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## **INTEGRATED TEACHING OF ENGLISH LANGUAGE SKILLS**

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# Integrated Teaching of English Language Skills

Dr. Ubaid Akram Farooqui\*

Associate Professor of English, BSR Government Arts College, Alwar, Rajasthan, India

**Abstract – Pedagogically, the teaching of each language is conceptualized as having four macro skills and naturally, all the four have to be taught and tested with a view to mastering the language per se and not mastering skills in isolation. It becomes all the more important on the part of English teachers in higher educational institutions to integrate all the talents so as to enable learners to raised comprehend and produce language for both academic purposes on the campus and vocational purposes at workplace. In reality, the teaching of Part II English is heavily literature based and there's little difference in pedagogical strategies between Major and Part II English. However, Engineering colleges follow a syllabus which focuses on the teaching of listening, speaking, reading and writing skills as a part of English for Specific Purposes module. Language laboratory is additionally exploited to an excellent extent for the teaching of certain skills like listening and speaking skills. In contrast, General English Module of Arts and Science colleges has literary representations of all the four major genres of prose, poetry, drama, and fiction plus grammar. However, the objectives of the four courses offered within the first four semesters claim that they aim language skills in spite of the very fact that they aim literary skills of interpretation. There has been neither critical stance on literary curriculum nor complaint against it. during this context, what teachers think, know, and believe about the aim of teaching English which is technically called teacher cognition helps them develop the correct reasonably attitude towards not only teaching of English for communication purposes but also a way to teach it. It is either in isolation or in integrating all the four for achievement of the competency in English as an entire.**

**Key Words – Listening, Academic, Constitutional, Literature, Communication, Educational System.**

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## INTRODUCTION

In India, Hindi language enjoys the constitutional status of associate language, but after all it's in point of fact the foremost important language for all educational and vocational purposes. Though Hindi is the most typically oral communication in India, English is the foremost read, written, widely distributed language. It's used not just for communication with the world outside, but also for inter-state and intra-state communication within the linguistically organized states. It symbolizes in Indians' minds better education, better culture and better intellect. Indians who know English often code-mix and code-switch in Indian languages in oral discourses. It's crucial and inevitable in certain very knowledge domains and fields, like medicine, science and technology, law, finance, and commerce. The rationale for Indians according special importance to English is said to the actual fact that India was a British colony. When British people started ruling India, they sought Indian mediators who could help them administer India. They turned to high caste Indians to figure for them. Lord Macaulay's policy (1835) was to form an Indian class who should think just like the British, or because it was said then in Britain "Indians in blood and colour but English in taste, in opinions and morals and intellect." Brits also established universities on the model of the

British model. a number of early educated Indians received education from a people universities. The 'modern' leaders of that era in India also supported English and claimed it to be the key to success. Indians who knew good English were seen because the new elite of India. Many new schools were established during which the language of instruction was English. As per general laws, the language of instruction at the university level was English and thus schools that emphasized English were preferred by ambitious Indians. Even after India's independence, English remained the most language of India. It had been given a standing of an associate language at the Centre and therefore the status was accorded within the various states of India. However, the usage of English use was imagined to end officially fifteen years after the adoption of the Constitution though it appears to remain with India for ever at the request of Indians who failed to want Hindi because the sole official language and consequently, the promise of the primary prime minister put an end to the sensitive language issues at rest.

## ROLE OF ENGLISH IN INDIAN EDUCATION

In India, English has been playing an important role in its educational system the maximum amount as in national life for the past two centuries. It actually

