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# INTEGRATED APPROACH TO ENGLISH LANGUAGE TEACHING IN L2 CLASSROOM: A CONCEPTUAL FRAMEWORK

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## ABSTRACT

The growing prominence of English language in the field of international trade and commerce, its essentiality for learners to capture right opportunities in the Market necessitates continuous research and improvement in the field of ELT. Poor linguistic competencies of students may be due to ineffective method of teaching. This is the driving force behind incessant exploration and reformation in the existing system. There is an outcry by the Private Sector in India that students who are graduating schools, colleges and universities are finding it difficult to dive into Job Market and bag suitable opportunities. Utilizing the features of technology emerging during the instruction process will serve as a Catalyst in the process of imparting quality inputs. English Language and integration of ICT tools in curriculum strengthen's linguistic foundation of Students for better and quick gains in Language.  The present paper aims at throwing light into the area of conceptual framework of ICT integration into methodology of teaching English and highlights the need and advantages, features and instructional sequence of integrated approach in language teaching.

*Keywords:*      *Teaching Methodology, Integrated Approach, ELT Model,*
*Classroom Teaching*

## INTRODUCTION

The galloping advancements in the field of Electronics and Computers and increasing number of gadgets in daily life serve as effective tools in imparting quality language inputs for learners. Identifying the specific needs of the learners, customizing the learning processes incorporating the elements of technology will undoubtedly enhance learning capability of learners. In recent years, experts in the field of ELT favor about Integrated Approach (IA) and Information and Communication Technology (ICT).

## 1.0 INTEGRATIVE APPROACH – A CONCEPTUAL FRAMEWORK

The integrative approach is proposed to give a true language environment to learners to develop listening, speaking, reading and writing (LSRW) skills in a meaningful context. One of the elements of language is to accomplish social purposes. In a language classroom, teachers build up an authentic environment for social interaction among learners (Lightbown & Spada, 1993; Long & Porter, 1985). The subjects and learning exercises must be applicable and fascinating to the learners. The learning of grammatical rules is embedded in communicative activities. On the other hand the behaviorist assumption of the learner as a black slate, the integrative approach assembles new learning method for students' to gain information. It treats learners as individual thinkers, capable of performing challenging tasks. This approach concentrates on adapting as a procedure in which learners will be furnished with adequate chances to comprehend and practice ideas that are introduced to them. Errors are dealt with as a feature of the learner's learning procedure. Teachers give a low-anxiety environment that permits learners to take risks. Corrections are made through modeling from teachers or associates (Krashen & Terrell, 1983; Pica, 1994).

## 1.1 PRINCIPLES AND PRACTICES

Some of the core elements of Integrated Approach are:

- Firstly, integration suggests that reading; writing, speaking, listening and thinking are developed together concurrently; hence, should not be educated as separate topics (Cooper, 1993). For example, students can learn about reading and writing while listening; they learn about writing from reading and gain knowledge about reading from writing (Newman, 1985).

- Secondly, integration means that language and literacy are useful tools, rather than curricular subjects to be studied; hence, school subjects are seen as a basis for integration (Gavelek et al., 1999). In traditional classrooms, subjects or content knowledge is secluded into subjects that do not really promote broad understandings and interrelationships and learning usually takes place through one avenue – the textbook.

- Integrative approaches necessitate that teachers encourage learners in becoming content literate by relating the content they teach and language processes that students need in order to make learning meaningful. The major rationale for the idea of subject integration is that in real life situations, people use the information and knowledge heuristically. Therefore, children's less ons should be approached such that they see the relationships between what they learn in school with what happens in real life situations.

- Making content available for English language learners has several advantages. Language used in the content areas helps students to discover, organize, retrieve and elaborate upon what they are learning (Vacca, 2000). A content-based approach enhances accomplishment of advanced levels of second language proficiency because the curriculum becomes the most effective mode for teaching language skills. Students learn in depth about the language rather than to know about that language. Content-based instruction allows the students to combine information from various sources of the curriculum (Hernandez, 2003). In addition, learners have an opportunity to learn the structures

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of English language that apply to specific subjects. Students see and hear real language that serves a reason (Shrum & Glisan, 2000).

