CHAPTER II

INTERACTIVE TEACHING AND INTEGRATIVE TEACHING

Preliminaries

This chapter attempts a survey of the researches on teachings of English Language in India and the history of the teaching of English. It begins by some general information on how, with the arrival of the British, the English language landed in India, how it slowly replaced other languages as a medium of instruction and communication, its denial and resistance to wane in importance as the British left the country and held its place in the country even after the Independence. It explains about the methodology of teaching of English before and after independence and examines their implications and what it demands from teachers as well as learners. The chapter also highlights why the present research was still needed to be undertaken and how it has its share in the current progression of teaching of the English Language, particularly emphasizing the need for Interactive and Integrative teaching techniques.
Teaching of English in India:

Origins of English

English has its roots in Indo-European family of languages and is often considered as a Germanic Language. The Germanic branch has been classified into three sub-categories viz. East Germanic that comprises of Gothic, which is now an extinct language, North Germanic that consists of Scandinavian languages, and West Germanic that comprises of High German, Low German, Frisian and English. It is said that three tribes, The Angles, The Jutes, and The Saxons settled in England. What is called as English Language is considered to be the outcome of linguistic, social and religious associations between these tribes.

Since the East India Company consolidated its prestigious place in the country, India has seen the influence and spread of the English language over centuries, and the same continues even now, even after six decades of the end of the British Raj. As a medium of communications and also an official language, no indigenous language has been able or been found capable enough to replace the English Language.

Brief History of English Language

Though English landed in India with the East India Company we can trace out several eras of teaching English in India divided into several periods: Old English falling between 700 and 1100 AD, Middle English from 1100 to 1500 AD, and Modern English starting from 1500. Throughout these ages English kept changing to the great extent.
The Status of English in India

English has earned immense importance in a multilingual country like India that has the heritage of more than 2000 languages and dialects. Apart from the geographical features, the large number of Indian languages divided the Indian sub-continent into several states. English language plays a crucial role of a facilitator in bridging the gap between and among the states in various possible ways. The linguistic diversity makes communication difficult amongst the states within the country. English has become popular within almost all the states of India and is well-spoken by many without any barriers of their native languages. In its spread English is not limited to India alone but has spread across the whole globe, and everywhere it plays an important role of bridging diverse people and countries even if they are separated by thousands of miles.

Maulana Abul Kalam Azad, the first education minister of India, once said that English has become an integral part of India’s Education System, and it is not possible to eradicate or replace English without causing any harm to education.

Importance during Pre-independence Period

English played a very significant role in India’s national and social life before independence. During his stay in India of thirteen years from 1767 to 1780, a Christian Missionary also known as the “Father of British Education in India,” Charles Grant upon observation of the deplorable states of India said,

“The Hindus err, because they are ignorant and their errors have never been fairly laid before the … The communication of our light and knowledge to them would prove the best remedy for their disorders.” (21)

This observation can be considered as the beginning of English Education in the country. The decision of 1835 making English as a compulsory language by Lord
Macaulay, famously called “Macaulay’s Minute,” paved the way for progression of English in this country. Behind his decision for the compulsion, Macaulay had his vision to create a class of persons having blood and colour of India but taste, opinion, morals and intellect of the English person. The elite section of India supported the development of English by advocating and creating favourable environment for the study of English in India.

This decision of Lord Macaulay proved an immense good to India though his vision did not do much good to the British Raj. English brought huge awareness of political consciousness, basic rights and privileges amongst Indians with education of the language, which in turn paved the way for the Independence of India by bringing the people across the country together.

The reasons that English occupied a privileged position during the pre-independence era can be mentioned as follows:

- Consideration of language as “common language for administration”
- Compulsion of English for communication and giving instructions in Indian schools and universities
- English being important language for better job opportunities
- It was the language of the elite circles
- Bridging the gap and uniting the most diversified religions and geographical regions of India

**Importance of English during the Post-independence Period**

Despite its huge popularity and use in education, administration and almost all walks of life in India, English had to face a decline in status in the years following the Independence. Many of the politicians emphasized on discontinuation on the use of English from almost every field right from education system to administration. Politicians insisted that Hindi being the National Language must be encouraged as the
medium of communication, instructions in schools and universities, and administration. Many commissions appointed by the Govt. of India were also of the same opinion and supported progressive switch to the mother tongue. However, today India has the largest number of English users. The survey itself reveals that English plays a very vital role in the life of Indians. English has dominated not only the educational system but also the personal and social life of Indians; it has become a part and parcel of our life. English is considered to be the stepping stone to rapid growth of technology and scientific knowledge.

English has now become a global language as it is the most widely spoken language today. English has acquired the status of the International Language, as it is commonly used for a variety of communications in and by many countries.

**English as a Link Language**

As mentioned above, English plays the role of bridging gaps amongst countries and facilitates communication; it plays the same role in India as India is a multilingual, multicultural and consists of diverse states. The compulsion of English language right from schools to higher levels of administration shows the importance of English language in India. Despite the fact the regional languages are extensively used in day to day communications, English has not lost its hold over other languages for inter and intra-regional communications. People across all the regions find English very easy as a medium of communication while travelling from one region to another, as it is very well-known and understood by many. One of the reasons why India never discarded English but held up with it is that many books of knowledge are not available in the regional languages. Otherwise the task of teaching would have become very difficult. During the post-Independence era, a few major changes have been observed regarding the place of English. Most of the thinkers and politicians cannot digest the popularity of English language which is the language of the colonizers, who inflicted atrocities in the country, and demanded that English be dethroned from its elevated position. As a result of this revolt against English, the
The constitution of India declared “Hindi in Devanagari Script” as the official language. That made English no more a compulsory language in schools, colleges or universities. No sooner the phase of dethroning English language was over, it was realized by the first prime minister of India, Jawaharlal Nehru, that English cannot be neglected to compete with the progressive world.

English is used in all walks of life and has become part and parcel of our life. For most educated people in India, it is a fact that life cannot be imagined without English today. Words like newspaper, welcome, hello, sorry, table and so on have reached even a very common man. Excepting the fact that English was the language of aristocrats in the pre-Independent India, today even the illiterate people are familiar to this language. The use of many words from English like ‘bank,’ for which there are no equivalent words or at least no words in currency in the regional languages, have been in use in all Indian languages. Most of the Indians do not know more than two regional languages but many are familiar with the English language and can either use well or at least have a superficial understanding of it. It is not hard to believe that English is accepted by all and mostly by the youngsters who make a fair amount of use of English for conversation in their daily lives. This is a modern era; computers and other technology have reached from cities to rural areas and also to remote villages. To stand abreast with technology schools and colleges have no other options than to include English as one of the compulsory subjects in their curriculums. Unfortunately, however, our educational institutes have failed to produce result oriented expertise for teaching English as a link language. It has been observed that educational institutes demonstrate high scoring results in written communications but their students lack confidence in verbal communication. Many students can read and even write, but cannot speak effectively and confidently.

