



# Promoting Balanced English Language Skills in Indian Education: Integrating the Four Language Skills at School and College Levels

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## Abstract:

In India English Language Teaching (ELT) has been greatly impacted by the country's colonial past and the following change in perception of English as a tool for economic and social advancement. Despite this, speaking and listening skills are not always given equal weight in English language instruction in India, which results in a lack of balanced language proficiency. Exam-driven learning environments, institutional constraints, and a long-standing dependence on the Grammar-Translation approach all contribute to this mismatch. It is necessary to adopt a more integrated approach to teaching English that prioritizes speaking, listening, reading, and writing while utilizing communicative and task-based teaching techniques in order to correct this imbalance. A method like this might better prepare pupils for successful communication in an international setting.

**Keywords:** English Language Teaching, Colonialism, Language Skills, Integrated Approach, Communicative Language Teaching

## 1.0 Introduction

India's English language heritage is complex and deeply rooted in the country's colonial past. English settlers in India began with the founding of the British East India Company in the early 17th century. As a sign of authority and distinction, it gained appeal after being made the official language of government and education during British administration. Due to its links to higher education, governance, and economic opportunities, English remained important even after India attained independence in 1947 (Chatterjee, 2017). In the years following independence, India's perception of English experienced a significant change. Though at first seen as a colonial imposition, English later became a tool for economic prosperity and social advancement. Gupta (2019) asserts that English is currently recognized as a universal language that is required for communication, business, and information access. This attitude shift reflects the way that English has evolved throughout time, from being a symbol of colonial domination to a tool for empowerment and global involvement.

## 1.1. The Effects of Colonialism on Indian ELT

India's past colonial ties have influenced how English is taught and understood in the country, particularly in English Language Teaching (ELT). From the post-independence period to the present, English has retained an air of elitism because it is usually associated with better opportunities for education and work (Sridhar & Sridhar, 2015). Understanding why English is highly valued as a skill requires knowledge of the historical context of English Language Teaching (ELT) in India. With 1652 languages spoken, Hindi serving as the common language of the Union, and 22 state-level prevalent languages, India boasts a linguistic diversity that dates back to its British colonial control from 1858 to 1947 (Devy, 2014; Pattanayak, 1998). Because of the wide range of languages and cultures, English was designated as an official language to help communication across communities.

India's aim to become the world's fastest-growing economy has driven generations to attain high levels of English language proficiency, which facilitates internationalization (IBEF, 2022). Aspiring for multicultural and multilingual engagement in the globalized world, each Indian citizen is expected to be proficient in three languages, including Hindi, English, and their mother tongue (Mohanty, 2019). Despite the colonial history, English in India has evolved into Indian English, a variety of postcolonial Englishes (Bhattacharya, 2017).

## 1.2 Language Policies in Indian Subcontinent

English language policies in India have promoted its use in various aspects of society, with policies like the National Policy on Education in 1968, Education for All, and the National Education Policy 2020 emphasizing its practicality for communication. The 2009 National Knowledge Commission and revised 2015 National Curriculum Framework officially deliver English education to all learners as a second language, and as a medium of instruction for important subjects like Science and Maths (Mohanty, 2019)

The Three Language Formula (TLF) policy in 1956, which included Hindi, English, and a mother tongue language, has led to the promotion of English proficiency in higher education. The "Teaching of English" (NCERT, 2006) highlights the benefits of this policy in supporting diversity in education and preserving Indian identities. It allows Indians to maintain their cultural identities while allowing for domestic and international exploration.

But despite the growing promotion of the English language as a means of linguistically and culturally connecting Indians, cultural identity continues to be a problem because TLF implementation varies widely throughout communities in the nation (Bhattacharya, 2017; Langer & Brown, 2008). Indian learners struggle to maintain their English language proficiency due to their prior linguistic knowledge and experience speaking various regional languages. Nonetheless, Indian children can now keep their home and cultural traditions while studying foreign languages at school, employment, or in other settings thanks to new national policies and language learning strategies (Groff, 2017).

## 1.3 Adopt a More Pragmatic Interpretation of the English Language

India's move toward a more utilitarian interpretation of English is in line with broader global trends. English is no longer only seen as a legacy of colonialism, but rather as a valuable instrument for development and communication. This shift will have a big impact on curriculum creation, instructional techniques, and the inclusion of language proficiency in English language instruction in India (Gupta, 2019).

