



## Integration of Language Skills : A Student-centered Approach



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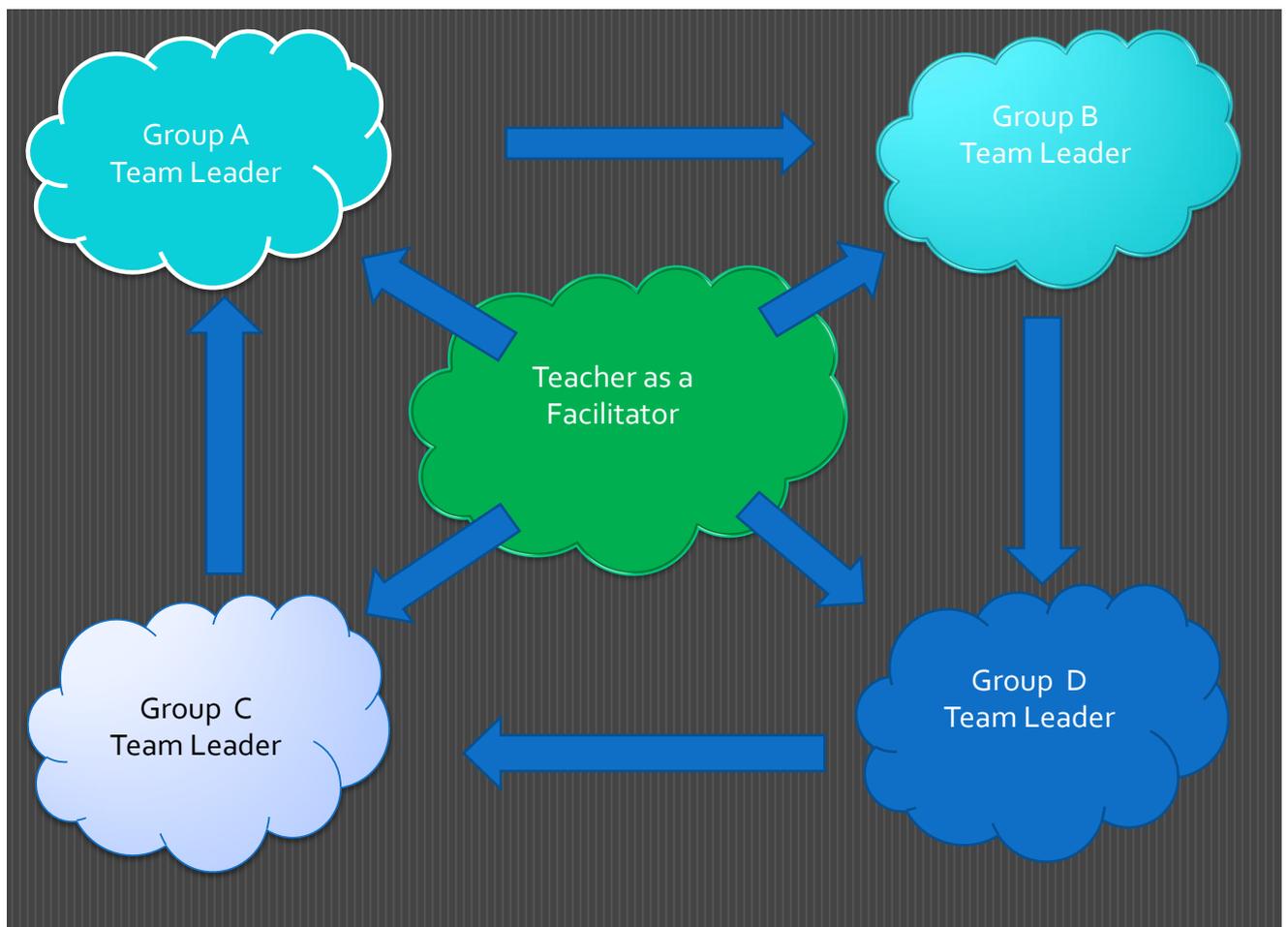
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### Introduction :

Creativity is interlinked with civilization. The anthropological evolution asserts that it is the creative potentiality which has improved the status of the individual from primitive cave-dwellers to the man of space. Absence of creative thoughts and ideas, no doubt, sterilizes the civilizational progress and paralyses human imagination. The future of a civilization and the survival of its members in a developed status depend on the quality of their creative imagination. A creative generation begets creative civilization. (Pramod Kumar Prusty 2010: 3).