English is also used as a link language in India. Here are few reasons that play crucial role:
1. English has highly contributed to modernization of India and has integrated India administratively.

2. In India, the vitality of English can be understood by the fact that our constitution and our laws are written in this language.

3. In a multilingual country like India with diverse cultures, English has been pivotal in fostering national integration.

4. English as a universal language has its own importance which can be realized from the fact that many people travel across the globe not only for business and exploring the world and its heritage, but also for pursuing higher education. Education has played a very crucial role for the spread of English in India. People go abroad to study have English as the only medium of instruction.

5. The world is experiencing rapid growth in science and technology. Countries that rise up to this ever growing knowledge hub can survive and prosper. Hence, we cannot demolish or dethrone English and thus cut our lifeline with the main-stream, with progress in science and technology.

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**English as a Library Language**

The Education commission, with reference to the teaching of English Language in India, coined the term “Library Language”. Prior to which, a recommendation was given by Dr. Radhakrishnan that English shall be taught in schools and universities for the development of ever growing knowledge. It is only with the help of English that we can maintain the world class standards of our intellectual and scientific trainings and contribute to social, cultural and technological space, exchange our knowledge, learn and profit by venturing into new enterprises that ensure enhanced experience with wider view of the world. The intention of “Library Language” was to encourage and cultivate the habit of reading in the Indian Students. The objective was to help students in acquiring and implementing the
knowledge which is not accessible or available in the regional languages or the mother tongue or Hindi. The literatures, papers, or other sort of study materials on Science and Technology are available in English only, for which Indian students need English. Certainly, the habit of reading and polishing the reading skills was the only option helpful for the Indian Students. We can find oceans of writings on world’s scientific, commercial, economic, and technological knowledge in English. The world’s widest possible readership can be ensured only by publications in English.

The world’s biggest repository of knowledge can only be found written in English and not in any other languages. There is very little, if at all, that has not written or translated into the English language. The Kothari Commission stated that “while the goal is to adopt the regional languages as media of education, we should like to stress again that this does not involve elimination of English. In fact, English, as an important “library language” would play a vital role in higher education. No student should be considered as qualified for a degree, in particular, a Master’s degree, unless he has acquired a reasonable proficiency in English (or in some other library language)”. (19)

Following are some of the reasons why English must not be dethroned from the educational system in India:

The richness of English can be understood from the fact that literature—humanistic, scientific, technical and even spiritual—are either written or translated in this language only. Due to certain reasons (mostly personal, like the urge to express emotions), if one thinks of barring the language from our system, we will lose access to all the crucial knowledge and would irrevocably damage our standards of scholarships and separate ourselves from developmental mainstream of the world. Possessing sufficient mastery over English language is the basic necessity of a student who has a desire to pursue higher education in other countries.
Wider view and favourable atmosphere for teaching English language was observed during the Secondary Education Commission (1952-53) that brought political awareness amongst the educated Indians. It also recommended that: “No student should be handicapped by ignorance of a language which will ultimately determine the career that he should choose. It should also be recognized that even in regard to many of the diversified courses of instruction; knowledge of English will be entirely useful for understanding the subject.” (Education in India, Block 3)

The above discussion shows that it is a crystal clear fact that English is not only crucial at the school level but also at university level or for higher education and there are no other options or substitutes to English.

**Place of English in School Curriculum**

The government’s decision to make English a compulsory language from the very junior level of school signifies the importance of English language. The four important factors mentioned below determine the place of English in the School Curriculum:

(i) Should English be retained in the curriculum?
(ii) At what stage or in which class should the teaching of English commence?
(iii) Should English be a compulsory subject in the school curriculum?
(iv) Should it be the medium of instruction in schools?

**Aims and Objectives of Teaching English in India**

Effective learning of English depends upon the qualitative teaching. The ultimate result must be achieving the objectives and goals of teaching. Mentioned below are certain qualities that the teacher must have for effective teaching:
(a) An understanding of the general and specific objectives of teaching
(b) Knowledge of the best and most effective methods to use
(c) Confidence and skills in handling the class with perseverance and acumen to carry out the work with good humor and enjoyment

The teacher must have a clear understanding for what he/she is aiming at while teaching English language. This can also be explained as the intentions or objectives of the teachers while teaching through their various and versatile teaching methodology. The teacher must set some goals and objectives of teachings before entering the class. Each formative stage needs to have its goals and, at the same time, all of them should lead to the summative ends. Some of the objectives can be set for particular portion or lessons as well. This will help him/her in proper planning and executions of lessons with effective results.

Gaining the mastery over any language implies gaining an edge over all the four skills of that particular language. The students as well as teachers must aim at mastering these four skills. English being the second language for Indians, focused and continuous efforts must be directed at acquiring the skills of:

(a) **Listening**.
(b) **Speaking**
(c) **Reading**
(d) **Writing**

We can only say that pupils learn a language only when they have gained a sufficient mastery over all the four skills of the language. Once the skills are acquired, the teacher can think about the pronunciations, vocabulary, grammar or structure. Initially, though, the teacher must concentrate on improving the skills.
These aims are too general to be of practical help to the teacher in the classroom. They are useful only for general guidance and perhaps to suggest what should be achieved by the students at the end of their school course.

**Problems in the Teaching of English in India**

It is a common knowledge now that there are many shortcomings and deficiencies in the teaching of English in India which need to be addressed as soon as possible. Many of the parents in India have a strong desire that their children speak English fluently, the reason why they are bent on enrolling their wards in English medium schools. This craze or fashion has been one of the reasons why we see more English medium schools these days in many states of India. But the irony is that the staff itself is not competent enough and is not well-equipped with teaching techniques to conduct classes in English. This problem persists since 1980’s and still continues. Despite many (futile) efforts, thoughts and energy spent on finding out solutions, the situation remains as it was during the 80’s. Let us discuss some of the commonly known problems in the teaching of English in India:

1. **Incompetent Teachers**: Incompetent teachers are more than responsible for the degraded quality of teaching English language in India. There has been a marked shift in the approach toward the teaching of English as compared to the earlier days. During the early days English was taught through direct approach and teachers had a firsthand experience of English language. Whereas now a days English is taught through grammar translation method. This style of teaching with grammar makes students aware about the language but does not help them to learn and gain expertise in the skills. Academically they may score the good grades but when it comes to the practical implementation in day to day life they lack behind many qualities. Competent teachers are in demand today. Teachers of English must keep upgrading their knowledge and skills of English as well as those of teachings. The teachers’
lack of proficiency in English at the school level adds a further dimension to the problem.