It is evident that India's view of English has changed recently to become more pragmatic. An increasing number of people consider English to be a helpful tool for communication, business, and access to global possibilities. On the other hand, a more utilitarian perspective is becoming more prevalent in India's ELT currently. Lingua franca required for involvement in the global economy is increasingly

recognized as English (Gupta, 2019). English instruction in schools and universities becomes essential in this setting.

## **2. Challenges with English Language Instruction in India**

However, some English skills are prioritized over others due to the widespread effect of exams and a strong test-taking culture. Since they are the skills that are usually assessed in academic evaluations, reading and writing in particular are frequently given priority (Chakraborty, 2020). The design of curricula, methods of instruction, and distribution of resources in numerous Indian educational institutions all reflect this strong emphasis on reading and writing.

### **2.1 Exam-based Instructional Frameworks**

Exam-driven learning approaches restrict the range of acceptable English proficiency to things that are simple to measure and evaluate (Banerjee, 2018). Speaking and listening are equally important aspects of language learning that are necessary for efficient communication, although they are frequently overlooked from this viewpoint.

Thus, students may perform well in reading comprehension and essay writing but suffer in conversational English and listening comprehension, creating a distorted English-learning experience. The way that ELT is approached in India is also significantly influenced by institutional limitations. Most of the time, class sizes in schools and colleges are larger than what is necessary for practicing all four language skills, particularly the interactive speaking and listening abilities (Sarkar, 2019). In order to successfully and efficiently incorporate the four abilities into the classroom, not all teachers have the necessary training, and the student-teacher ratio is not always ideal.

### **2.2 Critique of the Predominance of Certain Skills in the Classroom**

In addition, the Grammar-Translation method—which emphasizes grammatical principles and text translation—has long been the predominant pedagogical strategy used in Indian ELT settings (Mishra, 2016). This approach provides little to promote oral language use or listening practice and is naturally biased toward the development of reading and writing skills. The shift has been gradual and unequal across many regions and educational facilities, despite attempts to adopt communicative language teaching and other contemporary language teaching methodologies that suggest more balanced skill integration.

### **2.3 A disproportionate amount of focus on writing and reading**

The majority of Indian schools' ELT resources are likewise reflective of the overemphasis placed on reading and writing, primarily textbooks, workbooks, and exam preparation guides. These are the skills that are usually covered in textbooks, workbooks, and exam preparation guides. Language labs, conversation practice tools, and audio-visual aids are examples of resources that are frequently underutilized or limited when it comes to speaking and listening. English is so widely valued in India, but the ways in which it is taught do not always correspond with the demands of an increasingly globalized world in which fluency in many languages is required. In schools and universities, the four language skills are not always treated equally due to the historical background and contemporary views on English in India. To give students a thorough and well-rounded English language education, it is still difficult to get over institutional, pedagogical, and resource-related obstacles.

## **3. The reasons for Language Skills' Unequal Application in the English Curriculum**

A major factor in the development of ELT in India has been the historical legacy of British colonization as well as the belief that proficiency in English is a sign of academic ability. An increasingly balanced approach to English language education is needed to meet the various linguistic needs of pupils in a

worldwide environment, nevertheless, as a result of the move towards a more utilitarian view of the language.

### **3.1 How teaching methods impact ELT**

Furthermore, due to the influence of instructional approaches in ELT, certain skills are more common than others. Communicative language education approaches highlight the importance of all four language skills, but they are not always applied.

### **3.2 Speaking and listening skills evaluations should be added to exam systems through revision.**

To solve these issues, a diversified strategy is required. Examination processes must first be changed in order to include assessments that gauge speaking and listening skills. Two methods to accomplish this are interactive assignments and oral exams that require students to demonstrate their ability to speak effectively in English.

### **3.3 Providing educators with the materials and instruments required to instruct students in all four language competencies**

Programs for preparing teachers should also focus on giving them the skills and resources they need to properly teach each of the four language abilities. This entails providing training on how to use the resources that are available, such as language labs and audio-visual aids, as well as how to include speaking and listening activities into their classes.