English is internationally spoken and its importance is of high status to one and all. In the Indian context, the Degree Students desperately need to achieve its goals and objectives for the acquisition of English as a Second Language (E2L). The present paper focuses on the integration of language skills in a digitalized student-centered classroom at Degree Colleges in India. It aims to develop the basic language skills of degree students namely LSRW = Listening, Speaking, Reading and Writing; focus on a student-centered learning rather than a teacher-centered learning or a lecture method; insist on a communicative approach to English Language; effectively use the audio-visual aids in teaching and learning processes through English Language Labs and practically systematize the learning of English Language through twelve innovative steps. Leo Jones has rightly pointed out the stereotypical attitude and negligence of students towards the acquisition of English as a Second Language (E2L). Students simply question the reasons for forming pair work and group work in the class as they think that they are not able to communicate properly in English due to lots of mistakes they commit in English language and they lack enough vocabulary too. They hopefully wait for the time of grammar precision in language to have effective and better communication in English. They think that they should not listen to other students speaking incorrect English because they might adopt their mistakes. They simply think that their teachers speak the best and correct English and they would love to learn from them. The crux of the matter is that we never see students fail in the genuine communicative world today. They should know how to use appropriate words in the language. In fact, they are worried about committing mistakes and losing face. They need a teacher to help them and guide them whenever they are in great need. It's really a pathetic situation when someone asks, "Is there anyone here who can speak English?" Adair-Hauck and Donato state that a traditional classroom has focused on grammatical competence and explicit knowledge of language rules, which caused the learners to get little occasions to communicate with others. Many students still spend much time in learning only the formal properties of the

language like sound system, verb conjugations, rules of syntax, vocabulary lists. At the end, such learning of language makes them fail to exchange information and ideas or feelings to others. Even they are unable to construct sentences properly or to resolve the issue. On the whole, the students are supposed to develop and nurture a social relationship in a Second Language Acquisition. According to standards of FL Learning, communicative competence focuses on the need, manner, time and reason to say what to whom. Thus, the students should acquire communicative competence in English. On the whole, the facilitator needs to effectively employ active learning through interesting activities in pairs and groups in a student-centered classroom. The interaction diagram between the facilitator and students in a student-centered digitalized classroom is demonstrated and detailed as below :



**The Interaction Diagram between the Facilitator and Students  
in a Student-centered Digitalized Classroom**

“Modern teaching-learning process assigns an important place to student-activity. It calls for a child-centered approach. The most distinctive feature of modern society is its science-based technology which has been making a profound impact not only on the economic and political life of a country but also on its educational system. The changes that occur as a country but also on its educational system. The changes that occur as a result of the impact are broadly described as ‘Modernisation’. This modernization has affected the teaching-learning process in many ways.”

( Bukhari A. Z. 2006:164).

To effectively engage active learning in a student-centered classroom, both the facilitator and learners of English Language should pay a critical attention to grade-wise objectives set, vocabulary focus and focused area respectively. The details are as follows :

Grade	Objectives	Vocabulary Focus	Focused Area
Grade 1	Able to understand simple sentences and instructions. <i>“It’s a flower.”</i>	500 Words	Listening, Video Clips, Songs, CDs, activities, active learning through games, nursery rhymes, recognizing alphabets and words, manners and etiquettes, drills and practice (Tongue Practice)
Grade 2	Make simple sentences <i>“I am hungry.”</i>	1000 Words	Listening, Speaking, Picture description, Reading, Video Clips, Songs, CDs, activities, active learning

			through games ( e.g. using can and can't abilities ) , nursery rhymes, recognizing alphabets and words ,manners and etiquettes, drills and practice (Tongue Practice)
Grade 3	Read, speak and write simple sentences. <i>"The cat sat on the mat."</i>	1500 Words	Listening, Speaking, Reading, Video Clips, Songs, CDs, activities, active learning through games , ( e.g. using can and can't abilities ) nursery rhymes, telephone games, manners and etiquettes, word drills and practice (Tongue Practice)
Grade 4	Talk about different situations.	2000 Essential Words  Core Vocabulary	LSRW, Situational English, Communicative Approach, telephone games , active learning through games ,(e.g. using can and can't abilities) Following instructions, Listening, Speaking,

			Reading, Video Clips, Songs, CDs, activities, active learning through games, manners and etiquettes, drills and practice (Tongue Practice)
Grade 5	Talk about different situations. Make complex sentence structures. <i>"The boy who is wearing a blue shirt is my cousin."</i>	3000 Words	LSRW, Situational English Structure (Dhivehi and English) Tenses / Learning Phrases Word Formation, Situational English, Synonyms and antonyms
Grade 6	Talk about different situations. Make complex sentence structures. <i>"If it rains, the trip to the island will be called off."</i>	4000 Words Active Vocabulary	Situational English, Dialogues, Auxiliaries, Voice, LSRW, Situational English, Communicative Approach. Listening, Speaking, Reading, Video Clips, Songs, CDs, activities, games,
Grade 7	Describe concepts. <i>"Global warming is the increase of the global temperature of</i>	5000 Words	Direct/Indirect Speech, Prepositions, One minute speech with prompts, LSRW,

