary are either more essential than or on par with communicating. In addition, 33 percent of the students had the opinion that studying a language should also entail translation (EM: 1, 2, 3, 8, and 11). As a result, it is abundantly obvious that the majority of students place an emphasis on communication as an essential component, although a few of them do not discount the relevance of the value of other aspects, such as grammar and vocabulary.

Teachers

Regarding the various aspects that go into acquiring a second language, two of the instructors are of the opinion that "communication" is an essential part of the process (T 2 and T 5). In addition, according to the words of one educator, it necessitates "the generation of sounds" and "the transmission of appropriate meanings" (T1). On the other hand, the other two teachers believe that it entails the utilisation of vocabulary and grammar, both of which are critical components of effective communication (T3) and lead automatically to "communicate English extremely effectively" (T4). (Sic) Only two out of five teachers believe that communication should be

ranked as the most essential factor, despite the fact that four out of five instructors believe that communication is an important factor. A sizable number of pupils and lecturers hold the opinion that an individual's vocabulary and grammatical ability should come before their ability to communicate effectively. As a consequence of this, language acquisition in this setting reflects, for the most part, a grammar-translational theory or method of language acquisition, which places an emphasis on the components of language acquisition in a manner that is distinct from one another. In point of fact, there appears to be a clear connection between the acquisition of a language and the methodology that is used to teach it, which is directly related to the notion that English is a foreign language. It would appear that the only option available to both instructors and students is the time-honored method of teaching grammar through translation. However, if one were to have a comfortable familiarity with a language in which social and communicative methods would greatly enhance proficiency, one might be able to avoid using this method.

Difference between language learning and learning of content subjects

Students

The majority of students in both the TM and EM programmes share the opinion that "Learning English is Different from Learning the Optional Subjects" (SQ question no. 3), with the exception of forty percent of TM students and seven percent of EM students respectively (who neither agree nor disagree about it, TM: 1, 6, 7, 9, 10, 15 and EM 14).

Table 3: The Key Differences Between Learning a Foreign Language and Other Content Areas

Q.no	Students	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3	TM	4 students	5 students		6 students	
	EM	7 students	6 students	1 student	1 student	

In response to the inquiry, "Does learning English differ from studying mathematics, science, commerce, or political science?" the answer is "yes." (SI question no. 3) 87 percent of TM students report that they have noticed a difference. The other 13% of them (TM: 2, 12), who believe it is not different yet contradict themselves with their replies to this in the SQ, are also the ones who regard grammar to be the most essential component among the many aspects of language acquisition. It should come as no surprise that English is presented to the pupils in the same manner as the other subjects. In the case of EM students, just 7% of them (EM 13) believe that learning a language and studying other topics is the same. The remaining 93% of EM students, however, believe that learning English is distinct from learning other subjects. Popular sayings among EM students include "one deals with technical skills while the other deals with communication skills" (EM: I), as well as "with computers and maths you simply think about logic, issues, and everything else" (EM: 10). 26% of respondents further provide more information, stating that it incorporates things such as "grammar, vocabulary, communication, reading, and writing" (EM 1, 9, 10, 11), among other things. However, just 46% of the TM students who agree that it is different go on to expand and claim that they notice a difference in terms of the fact that studying English comprises of communication, vocabulary, and syntax "as opposed to reasoning in Maths" (EM:8).

In addition to that, 26% of the students who are enrolled in TM think that the only difference is in the level of difficulty (TM: 4, 9, 10, and 15). They do not consider the process of learning a language to be qualitatively distinct from the process of learning other topic disciplines in terms of the activities involved. It gives the impression that they, too, are ignorant of the distinction between the two. Another 20% of the students cited the difference in terms of the level of difficulty as the reason for the distinction (EM 4, 7, 13). 13% of the EM students (EM: 2, 6) are aware of the discrepancy in terms of the diversity in methods that are involved, and they believe that "those are the subjects which we can mug up" or "by heart." Some of them, 13% of EM students and 20% of TM students, say that learning a language is different from studying other topics, but they do not describe how it is different from learning other subjects, nor do they expound on their preferences.

CONCLUSION

The study looked at the operation of the social psychological factors in English language learning at the Tertiary level in Andhra Pradesh. To recapitulate, the study involved in the fIrst part a description of social psychological factors from the students and teachers perspectives. Inthe second part, it involved the analysis of the background of these students to see if the social psychological orientation is related to background factors. The fIrst research question therefore, yielded a description of the social psychologicalprofIle of the tertiary level learners vis-a-vis English language learning. Data from the Students' Questionnaire, Students' Interviews and Teachers' Interviews has been triangulated in order to validate the description.

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