- ICT integration represents a higher level of implementing ICT tools in the educating learning procedure. For instance, audio and video clips could be utilized to exhibit right articulation of vowel and consonant sounds to students who are confronting trouble in right elocution. Also, students could listen to a short story or a brief portrayal about places of tourist interest. They could then be asked to retell the story while the teacher records the narration. Students could replay the recordings to figure out their errors. Students could further utilize CD-ROMs containing elocution practices at home. Dialogue simulations and role play exercises should be progressively utilized by the teacher to advance communication skills. ICT tools should not be utilized for each listening and talking activity but instead during the planning and design phase of a lesson the teacher should give due thought of when and how to integrate ICT tools in the teaching and learning process (Becta, 2001a). ICT tools should be integrated just when it improves learning. Beaudin and Hadden (2004) have called attention to that it is vital to develop techno-pedagogically skilled educators because it permits them to build up a holistic understanding of the procedure of educating with technology. Computer-efficacy is another zone that should not be neglected. Educators should feel useful in ICT integration (Bandura, 1986; Office of Technology Assessment, 1995).

## 2.0 INSTRUCTIONAL SEQUENCE
### *2.1 ACTIVATING PRIOR KNOWLEDGE*
Contrary to the behaviorist theory and teacher-centered classrooms, which view teachers and textbooks as the main sources of knowledge, and learners as passive consumers of what is presented to them, the contemporary theory believes that the learner's mind possesses meaning-making and pattern-seeking functions (Diaz-Rico & Weed, 1995). This supports instructional approaches that actively engage learners in the learning/thinking process. Focusing on prior knowledge can increase learners' familiarity with the new materials, and eventually enhances their level of understanding. During the learning process, learners should have ample opportunities to talk about the topic, seek meaning through various means such as pictures, manipulatives and props, and produce output. The combination of interactive techniques enables learners to internalize the concept, and practice using the vocabulary before putting their thoughts in writing.

### *2.2 THE TEACHING-LEARNING CYCLE*
Hammond, Burns, Joyce, Brosnan, and Gerot (1992) propose an instruction model called the Teaching-Learning Cycle. This model consists of four stages. The first stage is "Building knowledge of the field". Its objective is to prepare learners for the new learning. It includes sharing prior experiences, developing vocabulary, and practicing grammatical patterns that are relevant to the topic. Learners experience a variety of meaning-making strategies to understand the content of the study. Examples include the use of visuals (i.e. photographs, video, charts, and diagrams), hands-on activities (i.e. skit, role play), communicative activities (i.e. sharing, discussing, or arguing about the topic), a wide range of verbal and written genres, and reading strategies (i.e. predicting, skimming, and scanning). This is an important stage in building the learners' foundation in learning the materials. The second stage is "Modeling the genre under focus", which is characterized by the teacher's modeling of language structures such as set phrases, vocabulary and dialogues. Schematic structures are outlined. Learners can observe the genres that are being used, identify the purposes of the genres, and analyze their schematic structure.

The third stage is "Joint construction of the genre". This signifies the transition from oral to written language. Teachers and students co-create a text which provides the opportunities for learners to learn the structure of genres, and then the grammatical patterns. This stage allows the

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negotiation of meaning between teachers and students or between students. It also has the function of further reinforcing the concept and vocabulary. The fourth and the last stage is "Independent construction of the genre". Learners work on an authentic task to apply what they have learned. They incorporate their knowledge of content, genres, and grammatical patterns into their language product. This is also the stage where the editing process takes places. Teachers can focus lessons on grammatical features such as spelling, punctuation, and tenses.

The Teaching-Learning Cycle is an example of an instructional model that allows students to learn rules in a meaningful context. Its educational implication supports the theoretical framework of the integrative approach. Teachers do not have to follow this cycle in a linear fashion. A classroom activity can incorporate the language objectives of two or three different stages. This model allows teaching in a variety of genres such as invitation, persuasion, complaint, narrative, argumentation, book reports, letter, movie review, skit, recipe, autobiography, inquiry, etc. It also allows the second language learners to develop skills in the area of listening, speaking, reading and writing. The integrative approach presents information from whole to part in a circular manner. Learners have the opportunities to be re-exposed to the same skills throughout the interactive teaching/learning process. The focus is on studying the materials in depth, rather than on wide coverage.

### 2.3 EVALUATION OF LEARNERS

The main objective of the "evaluation component" is evaluation for programme improvement. Evaluation information is for both formative and summative decision-making. The interactive lessons have been appropriately integrated with ICT tools and slanted towards improving the communication skills of students. Furthermore, the design of the English Language lessons is pedagogically sound.

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