TEACHER'S AUTONOMY: A STUDY ON SELECT SST'S IN ANDHRA PRADESH AS TEACHERS AND RESEARCHER

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ABSTRACT

A teacher is always a learner. Centuries together, teachers implemented various teaching techniques as per the convenience of the learners. There are many teachers who inspired their learners with their different styles of teaching by adopting easy approaches to reach the learners' mind what the actual content the teacher wanted and intended to convey. This paper pays attention to how the interest developed in the autonomy of teacher as a teacher and researcher in curriculum development. This also focuses on how the theory and practice adopted by the teacher lead to new directions in research. The independence of the teacher in the classroom changes the ways in which new conceptions fit in with elaborate frameworks of the language teacher, learning theory, educational practice, and social thought. Autonomy in Language education includes many issues like educational research, learning strategies, self-regulation, motivation, individual differences, and socio-cultural approaches. All these reflect the teacher development and education policy. However, the comprehensive study on Teacher autonomy as a teacher and researcher will guide the reader who wishes to go into the deepest layers of the independence of the teacher in the classroom.

KEYWORDS: *Autonomy, Curriculum, Independence, Learner, Reflections, and Teacher*

INTRODUCTION TO AUTONOMY OF TEACHER

The system of education changes time to time. The methods followed a century back will not work out at present. At the same time, the different methods adopted for the practice of the potential outcome from the school curriculum will be possible only when the teacher is a continuous learner and researcher. During the 80s and 90s, the world has undergone revolutionary changes in the three decades of the history, the entire history of the teaching and learning process sprouted new leaves in the period. The documents made by the council of Europe's Modern Language project taken up by Holec's in 1981, Gremmo and Riley in 1995 and Benson in 2001 defined the autonomy of the teacher as "the ability to take change of one's own learning" Cambridge Dictionary defines it as "the ability to make your own decisions without being controlled by anyone else". Thus pedagogical experiences and experiments in terms of 'autonomy' during the period are influenced by the humanist approach. But the practical applications of autonomy of the teacher focuses on self –directed learning and marched towards the development of self-access and learner training as focal points for experimentations.

REVIEW OF LITERATURE

Dickinson explains in his book "*The autonomy of teacher in his book on self-instruction*" says;

"The situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions" (1987: 11),

The opinions of the experts are different in the context of the autonomy. All right speaks on the issues quoting the ideas of autonomy as;

"Associated with a radical restructuring of language pedagogy". (1988: 35)

He supports the rejection of the traditional classroom approach and supports the introduction of the completely new style of working following the procedures of autonomy. In this context as a researcher, I would say that the early experiments were designed for adults who were continuously engaged with many works and they don't have the opportunity to attend classroom-based courses. But Dickinson argument best suits the situation of the autonomy who proclaimed 'independently' (1992) where the students' unpredictable contributions cognitively and behaviorly to the classroom activities that timely forces the teacher's plan aside. The successful demonstration made by Dam (1995) on secondary school classrooms without self-access or formal learner training makes the point very clear. These classroom applications made by the teacher independently led to the second wave of interest in the autonomy of teacher in the class-room in the 1990s. There were many discussions on theoretical implications and psychological variations. The result of these discussions made it clear about the autonomous learners' psychological attributes and prioritized interdependence over independence in learning. The debate reveals that the teacher autonomy did not imply any particular mode of practice but it dependent on the quality of pedagogical dialogues between teachers and learners. The deconstruction of the English Language teaching and learning classrooms and courses in the country in general and in Andhra Pradesh in the Particular lead the third context of growing interest in autonomy in the recent years. These implications like classroom and out of class applications, new and complex understandings, a variety of approaches and practices established the role of autonomy in Language Teaching and Learning.