2. **Overemphasis on Grammar**: Almost in all the regional medium schools, English is taught through grammar-translation method. Teachers are teaching *about* the language and not the language as such, or the skills and techniques to use it. This is the only reason that even after 11 to 12 years of schooling students are not confident enough in using English. In many schools grammar is taught in isolation, where only the rules of grammar are taught to students. The over-emphasis on grammar and composition needs to be shifted to teaching how to speak, listen, read and write.

3. **Faulty Syllabuses**: Design of the syllabus of language in different states can be considered as another problem. That, in turn, is subject to variations in expected results in examinations. The solution to address this problem can be to design object oriented and goal driven syllabuses right from the very basic level to intermediate and higher levels. And that must be unique and made compulsory simultaneously.

4. **Age Old Teaching Methods**: The teaching style of different teachers, approach of teachings by them, and study materials they select for teaching English form the next level of problems that need careful attention. Despite a large number of innovations in the methodology, approaches, techniques and availability of materials of learning, teachers still use the traditional methods, techniques and approaches. It is very sad but true to hear that the same set of approach and materials are being used for different kind of learners, irrespective of rural or urban, disadvantaged or privileged, illiterate or having basic familiarity with English. This results in an immense gap in the achievements of our pupils who belong to various socio-economic statuses.
Many of the teachers stick to the prescribed text books and do not think of going beyond it.

5. **Defective Evaluation System:** The evaluation system in English language teaching poses another serious problem. The criteria for getting a pass class in English in the public examinations are not enough help to motivate the learner. The learners are evaluated only on the basis of the written tests without any consideration of the practical knowledge of it. Such criterion is not sufficient enough to motivate students to learn English. The grades in the examination of English do not imply that the learner has gained proficiency in the language in terms of all the four language skills. Examinations in English are, at present, knowledge-oriented and not skill-based.

The purpose of examinations should be evaluating the skill proficiency of the learner and not merely testing how good he/she is in the theoretical knowledge. The value of the grades on the report card must be relegated to marginality and “feedback” mechanism should be implemented where students will be evaluated on the basis of their capabilities to read, write, speak and learn English. The Board of Studies lacks the material, techniques and sufficient information for evaluations.

English exams in schools and colleges are merely “writerly;” no attention is paid to oral communication skills, despite the fact the objective of learning English to speak and not just write. It is important to learn about the reason for such situations. Since, in early days, English was not the medium of instructions in schools and colleges, teachers and students had little occasions of communicating in English. Even today we can see that regional language takes care of instructions and communications in the class, leaving English in books for writing and reading alone. English is not used extensively in the premises of schools and colleges. Only a few teachers are proficient in the use of English language. English is taught through a set
of formulas like charts which needs memorizing them, which students only keep in mind till their written test and then forget it totally.

All the above mentioned aspects like syllabus, objectives and study material to teach language generally do not complement each other. They do not go hand in hand to achieve the set goals and objectives due to the rigid and unrealistic teaching policies.

(i) **Lack of clear-cut policy:** In the past, innumerable problems with respect to teaching of English were created due to apathy, inertia or indifference and lack of well-defined policies. For example, when the institute or any State Government sponsors teachers for the Post Graduate Diploma courses or higher studies, there are no plans for their subsequent utilization, nor are they defined clearly. In most of the cases teachers do not get the respect and treatment they deserve and also not paid appropriately often for training periods as per their caliber.

(ii) **Teaching through translation:** This is the biggest myth ever in the country where the teachers rely upon translation method of teaching English. For example, it has been observed in some of the schools; teachers translate each word/each sentence in Hindi or in the students’ mother tongue. The teachers assume that once a student understands the meaning of English words or sentences in his/her language, he can learn English. This makes Students reluctant toward learning English and do not get much of the opportunities to listen and speak English inside the classroom. Even the students of Graduation of Educations are given guidelines by their teachers to follow the same approach during their Teaching Practice. Unfortunately examiners from university do not take any action against such malfunctioning of degraded teaching approach.

(iii) **Language Laboratory:** It is important for teachers to have command over pronunciation as they are expected to teach students. We know that students follow their teachers blindly; therefore, the teachers themselves must be
good at pronunciations. Here Language Laboratory plays a very crucial role. It is a need of the hour that universities make the Language Laboratory mandatory for the Teacher Training Institutes, to meet the standards of teaching English.

**Need for Improvement in the Teaching of English**

At the national level, the broad framework of the teaching of languages has provided the Three Language Formula, which includes the English Language. At the level of the states, unfortunately, there is very less seriousness and uniformity regarding English in the school curriculum as it varies from state to state. The school level is the time, where students can achieve expected level of competence, which needs to be considered with appropriate seriousness.

However, it is natural that we do not see uniform level of attainment in English. The most important reason is that English as the second language lacks general agreement on its objectives of teachings. It is also the fact that the facilities are only available for a few privileged sections of the societies and even basic of opportunities to learn English are denied for few disadvantaged sections. At the very first stage it is important to wipe out such discrimination and improve the effective ways of teaching English in rural schools for the betterment of backward section of the society. Competent teachers preferring to teach in schools in bigger cities can be inspired to teach in rural areas by giving them extra perks and special pay packages as incentives.

Unexpected impact of teaching of foreign language can be seen in the recent times. The approach of this teaching is very innovative, learner-cantered, motivation-based, task oriented and fun loving with audio-visual aids. The aims and objectives of teaching English must be defined in terms of linguistic needs for different age group. The approach and techniques of teachings must be focused on
enhancing skills of language rather than merely teaching theoretical knowledge of language.

Various programs for teachers must be designed during their training programmes as well as when they are in service as a teacher. So that it will help them to improve teaching skills and overcome the barriers and shortcomings in their teaching skills, styles, approach and techniques.

The schools which are good at teaching English with competent and experienced teachers, well equipped with approach, techniques and sound study material must be identified and should be given the responsibility to help other surrounding schools in improvisation of teaching language.

Unless language is not heard and spoken, it is highly impossible to learn it. During the early days, English language was learnt only by hearing and speaking, due to unavailability of other resources. But today’s scenario is totally different, we have a lot of study materials available in the form of books, content on internet, audio-videos etc. we even do not need to be in touch with the person of respective language to learn it. We can make use of Electronic media to teach and learn English, provided facilities are made available to rural areas. This may be one of the easiest ways to teach English to students through television, radio or any other electronic device.