### **3.4 The effects of institutional limitations and large class sizes on skill integration**

By implementing strategies for peer cooperation and interactive learning, institutional limitations such as large class sizes can be mitigated. Children can practice speaking and listening in large classrooms by participating in role-plays, group projects, and conversations. Additionally, students may have greater opportunities to practice these abilities outside of the classroom with the use of technology, including mobile applications and online platforms.

## **4. The Importance of Teaching English in a Global Setting**

English language instruction is very important in the global setting. Globally, English is the most commonly spoken language, acting as a common communication medium amongst people from different backgrounds and places. English proficiency makes it easier to collaborate internationally and offers access to prospects for higher education and the global employment market (Crystal, 2003). Because of this, nations all over the world—including India—emphasize the value of English language instruction in preparing their citizens for success in a world that is becoming more interconnected by the day.

### **4.1 Why is there such a fuss in India over communication abilities in English?**

This brings us to the irony regarding English instruction in India. India has long used English. It was first introduced to us in the early 18<sup>th</sup> century by the British. Most people can read and write correctly in metropolitan regions where English is the language of instruction at schools and institutions. Even now, Indians are known for their accurate spelling across the globe. This is so that children may pass written exams, as the goal of teaching English in schools is to ensure that spelling is accurate. Schools hardly ever emphasize the use of English in communication. One major explanation for why so many people can read and write in English yet struggle to communicate in a meeting is this. The focus on communicating is lost and to focus on exams and hence the poor English communication skills despite being educated in English.



## 4.2 A Few Representative Survey Findings Regarding English Communication Skills

According to the National Spoken English Skills of Engineers Report by Aspiring Minds, 97% of Indian IT engineers struggle with communication, which hinders their ability to perform and advance in their careers. Contrary to popular assumption, it states that even IITs and NITs are affected by this issue, which is startling. Therefore, it's clear that training in English communication skills is necessary for both students and the working class to revitalize their proficiency in the language.

Regarding students in tier II and tier III towns who attend school in their native tongue, educational institutions should implement targeted programs that will enable them to practice speaking English from an early age and become employable after graduation. In India, there is a lot of controversy around communication skills in English.

## 5 The need for a more impartial approach in ELT

In order to support a more balanced approach to ELT, a change in instructional methods is necessary. Teachers should embrace more communicative and task-based teaching strategies that incorporate all four language skills instead of sticking to traditional techniques that just emphasize reading and writing (Banerjee, 2018). In addition to assisting students in gaining a more comprehensive command of the English language, this change will better position them for communication in a worldwide society.

### 5.1 A Wholesome Approach to Skills Is Crucial for ELT

English language teachers (ELTs) must use an integrated skills approach in order to provide their students with a thorough language learning experience. While recognizing their interdependence, this approach emphasizes the simultaneous development of speaking, listening, reading, and writing skills. The way language is used in the real world, where these skills are often blended in a range of communication situations, is comparable to an integrated skills approach, claims Gupta (2019). Students will be able to communicate successfully in a range of circumstances by integrating these skills to develop a more comprehensive and functional competency in English.

### 5.2 The benefits of integrating skills into communicative language teaching (CLT)

Furthermore, the principles of communicative language instruction (CLT), which prioritize meaningful communication over memorization of grammatical rules by heart, align with an integrated skills approach (Richards & Rodgers, 2001). CLT places a strong emphasis on using language authentically, encouraging students to engage in real-world communication tasks that require the integration of all four language talents. This approach, according to Richards and Rodgers (2001), develops creativity, critical thinking, and problem-solving skills in addition to linguistic proficiency.

### 5.3 Applying a comprehensive skills approach

By using an integrated skills approach, learner autonomy and motivation are also improved. According to Ur (1996), pupils are more likely to be motivated to engage completely in the learning process when they can relate their language instruction to ordinary conversations. Teachers may empower students to take ownership of their education and grow into more proficient and confident English speakers by giving them opportunities for meaningful language usage in all four domains. Integrated skills education is essential to ELT in order to provide students with a comprehensive and practical language learning experience. Through the integration of speaking, listening, reading, and writing skills, teachers may create a more engaging, relevant, and successful language learning environment that better prepares students for real-life English communication.

## 6. Advantages of Combining Speaking, Writing, Listening, and Reading Skills

There are several advantages for students when speaking, listening, reading, and writing are included into English language instruction.