helped within the growth of nationalism, which ultimately freed India from a people rule. English served as a unifying force in our struggle for freedom. Our national leaders and freedom fighters drew their inspiration from great thinkers like art critic and lawyer through their writings in English. Leaders from all corners of our country came together to sketch an inspiration of action and it's English that helped them communicate with each other. To date, English plays the role of a national link language that helps in inter-state relationships and in trade and commerce among different parts of the country. At the same time as an adopted language in India, English has become embedded with the intellectual and emotional make-up of the educated people. It became the medium of creative expression of Indian writers like Mulk Raj Anand, R.K. Narayan, Raja Rao and Rabindranath Tagore besides being put to greater political expressions by nationalist leader, national leader, Sir Sarvepalli Radhakrishnan. English has contributed significantly to the expansion of data especially within the field of science and technology. As one of the official languages of the U.N.O. English has become the link language of the Commonwealth countries. It's also the language of international politics and understanding. It's the language of cultural exchange. Gandhi (1942) said, "English contains many rich treasures; it gives us an introduction to western thought and culture." It is English that made possible the exchange of culture and innovations in science and technology, even the exchange of teachers and students in several parts of the world that created global employment opportunities. Though English was shown the backseat after independence, it could never be totally banished. It had been resolved to retain English as a national link language, as a global link language, and as a library language. The Constitution of India wanted Hindi to be the official language and English was to continue for an additional fifteen years in its capacity as associate official language. As this was opposed by most of the southern regions, the parliament enacted the Official Language Act in 1963 and Prime Minister statesman assured that English would continue because the associate official language of the country. The Indian Education Commission (1964- 66) also recommended the continuance of English within the interest of national integration and high academic work. Exchange among the states all told walks of life is feasible only due to English. Today, India and Indians have realised that English cannot be done away with.

### TEACHING ENGLISH AS SECOND LANGUAGE

In the modern world, it's necessary to be told all the four skills of listening, speaking, reading and writing within the West Germanic language. New developments are going down worldwide within the methods of teaching and learning English. These developments have affected the English instruction in India too. Previously, English was taught from

Standard V within the regional medium schools. Now it's taught from Standard I even within the regional medium schools. Within the past, the syllabus was literature-based but now it's skill-based. Earlier, the evaluation system centred on the written skill; only from the year 2006-'07 the oral test has been introduced within the secondary and better secondary schools. People are attentive to the importance of English. They're inquisitive about learning the speech. As a result, various courses developed for teaching spoken English. The utilization of language laboratory as necessitated by Computer Assisted learning (CALL) has created new changes within the teaching of English. The audio cassettes and CDs are being employed on an outsized scale to find out the spoken communication. Various software of English teaching are developed and utilized by a growing number of individuals. Especially in big cities, the language trainers help learners acquire the desired proficiency in communication skills normally and also the spoken skills specifically. Now, television channels are working towards improving spoken English. Dr. Deepti Gupta (2011) rightly says that the irony of situation is that while academics label these learning centres' 'shops' or 'commercial institutes,' it's these establishments that are a serious influence behind the changing phase of the ELT paradigm in India.

### LEARNING MOTHER TONGUE AND ENGLISH LANGUAGE

Language skills, like all other skills, may be acquired only through practice. Children use the natural language reception, within the playground, at college and everywhere. Besides, they need many teachers their parents, relations, friends and relatives, almost everyone with whom they are available into contact in their day-to-day life. He has also the strongest motivation or urge to select up the language, for, if they can't express themselves in their tongue, a number of their basic needs are likely to stay unfulfilled. On the opposite hand, learning a second language is different. Classroom activities must therefore provide sufficient motivation and scope for practising the language. The explanations why the second language is being taught depend on overall educational goals, which vary from one country to a different and from one period to a different. One avowed goal of pedagogy is to assist people to think better brain-training and logical thinking; another, is appreciation of significant literature; next, the students' increased self-awareness and maturity; then, the appreciation of other cultures and races; and to feature on , communication with people in other countries. English has been learnt as a second language in India for several years now. While English people regime has been dispensed with, their language couldn't be done away with. The language proved to be a good asset to India. Therefore, the teaching of English has been given importance keeping in mind the assorted benefits that they derive from it. Nation language enriches Indian cultures, literatures, and language studies. The utilitarian and integrative nature of

English can't be ignored. One in all the aim of English teaching is Linguistic Aim. Linguistics could be a science, a scientific body of information and theory. English language could be a system. It's a collection of connected parts of things. Because the system of form functions through different organs like heart, lungs, brain and also the eyes, the system of language functions through sounds, words and structures. They integrated with each other and constitute the complex organic whole which could be a language. Language may be spoken properly providing users learn the right pronunciation, stress and intonation. Words and structures should be taught well so learners can learn the linguistic features during a proper due to speak and write grammatically correct English.