Out instructional strategies are not well defined and there is need for re-orientation of the same. It is relevant and can be used to refer to identify the study materials like syllabuses, texts, and any other. Where English is mandatory subject in curriculum, it is important to design syllabus with well-defined goals and objectives from teaching basic to higher level of English. English must be taught from the same class or standard in all the states, and made mandatory subject to a particular class so that we can compare the achievements in respect to the defined objectives.
It is very important to define goals and objectives at all levels and to relate objectives at a higher level to objectives at the earlier levels.

In our country, two important facts can be noticed with respect to the approach and study materials in the teaching of English language:

(1) There must be a repository of teaching material comprising of well-defined syllabus, standards of teachings, goals and objectives of teaching, approach and methodology of teaching, evaluation schemes with format of evaluations.

(2) Any proposed approach assumed to learn language, to be adopted must always be in relation to the resources and objectives at a certain level. For example, it is possible to justify the same study material and resources appropriate for all types of learners, irrespective of where they are from rural or urban, advantaged or disadvantaged children. Verification of such assumptions is necessary. The intention behind this statement is that our syllabus must have space and flexibility to make room for diverse and multiple approaches. Certainly the existing syllabi and teaching materials have to be reviewed at regular intervals and necessary amendment for improvisation should be suggested.

Naturally, the outcome and expected standard results are not uniform. Levels of proficiency in English at every stage should, therefore, be determined on a uniform basis for all the states. Pattern of examinations should be defined accordingly.

It has been observed that, after a certain age limit, teachers are reluctant to improve themselves. It is necessary to identify those teachers for longer and more sustained training in the teaching of English language. Trainings should help teachers in reorientation in the scientific method and techniques supported with the use of audio-visual aids and mass media. Our country is not short of expertise and
proficient teachers, but there is a lack of proper deployment and organization of such skilled manpower.

**Survey of Language Teaching Methods**

**Grammar-Translation**- With “Grammar Translation Approach” more attention is paid to reading, writing, translation, and basics of learning grammatical protocols. The primary goal of this approach is to build-up literary mastery over the target language. Memorization is considered to be the main learning strategy and students spend most of their time discussing about the language rather than speaking in the language. The curriculum includes the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge. Consequently, the role of L1 (that is, mother tongue or native language) is quite prominent” (O’Grady, et al. 1993).

This teaching approach is followed almost by all the teachers from various regional or native language medium schools and colleges. Such teaching approach may only prepare students for examination for getting good grades but definitely not for practical life ahead. Here students learn the protocols of grammar, memorizing them and answering the questions in examinations to get grades. While teaching there is very less emphasis on the language taught and more emphasis is given on the mother tongue. As there is no exposure to the English language, one cannot expect the desired level of attainment.

**The Natural Method**- “Since children learn naturally to speak before they read, oracy (should) precede literacy and that receptive skills precede productive ones. Proponents of the method tended to avoid the use of books in class . . . Like the child in his home, the students need to be immersed in language and allowed to formulate his own generalizations . . . it consists of a series of monologues by the teacher, interspersed with exchanges of question and answer between instructor and pupil—all in the foreign language . . . A great deal of pantomime accompanies the talk. With the aid of gesticulation, by attentive listening, and by dint of repetition, the beginner
comes to associate certain acts and objects with certain combinations of sound, and finally reaches the point of reproducing the foreign words or phrases . . . The mother tongue is strictly banished” (21).

There isn’t any need to promote such kind of approach for teaching the English language. The teacher himself/herself must be competent enough to use the language for considering such kind of approach for teaching, as the use of mother tongue or native language is strictly prohibited. This is the method which is very similar to that of learning the mother tongue.

**The Phonetic Method**- This approach is followed in most of the English medium schools. Positive results of this can be seen in students, as they gain good command over language within three to four years of their schooling. The teacher reads aloud a passage, explaining to the students meanings of unfamiliar words and students follow him/her. After having discussions and question-answer session on the passage, students are asked to paraphrase and read aloud. The method continues with reciting the new words learnt by students. Here, the importance is given to responding the questions as well as practice in phonetic work. These are also supported with gestures, pictures, and interesting contexts, that constitute the making of applications of familiar material. Certainly this method demands a huge requirement of linguistic expertise having considerable experience and pleasant personality on the part of the teacher.

**The Direct Method**- “Adult L2 learners can learn a second language in essentially the same manner as a child. Therefore, if possible, the teacher should try to create a natural learning environment within the classroom. Instead of explicit grammar instruction, the major emphasis is on communicating. The classes are carried out totally in English with absolutely no reliance on the first language or on any form of translation. The expectation is that through question and answer dialogues, the second language will gradually be acquired. The problems may arise with such an approach as adults do not in fact learn exactly like children, and they express the need for
explicit instruction in grammar and other aspects of the second language” (O’Grady et al. 1993).

Despite the compulsion of English language in schools, the language in past was introduced in standard V. At this stage, the students are completely familiar with their mother tongue or native language and when introduced to English they start comparing grammatical protocols and sounds with their mother tongue consciously or unconsciously and eventually making it difficult to learn the newly introduced language. Certainly, this clarifies why English must be taught using the direct method.

The focus on teaching of listening and reading skills, also termed as receptive skills, should be given a preference and then the teaching of speaking and writing skills, which are also termed as productive skills, should begin. An interesting contrastive analysis of the native language of the learner with the other language was done, the source and exact details of which could not be collected due to inevitable reasons. However, during this, teachers were asked to practice and gain good knowledge of the phonetics of the language they teach, and were given instruction to teach pronunciation and not phonetics.

The Audio-lingual Method- This method is also considered as complementary to the direct method as goals and objectives of both are development of the native-like speaking ability in learners. It is not only an extension but also a refinement of the Direct Method. Here translation and reference to L1 are not permitted. Underlying this approach Jack, however, is of the notion that “L2 learning should be regarded as a mechanistic process of habit formation . . . Audio-lingual learning comprises dialogue memorization and pattern drills, thus ensuring careful control of responses. None of the drills or patterns is to be explained, since knowledge of grammatical rules would only obstruct the mechanical formation of habits.” (44)
Audio-lingualism has its roots in the Direct Method of teaching, and in itself is an extension of the Natural Method. This method extensively uses the linguistic structures. The Method is skill oriented, with a practical stress on oral skills. It also provides contextualized language practice in the real life situations including conversations of the day-today life. Also, being task oriented, it provides a wide range and flavors of activities to sustain the interest, as it has extensive use of visuals. Often without the sufficient consideration of what actually was needed in day to day life, it organizes for abundant practice, even though “the grammar-based” Audio-lingual approach moves effortlessly from simple to more and more linguistically complex features.