ARGUMENT ON AUTONOMY

The basic argument made on the autonomy is what the goal of autonomy entails. The theoretical approaches for the last couple of decades and above, reveals closely related ideas that may be different in representing autonomy. The radicalism of the concept is challenged by a number of linguists who attempted to reconstruct the importance of language teaching and learning in a creative way. The deconstruction of the concept of autonomy raises from the assumption that autonomy is both contextually variable and a matter of degree that concerns mainstream.
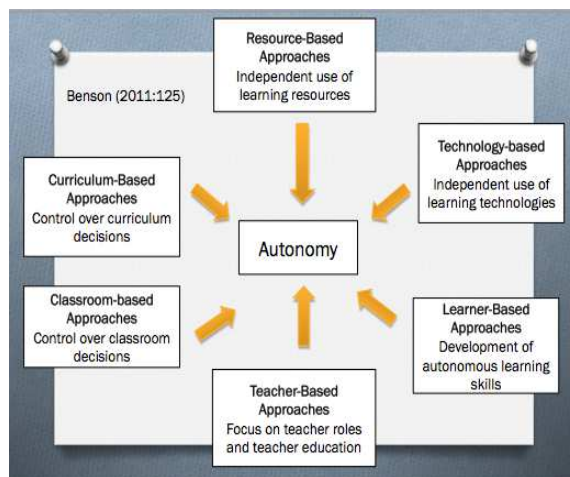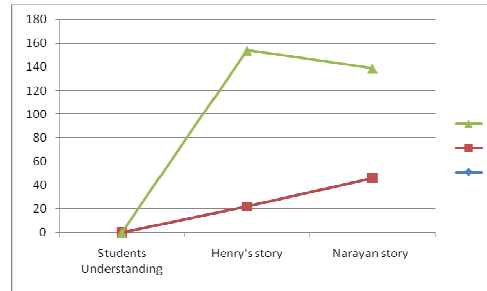
Figure 1

20th century Language Educations is characterized by self directed learning in self-access by shifting classroom applications. The Self-access remained the main focus of attention which diminished the classroom applications. The recent development in applied linguistics grounded in the institution listed language learning and assumptions that languages are generally learned in classrooms. If that is the case, self-access centers were initially observed as a radical alternative to the classrooms. However, it emerged as a challenge to the idea that the classroom based learning and teaching and the theory taken to the lab approaches to language teaching.

Teaching knowledge comprises of the teacher's knowledge about the design of the curriculum and its outcomes. It also projects the learning theories proposed to content delivery, knowledge transformation, planning and actions in the classroom. In addition to this, the teacher's timely decision-making on the effective process of teaching also plays a critical role in the accuracy and outcome. The identification of suitable content sequences is also to be considered in the potential constructions of classroom contexts. This suitability of the application of content is depended on curriculum tasks and students' level of understanding. While implementing the process of connections, contextual situations, analogies, and examples within the reach of learner's experience, the role of the teacher in delivering the knowledge in a systematic manner is the major platform between the content and the learner. For this purpose, the researcher has taken up the task of introducing new vocabulary through a short story to the students of 9th standard in the High school level of education in Andhra Pradesh.

TASK ORGANIZATION

There are two short stories selected for the survey. One is RK Narayan's short story "Father's Help" and another short story is O Henry's "After Twenty Years". The objective of the two short stories is to introduce new vocabulary to the students of the 9th standard by explaining an interesting story. While going through these stories, the students were in confusion with Henry's English and English of Narayan. All the experiences of the main character in the story revolve around the natural atmosphere of the learners in reading Narayan's story. But Henry's story makes a little bit hard to understand. The objective of the lesson is to improve vocabulary by adding new words to their existing knowledge.

Figure 2

The students understanding the story by Henry is comparatively complicated to Narayan story because of various reasons particularly Indian backdrop made the students understand easily. But there are many new words in Henry short story. The objective of the lesson is introducing new vocabulary quite apt to Henry's story. But students are familiar with Narayan story with a little less vocabulary. There is a distinction between American English and British English in the context of vocabulary. Most of the Indian follow British English and English used in India is also very nearer to the experiences of the British English.
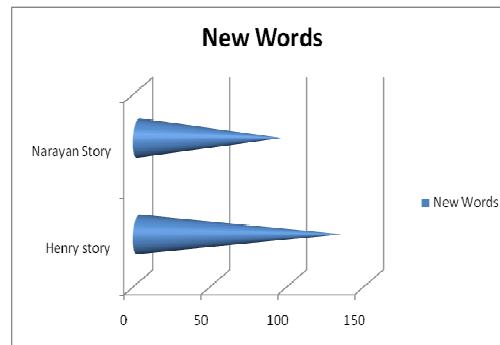
Figure 3

Here recognition of vocabulary by students involved their regular experiences of reading English. Teacher aware of it and tried to give easy task instead of the difficult one. It focused first on the identification of students awareness of vocabulary and the second one is teachers' knowledge of his learner levels in the school. Some of the studies on students understanding of the situations are conditioned on the factors associated with learner's socio, economic and cultural backdrop thus it exhibits a system in which the learners dwell.

CONCLUSIONS

The objective of the study aims to clarify the teacher's autonomy in the classroom while implementing the designed curriculum with wisdom. The structural approach of the teaching schedule prepared in advance often may not work properly in student's point of view. The conceptual tasks like vocabulary and other components of language teaching at the primary, upper primary level and at High school level moderately support the local social and cultural backdrop instead of the Foreign lifestyle.

Thus this study explores an exploratory model of teacher's independence in the classroom which strengthens the designed curriculum and controls the complexity of a segmented education system according to the social and cultural approaches.

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