	<i>the world."</i>		Situational English, and Communicative Approach. Listening, Speaking, Reading, Video Clips, Songs, CDs, activities, games,
Grade 8	Skim the text, Scan the text, Comprehend the text, Transfer information, idioms and phrases, clauses. Simple paragraph reports / explanations of a topic <i>"It is raining <u>cats and dogs.</u>" (Heavily)</i>	6000 Words	Newspapers and Advertisements, Weekly Power Point Presentations, Group Discussions and Role plays, LSRW, Situational English, Communicative Approach. Listening, Speaking, Reading, Video Clips, Songs, CDs, Activities, Games
Grade 9	Skim the text; Scan the text, Comprehend the text, Transfer information, idioms and phrases, clauses, construction of arguments, Text messages, Note-taking, minutes. Reports (core)	7000 Words	Debates, Paper Presentations, Seminars, Group Discussions, Research Papers, LSRW, Situational English, Communicative Approach. Listening, Speaking, Reading, Video Clips, Songs, CDs, Activities, Games
Grade 10	Write articles and reports.	8000 Words	Compositions, Short Stories, Articles, leaflets,

	Use narrative language. Reports (extended).		advanced video clips, LSRW, Situational English, Communicative Approach, Listening, Speaking, Reading, Songs, CDs, Activities, Games
Grade 11	Interpret and analyze facts	9000 Words	Writing (advanced level), Preparing power point presentations, reading for pleasure, actively participating in school discussions, field trips, collect objects
Grade 12	Interpret and analyze facts Work on Projects Prepare a school magazine. Make video clips, Critically comment on the texts read.	10000 Words	Projects, reading literary texts, reports, summary writing, critical texts, journals, periodicals, magazines, reading.

For the first grade, students should be introduced to listening skills only. Their extensive exposure to listening skills helps them master over English Language independently. They should be engaged into active learning through interesting games and activities. The practical application of manners and etiquettes should be taught to them right from the beginning. An hour given

for drill and practice makes them feel comfortable with the language they use for interaction in their day-to-day life. The focus should be on nursery rhymes to encourage speaking. The facilitator should use gesture, actions and body movements to facilitate learning in a student-centered learning. Each day a few five additional words should be introduced to them with ample examples through pictorial illustrations. The use of mother-tongue should be avoided by the students and a facilitator. Most importantly, English learning ambience should be created in a digitalized classroom. A vocabulary target up to five hundred words should be entrusted to the students and asked them to complete by the end of the year.

In the second grade, more use of auditory and visual learning, for instance, video clips, CDs should be introduced to them. Students should have more exposure to listening skills in this stage. Active learning through interesting games and activities should be an integral part of learning. The practical application of manners and etiquettes should be taught to them. An hour should be given for drill and practice. The focus should be on nursery rhymes to encourage speaking in a student-centered classroom. The use of gesture, actions and body movements are to be used to facilitate learning. The use of mother-tongue should not be avoided completely. Each day a few five more words should be introduced to them with ample examples through pictorial illustrations. Vocabulary target should be one thousand five hundred words by the end of the year. Most importantly, the facilitator must give extra time to ensure that all students have already achieved the targets and guidelines of the previous grade.

In Grade 3, the learners are encouraged to develop reading, speaking and writing skills. More use of auditory and visual learning like video clips, CDs should be facilitated to them. They should have more exposure to listening skills as well. Active learning through interesting games and activities should be naturally added in teaching and learning processes. The practical application of manners and etiquette is of the high importance to them. An hour needs to be given to them for drill and practice. There should be the

focus on nursery rhymes to encourage speaking. The use of gesture, actions and body movements are encouraged to facilitate learning. The use of mother-tongue must be avoided. Each day a few five more words should be introduced to them with ample examples through pictorial illustrations. Vocabulary target should be three thousand words by the end of the year. The facilitator must give extra time to ensure that all students have achieved the targets and guidelines of the previous grade. In grade 4, the use of situational English, for example, airport, shops, cafés, cinemas, school on the street. Students need to learn various instructions given by the teacher and all relevant vocabulary associated with them. The facilitator should always encourage students to acquire reading, speaking and writing skills. More use of auditory and visual learning like video clips, CDs should be used effectively by the facilitator. The students should have more exposure to listening skills. Active learning through interesting games and activities needs to be healthy, proactive and fruitful. The practical application of manners and etiquette should be given to them. An hour should be given to them for drill and practice. The focus needs to be on nursery rhymes to encourage speaking. It is important to use gesture, actions and body movements to facilitate learning to them. The use of mother-tongue should not be entertained. Vocabulary target should be five thousand words by the end of the year. The facilitator must give extra time to ensure that all students have achieved the targets and guidelines of the previous grade.