Let us look at a few factors that contributed to the success of this approach of teaching English language. Doing justice to the time allotted for teaching, classes are conducted for appropriate number of students, appreciable amount of emphasis on oral-aural practice is given that leads to automatic production of sentences repeated or with the help repetition pattern and inductive generalization. The structural description and upgradation of sentences and various linguistic utterances are presented to the students for practice. Contrastive analysis between the structures of the native and target language, and careful preparation and presentation of learning materials based on all these take the priority.

**Communicative Language Teaching**— Argument made for this approach is that “merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication. ‘Hey, buddy, you fix my car!’ is grammatically correct but not as effective in most social contexts as ‘Excuse me, sir, I was wondering whether I could have my car fixed today . . . (Communicative competence) includes having a grammatical knowledge of the system, . . . knowledge of the appropriateness of language use . . . (such as) socio-cultural knowledge, paralinguistic (facial and gestural) and proxemic (spatial)
knowledge, and sensitivity to the level of language use in certain situations and relationships . . .” (O’Grady et al.1993).

The Need for an Eclectic Approach

Currently teachers across the globe prefer the style and approach of teaching that comprises of communicative method and do not contain audio-lingual and its derivatives. However, we must not forget that a successful teacher is not bound to make use of one specific method or another. As the first step, the teacher should be competent and certainly comfortable with the approach to be adopted.

Ample amount of time should be made available in the classroom as well as external world for the students to understand, analyze, and reflect what is taught to them. Globalization of the linguistic structures and their easy access for communication can be achieved in numerous ways.

The Concept of Interactive Teaching

Interactive style of teaching comprises of active participation of students in teaching and learning. Interaction being the key, traditional way of teaching is to be kept aside and the approach is shifted from being Teacher-centric to student-centric learning. More than teaching skills of a teacher, it all depends on his ability to get his students involved into learning activities so also he/she must possess a personality that one can easily be attracted to and involved with. To involve students in classroom interaction, the teacher may even start with asking simple questions, assigning and checking homework or involving students in some sort of discussions. Using such kind of methodology itself is called the interactive teaching. Basically, it is easy to employ interactive teaching; it can be done by assigning students some tasks, allowing them some time to understand and analyze and complete the tasks. Further, the teacher must compare the outcome of his /her teaching with his/her expectation
out of an activity and take further course of action for teaching. Almost all of the teachers do practice this kind of method, but to go beyond these traditional things, one must focus learning by the learner also instead of only teaching. Over the last two decades, the branch of cognitive science has taught us different ways through which learning becomes more effective. Everything we learn, as the central principle accepted for learning, we “construct” for ourselves. Hence, asking the same to students will surely help them learning English more easily. For example, student’s brain may not be able grasp and manipulate the concepts even if he/she is exposed to the most lucid and brilliant of study material unless made interactive. Below mentioned are few of the reasons for better performance in such situations:

**Students:**

- Do not understand an important concept completely in the class and so what is followed is very limited knowledge of the subject and hence do not get any mastery of the subject taught
- Are missing some piece of information or do not have a clear picture of what has been taught. Generally speaking, students often miss out the structures of those concepts taught in the class
- Due to the complex method, they concentrate on the teacher and his instructions as well as the content being taught. Because of over brooding and mechanical process of teaching and learning students might start losing interest.

To Foster learning students must be engaged in sessions like, question-answer, group discussions, inviting comments and responses. There are three vivid factors of interactive teaching. It is an effort to get a clear understanding of what actually students think. This can be termed as “summative” aspect. But, it is far from being the only perspective. The second factor is “formative”, where the teacher targets the
assigned task at students’ mental analyzing capabilities along with appropriate path in “concept-space”. The intentions are to make students think through the activity in traversing the path, and expect the results to be in the form of mental construction that is developed in the student’s brain to possess exactly those properties that the teacher is willing to explain. The third is called as “motivational”. Motivation, no doubt, plays a crucial part in all walks of life and learning is not an exception here. Learning is hard work, with proper blend of motivation at the right moment can make a huge difference. Requirement of response in the live classroom is one of the motivating factors given by the interactive teacher. This serves the purpose of involving the students into action, to ignite their brain with freshness and ideas, so as to make them speak. This initial burst can be then followed by some additional subtle and pleasant events to capitalize on the momentum. One of these is a result of our human social tendencies. Whenever students are asked to work together in groups to solve a problem, a discussion not only serves the purpose of building more robust knowledge structures, but also motivates them to think clearly. They anticipate the immediate feedback in the form of reaction that comes from their peers, or from the teacher, which is really a very strong motivating factor. If students are enthusiastic, they would desperately try to know if their understanding of the subject is growing or they would respond as to whether they are just drifting along without any aim in learning the language. Such kind of knowledge, which ensures learning, will surely provide them with tremendous energy learn more. A few popular interactive techniques are think/pair/share, question and answer sessions, demonstrations, discussions, debates, case studies, buzz sessions, short writing exercises, incident process, review writings etc.

During the phase of interactive teaching, the teacher makes an intelligent use of technology to help students to think and organize by demonstrating the concepts through dynamic interactions. During the third phase, the teacher facilitates the organized and thought-out ideas through oral discourse as students participate in the classroom activities.
One of the well-known complaints about current teaching methodology is that it is teacher centric i.e. it is lecture based (didactic). Interactive Teaching also has its share of lectures; rather, lecture being wisely used in combination with active demonstrations and activities. We can consider an example of storytelling in which the teacher asks each of the students to go on adding a sentence to the story. Interactive teaching also comprises of the teacher integrating multiple types of media within each lesson to motivate cognitive participation of students. At an elementary level, the teacher may also teach students how to construct imaginative sentences using the text to describe a digital picture; asking students to analyze the text using the interactive board to create suitable sentences as per their convenience and ability of understanding.