## APPROACHES TO TEACHING OF ENGLISH

Language is often used with respect to a specific context and hence its complete meaning of a portion is thought only if this example is thought. Pedagogy process involves two essential features; first, the teacher must experience the language getting used in meaningful ways, either in its spoken or written form; secondly, the teacher must create an environment for the scholars to perform or try the talents, making mistakes and being corrected. There are several methods of teaching English to students who are learning the language for the primary time, each with their own pros and cons. reckoning on the teaching situation, setting, and resources available, anybody of those English teaching methods may be right for the teacher and his students.

- (a) **Structural Approach:** This method sees language as a posh entity of grammatical rules which are to be learned one at a time during a set order. So, for instance, the verb "to be" is introduced and practised before the current progressive tense which uses "to be" as an auxiliary.
- (b) **Grammatical Approach:** A spotlight on grammar rules is one amongst the foremost popular English teaching methods in traditional academic settings, perhaps because of the main focus on grammar in language courses. Teaching English as a second language, consistent with this approach, mustn't stray from the model. This approach can work given that the trainer speaks the primary language of the scholars additionally to English, since much of it's supported the teacher's ability to translate.
- (c) **Aural Approach:** The aural English method focuses on the foremost natural due to learn a language, which is by hearing it. Children who are raised to talk English learn it first by hearing it from their parents around them, long before they ever find out how to read or write. The aural approach is analogous, meaning that it's strictly audio-based and doesn't

specialize in the reading or writing until long after the scholars can grasp the language on a speaking level. The particular method involves dialogue. Within the beginning, the scholars are mostly spoken to.

- (d) **Translative Approach:** The Translative Approach is, to some extent, kind of like the grammatical approach, only with a broader target the structure of English language compared thereto of the linguistic communication of the scholars. This approach is followed by a lecturer who speaks the identical language as his students, and every one the scholars too share a fluency within the same language. English is taught as a subject matter like several other, with different elements of the language like vocabulary, grammar, syntax, speaking, reading, and writing focused every day. This method makes strong use of note-cards, where students can write English vocabulary and grammar concepts on one side, and so translate the word or idea at the rear in their linguistic communication.
- (e) **Immersive Approach:** The Immersive Approach is one among the simplest ways to be told the language for older students who are ready to travel for his or her education. Someone who wants to find out English doesn't even have to be enrolled in an West Germanic course to use this method. For college kids desirous to learn British English, a visit to the UK is suggested. For college students wishing to find out American language, a visit to the US is suggested. If the coed wants an academic-heavy approach, there are exchange programmes they will enroll in through colleges, or other academic programmes that allow prolonged travel.

## CONCLUSION

English language teaching in India has been modified and moulded to satisfy the challenges of the present-day world. The curriculum and therefore the General English syllabi of both arts and science and English for Specific Purposes of engineering colleges are undergoing continuous change to satisfy with the strain of the learners and learning community. Though teachers are being trained to form use of the syllabi to the most, they're not fully exposed towards teaching language skills in an integrated fashion at the tertiary level. The current study proposes to search out an answer to the matter by making teachers cognitively conscious of a people teaching process. The aim of knowledge-sharing or teaching isn't merely to equip a personal with the specified amount of theoretical knowledge. The knowledge gained has got to be applied in various situations; and transfer of the talents to new situations is that the

final outcome of teaching. Teacher cognition helps teachers greatly within the transfer of data. Hence, training in teacher cognition is made a part of teaching process so on enable and equip teachers with better teaching skills generally English classrooms. Teachers should be trained to consider thinking (cognition). One amongst the most important issues within the whole of India and specifically, Tamilnadu, within the field of English language teaching is that the lack of communication skills in English in most of the scholars, including those at the tertiary level. We all know evidently that it remains to be one in all the most reasons for college kids not having the ability to induce into good jobs. With the mere acquisition of theoretical knowledge in English grammar, they might not be ready to converse fluently in English. Teacher cognition awareness needs to be developed within the teachers to resolve this issue. Teachers should be made to know and learn the issues of scholars while communicating in English and may help students rummage around for ways of overcoming those problems.

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### Corresponding Author

#### Dr. Ubaid Akram Farooqui\*

Associate Professor of English, BSR Government Arts College, Alwar, Rajasthan, India