In grade five, the basic structures of languages (Marathi and English) should be introduced to them. They should be given ample examples and motivated for the comparative study of their mother tongue and English as a Second Language. The learning focus should be made on synonyms and antonyms. The dictionary should be allowed to them so that they can voluntarily look up words in it. Students should be encouraged to read books and to pick up phrases from them. Giving a sense of tenses (present, past, future) through various situations and examples is equally important in this

context. The use of situational English at airport, shops, cafés, cinemas, school, on the street should be encouraged and monitored properly. It is important to encourage reading, speaking and writing skills to them in this stage. More use of auditory and visual learning like video clips, CDs should be given. Vocabulary target should be eight thousand words by the end of the year. The facilitator must give extra time to ensure that all students have achieved the targets and guidelines of the previous grade.

In grade 6, the students should be encouraged understanding of different and complex situations through conversations and dialogues. Students need to focus on the accuracy of language, for example, precise sentence constructions, auxiliaries, voice and tenses. Their vocabulary target should be thirteen thousand words by the end of the year. The facilitator must give extra time to ensure that all students have achieved the targets and guidelines of the previous grade.

Grade seven is an advanced level for the students. They should be encouraged understanding of different and complex situations through conversations and dialogues. Students need to focus on the accuracy of language. For instance, precise sentence constructions, auxiliaries, voice, tenses, direct/indirect speech, prepositions. Their communicative approach towards the language learning needs to be strengthened. They are asked to use practical application of grammatical items stated. Vocabulary target should be eighteen thousand words by the end of the year. Most importantly, the facilitator must give extra time to ensure that all students have achieved the targets and guidelines of the previous grade.

In grade 8, students should be exposed to reading advertisements and newspapers in order to encourage their skimming ability. They need to focus on the accuracy of language for example precise sentence constructions, auxiliaries, voice, tenses, direct/indirect speech, prepositions. They should be encouraged to participate in group discussions through different arrangements of chairs with new topics. They should have tremendous exposure to literary texts and linguistic formulations as well. Students need to

enact different roles, for example, Macbeth, Hamlet, King Lear, Othello, Romeo and Juliet. Their communicative approach to English language should be encouraged. They should use the practical application of grammatical items stated. Vocabulary target should be twenty-four thousand words by the end of the year. The facilitator must give extra time to ensure that all students have achieved the targets and guidelines of the previous grade.

In grade 9, students should write their own papers on given topics and present them in seminars. They should justify and support their views in arguments and debates. They also present their research papers and articles to ELA as a literary contribution. In this stage, the students should have their tremendous exposure to phrases, idioms and clauses through ample examples. Vocabulary target should be thirty-one thousand words by the end of the year. The facilitator must give extra time to ensure that all students have achieved the targets and guidelines of the previous grade.

In grade 10, the style and accuracy of language should be of high standard. Students should be able to make their own power point presentations. They need to interpret and analyze facts through their own research works. Projects should be written through research surveys and educational field trips. The reading should be introduced for pleasure and information that they can derive out of their books. Vocabulary target should be thirty-nine thousand words by the end of the year. The facilitator must give extra time to ensure that all students have achieved the targets and guidelines of the previous grade.

Grade 11 is an advanced level of language learning. Style and accuracy of language should be of high standard in this stage. Students should be able to make their own power point presentations. They need to interpret and analyze facts through their own research. Projects should be written through research surveys and educational field trips. Reading for pleasure and information should be motivated. Vocabulary target should be forty-eight thousand words by the end of the year. Most importantly, the facilitator must

give extra time to ensure that all students have achieved the targets and guidelines of the previous grade.

Grade 12 is an advanced level of language learning. Students should be able to summarize texts and critically comment on them. Style and accuracy of language should be of high standard. Students should be able to make their own power point presentations. They need to interpret and analyze facts through their own research. Projects should be written through research surveys and educational trips. Reading should be encouraged for pleasure and information rather than knowledge. Vocabulary target should be fifty-eight thousand words by the end of the year. Ultimately, the facilitator must give extra time to ensure that all students have achieved the targets and guidelines of the previous grade.

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