**Difference between Traditional teaching approach and interactive approach:**

<table>
<thead>
<tr>
<th>Traditional Teaching Approach</th>
<th>Interactive Teaching Approach</th>
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<tbody>
<tr>
<td>Teacher-centered instruction</td>
<td>Student-centered instruction/learning</td>
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<tr>
<td>Single-sense stimulation</td>
<td>Multisensory stimulation</td>
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<tr>
<td>Single-path progression</td>
<td>Multipath progression</td>
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<tr>
<td>Single-media</td>
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<tr>
<td>Isolated work</td>
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<td>Passive learning</td>
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<td>Reactive Response</td>
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<td>Isolated and artificial context</td>
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There are various definitions of the word “Interactive”. For example, when you browse through a certain web site, “interactive” might mean clicking a link and accessing the content. In a classroom, “interactive” might mean completing a worksheet. With the interactive board, interactivity means that the teacher and students are performing the physical activity of translating a geometrical figure or words to construct sentences. Both activities together setup interaction with cognitive processes that facilitates knowledge construction. Interaction can also be when the teacher and students are actively involved in the discourse. The interactive nature of the interactive board has an advantage for teachers when used in such manner. Considering various tools for education, there is no tool created so far that will provoke interaction in the classroom; it all depends on the teacher to devise strategies for provoking students’ active participation. Many of such tools simply demand students to merely watch or observe without involving them or requiring their productive participation. This is a completely new phenomenon of using interactive boards in teaching but is not well-known with regard to its understanding about how to use the interactive board as a tool for teaching. The interactive board provides an innovative way of teaching and its use should be encouraged during the developmental phase of teaching and learning.

We can, here, conclude that in a traditional class where conventional method is used for teaching, students sit passively and try to get whatever knowledge they can garner on the basis of listening to the teacher and lectures. However, in an interactive class, students are motivated and encouraged by the teacher so that they participate actively in a variety of activities carried out in the class. Since students’ interaction with the teacher mostly takes place for asking queries, the class becomes interactive and the teacher too may get immediate feedback, which could further be used by the teacher to change or modify the teaching strategies.
Features of Interactive Teaching

Following are the features of interactive teaching:

Interactive teaching:

- Involves both facilitator and learners into learning process
- Motivates and expects students/learners to participate actively
- Uses questions to initiate the discussion by emphasizing the value of answers
- Gives opportunity to learners to gain hands-on experience
- Employs teaching aids to gain and retain attention
- Involves Teachers as well as students

Advantages of Interactive teaching:

- Interactive learning in the classroom is one of the most reliable ways of teaching that helps students prepare more successfully for the world outside classroom

- Learners actively participate in their own education which helps them grasp things more effortlessly

- It effectively transfers the acquired skills into practical and day to today life

- Like the Socratic Method, Interactive learning in a classroom maintains a teaching style that motivates healthy communication between students and the teacher. It may sound simple initially, but actually it is really hard to foster an environment in which students feel at ease to the question authority as they are afraid of reprisal and embarrassment
• An open and honest exchange of innovative and fresh ideas is essential for the development of true critical-thinking skills

• Discussion in class is one of the ways of interactive learning during an interactive session. When the teacher asks his/her students to discuss a specific topic in the class, it definitely encourages students for further course of learning of English as well as other academic subjects, to allow students to apply information in new areas, or to develop students’ thought process, in such situations, discussion is preferable to lecturing

• Students are motivated to express themselves, their ideas and their opinions during the class. They have better opportunity to speak in front of their peers and teachers which ultimately help them gain self-confidence for public speaking. Interactive environment is the best opportunity not only for students but also for the learners to present themselves

• It inspires students and helps them to improve their written as well as spoken communication, so that they can be more active during the class. Furthermore, it gives teachers a chance to make effective use of classroom resources

• Teachers are able to analyze and evaluate their students’ learning capacity easily and can get immediate feedback from the students

• Interactive instruction presents opportunities for students to interact with peers, experts, and helps them improvise their social skills as well as their capabilities to access information and put forth an effective response to the information they have acquired
Ways to incorporate Interactive Teaching in the Classroom:

Below mentioned are some of the guidelines for incorporating interactive teaching in the classroom:

1. Understanding your students

   The teacher must also possess a quality to connect himself with his/her students at intellectual as well as emotional level and understand who his/her students are i.e. their backgrounds and educational experiences. This understanding enables the teacher to design the activities for interactive teaching in the classroom. Most of the activities can be based on their socio-economic background and educational level, designed to enhance their learning experiences.

2. Awareness of their social and emotional needs

   Touching the hearts of students is an important key in the activity to get them involved. Understanding more about their families and their needs makes students open up in the class. It is very difficult for students to get exposed to English at the very first step if they happen to be from the vernacular mediums. In this case, initially, the teacher must employ bilingual approach to make students comfortable and interact.

3. Increase your understanding of first and second language acquisition

   Understanding the philosophy and theory of the second language learning, although not unavoidable, will definitely help teachers reach the expectation levels more efficiently and effectively, in language acquisition and the variables that hold the part of their share in the language learning.

4. Increasing understanding of English language proficiency

   There is a considerable difference between Social English language proficiency and proficiency for academic purposes. A student may possess more proficiency level in one as compared to the other. Students’ level of academic English may be understood by comparing higher level of Basic Interpersonal Communication
Skills (BICS) to their Cognitive Academic Language Proficiency (CALP). For example, a student may be proficient in verbally recalling the most important events from his/her favorite movie on World War II but may find it difficult to recall the main events that caused the War.

**5. Know the language of your content**

English has numerous polysemous words in use. Once a student has learnt and understood one meaning of a word, other meanings may be redundant for the time being. Often, it is fruitful to review the vocabulary of your content repository and check it with other teachers to assure the multiple meanings associated with the same word(s). For example, a “plot” of land in geography class *versus* the “plot” in a literature class. A “table” we sit at *versus* a multiplication “table.”

**6. Understand language assessments**

The language proficiency assessments may vary from teacher to teacher. It is important to find out when and how a student’s English language proficiency is assessed and what the outcomes of those assessments are. Using the outcomes of formal and informal assessments, we can provide a wealth of information that proves to be a great help in planning the lessons and activities that support language acquisition and content knowledge altogether.

**7. Use authentic visuals and manipulative**

Even though visuals are available in plenty the teacher must keep an eye on the proportionate use of audio-visuals i.e. it should not be over-utilized and at the same time must make sure it is not under-utilized otherwise in both cases teaching learning process becomes dull activity. Implementation of only authentic resources can be considered as teaching material; so that students can grasp the knowledge as well as content easily and effectively.
Disadvantages of Interactive Teaching

The challenges we may come across while using the interactive approach of teaching can be stated as the success of the interactive instruction strategy and many of the methods heavily depend upon the expertise of the teacher in structuring and developing the dynamics of the group.

- Time Consuming
- Students are overloaded with activities
- Not suitable for all types of learners/age groups/educational backgrounds
- Haphazard selection of activities hamper learning
- Heavy dependence on the expertise of the teacher
- Activities overshadow learning

The Concept of Integrative teaching

Integrative approach of teaching of English is not merely integrating teachings of the four skills altogether but it is more than that. It is like a tapestry which is bonded by many strands inclusive of skills of a teacher, the students and the relevant language teaching materials. For example, the teacher’s teaching ability and style must complement the learning ability and style of the students, the students must be encouraged and inspired to learn and the setting must accommodate resources and principles that strongly support the teaching of the language. More often we see various segregated-skilled ESL/EFL classes available for instructions in terms of skill-linked learning policies or strategies: reading, listening, speaking, and writing strategies. Learning strategies can be explained as strategies that students adopt for improvisation of their learning. We can consider an example of guessing the meanings of words based on the context in which it is written, dividing a sentence or a word into small parts to derive the meaning, and practicing the language with others to gain proficiency. If the teacher is innovative and creative, a course comprising of this discrete-skills might involve multiple integrated skills within itself. For example, in a program on intermediate reading, the teacher might give all of the instructions
verbally in English, thus implying to students to use their listening and analytical skills to comprehend the assignment. In such programs, students might also discuss their readings, which in turn may employ use of their speaking and listening skills and probably skills associated with it; to name a few: pronunciation, syntax and acceptance in social usage etc. Students might also be required to summarize or analyze readings in written formats as well, and demanding their writing skills. In an actual sense, some programs that are labeled according to a single specific skill might actually reflect an integrated-skill methodology at the end. The same implies to the ESL/EFL textbooks. In this way, students have an added advantage of exercising all the four language skills in an integrated, natural and communicative way.

**Language Skills**

Learning Language has its bent towards “skills” more than toward a “Subject”, i.e. more than theoretical it must have a practical approach. While mastering the first language, listening skill is the first to come and they learn speaking words. Next they try reproducing the same sounds to express needs and wishes. Thus, while acquiring listening skill they acquire speaking skill too.

For those who have never been to school or had any primary education, language merely comprises of these two skills. Whereas we can say that the other skills viz. reading and writing constitute to be the part of education. This makes us conclude that the language really is a “Complex” phenomenon that comprises of listening, speaking, reading and writing skills.

Exposure to these four basic skills of language is something that teachers find cumbersome while teaching English as a second language. Teachers are not expected to teach these four skills separately as they are closely integrated to each other. In other terms, language is not ‘just a conglomeration of diverse skills but one integrated skill’. This can be understood by the fact that one has to speak as well as listen while
communicating as it is a reciprocal way. In the same way, one must also possess reading ability so that he can acquire the writing skills. Unfortunately, English teachers always make mistakes by teaching these skills in isolation. This mistake is also coupled up with one more things that are of not having proper study materials and other required resources those can give justice to teaching these skills.

A good teacher is the one who recognizes and understands the importance of integrating these discrete language skills that simulate the real life situations in which students may get handful practice to use the foreign language. The style of teaching that has integrative approach is always interesting, motivating and at the same time very effective when the skills like reading or listening are practiced with other skill as ‘integrated’ in real life. As defined by Temperley, the reason that reading must be integrated with listening is “students learn to segment an oral message and then they try to recognize these groupings in graphic form” (1978, 213). Listening skill always complements to reading skill as both are interpretative skills and play a very crucial role in communication. The integration of listening with other skills not only increases the possibilities of real comprehension and eradicate the stumble stones about listening materials, but also brings a communicative flavour to the process in an innovative passion. Peck states that

“Listening comprehension, together with reading, offers one of the most powerful means of extending students stock of language items with which they can later express themselves in speech or writing. One of the tenets of the whole language movement is that reading and writing should be taught at the same time. This is also widely accepted in cognitive psychology. (187)

Research has supported the view that developments in reading and writing are closely connected. Recently, course books and textbooks have shown a shift by leaving a skill-based reading approach to reading and applying reading-writing components. Jeanette and Moseley state it in the preface of their book as “…today the
idea of integrating writing and reading instruction is gaining increased acceptance because research has indicated its theoretical validity and teachers have discovered its pedagogical effectiveness. Instructors of both writing and reading have in many cases already begun to offer integrated instruction that allows students to view writing and reading in the same rhetorical context” (1985 vii).

One of the areas that generally gives dull experience to students and makes them reluctant in learning is “Writing”. To make it interested and enjoyable, the teacher must integrate one skill with another in an innovative manner. This shall remove the psychological barriers that are built around. A Varity of activities can be used by the teacher to avoid this disinterestedness on the part of the students. Asking them to write an assignment mechanically may make them feel boring. Students can be given opportunities to express their views in the class.

**Types of Integration**

In the recent survey, a newer concept of categorization has been proposed for integration of skills that comprises of visualizing integration from three angles at the same time viz. grammar, language functions and topics/themes. The Integration of two types: Integration of Skills and Integration of Three aspects of language are shown in the following diagrams:

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Integration of Skills

Listening  Speaking  Reading  Writing
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Despite the approach of skill integration being innovative and highly appreciated by well-known authors, it does not look promising and lacks categorizations and needs to be explicitly examined. Also there are some other problematic areas like the scarcity of study material, the process of examining the subject and the unclear aspect regarding the process of integrating skills together. The author has demanded the more systematic explanation on the integrated skills through observations and various permutation combinations of skills.

So far the emphasis has been given on the skill integrations. There is a desperate need of its practical implementation and should not be merely limited to theories.

**Grammatical Integration**

Most of the books have been observed to be implementing this approach of Grammatical Integrations. There are no restrictions upon the skill activities of topical/thematic unity, but they reinforce the same grammatical item. Therefore, single lesson or the topic in the book is completely focused on the tenses, articles, adverbs etc. with its skill based activities. This kind of integrated lessons can be confusing and conflicting intellectually with the actual grammar based lesson. Grammatical approach avoids the communicative values while the grammatical integration identifies the same using different skills communicatively, emphasizing on grammatical items like tenses, adverbs, articles etc. The study material still
comprises of communicative values with activities following them. It may look like giving great deal of importance to grammar. Different topics may contain skill activities focusing on only one grammatical item at a single instance of time without logical linking between the two or more. Through this the students may learn the rules of grammar but certainly not the language.

**Functional Integration**

The main function of language is to make the user presentable at social functions. While integrating the skills the functions of language are taken into account rather than other aspects. Man is a social animal who uses language as a means of communication. Every now and then we need to communicate with other human beings. This was the real aim of teaching English in the past. English was taught to Indians so that they could be used for their (Britishers’) purposes like greeting, inviting, taking and messages sending messages and so on. But in the recent past with the change in the objectives of teaching and learning English (taking examinations and scoring good marks) this functional integration got vanished from the actual classroom teaching. If the teacher uses such kind of integration for teaching of English the students can use English for real-life situations. Now-a-days fluency and accent have got more importance than grammar as far as informal use of language is concerned.

**Thematic/Topical Integration**

There is a universal definition of the word Topic: Topic is nothing but the content that people speak or write about. In this sort of integration, practices of all skills revolve around the topic in way that is a conjunction with real life. There seems to be a topical unity between activities in the case where there exists a context but the skills are not isolated from it. The one follows another in a meaningful manner; it
goes like the real story coming to life with logical connections. Most of the writers, whenever they had examined the course books or other study materials available for the integration of skills, found only the book titled “Integration of Four Skills”.

The content and assessment needed can be taught through the mentioned approach, or with the use of context completely focused on delivery. Many of the students find this approach interesting and show good development in learning.

The teachers who conduct a program on integrated skills must be competent and experienced possessing knowledge across the various disciplines.

It must always be kept in mind that students may get tired of programs’ huge length which is time consuming and therefore tiring even though the integrated approach provides appropriate management of time and resources. For the same reason, integrated programs must be divided into shorter and achievable sections or modules.

More often collaboration between all the teachers is required in the present scenario where more than one expert teacher are supposed to deliver the integrated program, it can be ‘teamed’ to achieve positive outcomes for students, teachers and the school. In the very first step, the establishment of an integrated program requires sufficient time—enough for planning and preparations. Efficiencies gained are worthwhile in planning, programming, assessment task development, marking, resources and program delivery. Collaborative planning results in the sharing of expertise. The modeling of skilled teaching and effective classroom management is beneficial.

Now-a-days it has become very important that the teacher is able to use multi-skilled methodology in the class. The teacher needs to keep in mind that even though the syllabus includes some textbooks, its purpose is simply to use it as one of the models for teaching language skills. If the course content includes a unit entitled “Reading a Short Story”, it means students must be taught to analyze and understand the language items used in that story and not just the theme of a story. This will also
help them understand any story they read on their own. At the same time the teacher must also help students to develop writing skills while reading, so that they are able to write a story on their own. In the same way, teaching conversational skill must make students capable of using English in their day-to-day communications. For example, if the teacher teaches in a class how to invite people, the students must be able to use that model for developing their speaking skill in similar kind of situations. By integrating different skills together the teacher can help students master all the four skills of language at a time. While dictating a story in class students learn to listen, write and read simultaneously.

Taking into consideration the functions of language, it is necessary to teach it by integrating all the four skills together or at least two of them. Teaching English like this implies that the teacher must avoid teaching of grammar, vocabulary and the four language skills in a segregated way.

While designing self-generated teaching materials and teaching plan, the teacher must also think of integrating all the four skills together. He/she should also take into account the amount of and background of students’ knowledge. Then only accordingly the lesson plans can be designed. If the same kind of teaching materials is used for each class, it might either confuse them or make them inattentive. The materials need to be well balanced, neither too difficult nor too easy for the students.

This does not mean that the teacher should always think of integrating all the skills for each of the activities. Some items are best taught in isolation, if taught in a skillful manner. Forceful integration may, sometimes, ruin the teaching plan and eventually the activity itself. The teacher must balance between integrative as well as segregated teaching skillfully.

Though integrating teaching of English is a need of time, it has been observed that many of the teachers are reluctant to follow it. The reason for this could be that it is time consuming and needs to be a well planned activity. The teacher has to do a lot
of homework before entering the class. Another reason could be that students from regional medium class are not that very responsive in the class to carry out such activities. In such cases the whole effort of the teacher goes in vain.

Designing and developing the proper course books and/or study material is another limitation. The four skills try to be developing at a different pace: for example, receptive skills are stronger than productive skills. This indicates that teachers must skillfully design the integrated activities for their students.

The aim of teaching any language is always to make the learners capable of using it for their realistic communication, which is also the aim of teaching of English. English, as a language, is taught to develop students’ competence for communicative proposes. The aim can best be achieved by integrating all the four skills together while dealing in a class. There are two ways of integration- simple integration and complex integration. In simple integration the teacher must use listening and reading skills as a model for teaching of speaking and writing skills. In the complex integration a variety of situations and activities involving different skills are integrated thematically.

English being a foreign language for us, the teacher must not neglect the other language skills such as grammar and vocabulary. Instead of teaching these sub-skills in isolation, the teacher must produce his own instructional materials to teach these skills through variety of situations and context. By doing this the teacher must take into account the differing rates of progress of students in mastering these different skills.

Even though, all this seems to be a very complex phenomenon, the teacher must not be confused while using the integrative approach. The main aim of teaching English is to develop students’ communicative ability. The monotony in the teaching and learning of English can be avoided by teaching it through interesting activities and skillful integration. The students must not be reluctant to attend the English classes; rather they must be inspired and motivated to attend classes and use language
for their real life purposes. Integration requires skilful teaching, but it definitely can bring worthwhile results.

**Advantages of Integrated-Skill Approach**

As compared to pure segregated approach, the integrated-skill approach exposes English language, students and/or learners to authentic language use and challenges them to interact naturally and comfortably in the language. The learner’s experience in the classroom helps him/her gain richness and mastery over the complexity of the English language as it is employed for communication. Moreover, this approach highlights and shows that English is not just a subject educational purpose nor is just to score good marks in an examination; rather, English is a real and more useful means of communication, interaction and sharing with and amongst people. With this approach, teachers can track students’ progress in multiple skills simultaneously. Integration of the language skills also promotes the learning of real content and not merely the dissection of language forms. Last but not the least, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, is highly motivating for students of all ages and backgrounds.

In order to integrate the language skills in teaching English, the teacher must follow the following guidelines:

- Teachers need to be innovative in conducting different activities in class
- They must continuously reflect on their current approach to evaluate the extent to which the skills are integrated and made more result-oriented.
- Teachers must wisely choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
• Although the course is labeled following a single skill, it can be integrated with the other language skills through appropriate tasks.
• Acquire language learning strategies and must know that a given strategy can often enhance performance in multiple skills.
• They must have knowledge of varied methods of integrating language skills

CONCLUSION

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication. Students can learn and use English for better communication and look approachable, if English is taught using integrative approach. Just as we say that history repeats itself, here too it is applicable. The history of teaching of English language in India shows that in the past English was taught through direct method, which later got shifted in the post independence India, where English was taught through grammar translation method, but now a days it has been observed that to make the teaching of English more fruitful it needs to be taught through integrative and interactive methodology. Taking into consideration that today’s age is the age of globalization, the teacher must make his students realize the importance of English language for their personal as well as professional life.