### 6.1 It offers a well-rounded method of teaching languages,

It guaranteeing mastery of all four competencies—a prerequisite for successful communication in everyday contexts (Banerjee, 2018).

### 6.2 This approach helps students understand the language better:

For example, students can improve their speaking and listening skills by listening to a speaker's natural speech patterns, intonation, and pronunciation by hearing it aloud (Richards, 2015). In a similar vein, kids who read are exposed to a broad variety of vocabulary and grammatical structures that they may use in their own writing.

### 6.3 Skill integration also encourages more genuine language use:

Using talents integrates language use more realistically, since people often blend multiple abilities to transmit meaning in real-life communication. More genuine language learning activities that closely mimic real-world interactions can help educators improve the caliber of language learning assignments, claims Brown (2007).

### 6.4 Developing transferable skills is facilitated by integrating skills.

Furthermore, students who have their talents integrated are better equipped to develop transferable skills like active listening, critical reading, effective writing, and confident speaking—all of which can benefit them in their academic, professional, and personal lives (Brown, 2007). Integrating speaking, listening, reading, and writing skills into English language training has several benefits, including the development of transferable abilities, a more balanced approach to language acquisition, a better knowledge of the language, and more realistic language use.

## 7. Techniques for Equitable Skills Integration in Indian Educational Institutions:

To attain equal skill integration in Indian educational institutions, one of the most crucial strategies is to support a balanced skills approach in curriculum design. One strategy to achieve this is to ensure that the four language skills—speaking, listening, reading, and writing—are given equal weight in the curriculum (Sridhar & Sridhar, 2015). The planning and sequencing of activities by curriculum designers should support students in carefully practicing and developing each skill.

To develop a curriculum that meets the language demands of children, they ought to work in tandem with educators and language experts. Curriculum planners should include activities and assignments like as debates, role-plays, group discussions, and writing projects to support the development of all four abilities. In order to encourage teachers to concentrate on teaching these skills in their lessons, assessments that gauge students' success in each ability should be made.

### 7.1 Multifaceted approach:

In Indian schools, a multifaceted approach is required to ensure that speaking, listening, reading, and writing skills are equally integrated. Above all, the curriculum design should incorporate these four abilities into activities and assessments (Chakraborty, 2020). This can involve designing projects that integrate speaking, writing, and listening abilities by asking students to read aloud a passage, describe it, and then write a response.

## 7.2 Teacher Education Programs with a Focus on All Four Competencies:

Another essential strategy is to provide instructors with the direction and tools they need to properly integrate all four skills into their lessons. Teacher preparation programs should highlight the value of a balanced skills approach and provide instructors with helpful resources and guidelines for including speaking, listening, reading, and writing exercises (Chakraborty, (2020).

It should also be highlighted for teachers to use a variety of educational strategies and resources that promote the development of all four abilities. This can involve introducing group projects and conversations to promote speaking and listening as well as using multimedia resources like audio recordings and videos to give students real-world listening experience, according to Richards and Rodgers (2001). Teachers should be encouraged to provide regular feedback to students on their language use, both in writing and speaking, in order to help them further develop their skills. Second, teacher preparation programs should focus on equipping teachers with the skills and knowledge necessary to successfully integrate all four capacities, according to Banerjee (2018). Teachers should create lesson plans that incorporate a range of activities, including group discussions, role-plays, and project-based learning assignments, to help students develop all four abilities.

## 7.3 Technology's Role in Enabling Skills Integration

Thirdly, the integration of skills in English language teaching can be aided by technology. For example, interactive speaking and listening activities and opportunities for group writing assignments can be found in digital materials and online platforms (Richards, 2015). Using technology into ELT can increase student effectiveness and engagement while providing teachers with helpful tools to track their progress. Using technology effectively can also play a significant role in facilitating skill integration in ELT. Technology can provide students with additional opportunities to practice their language skills outside of the classroom through the use of interactive games, online exercises, and virtual language laboratories (Banerjee 2018). Additionally, technology can be utilized to create engaging and more interactive learning environments.

These can help students become more proficient speakers and listeners in authentic situations. Two examples of these are virtual reality simulations and online language exchanges. In order to guarantee equal integration of speaking, listening, reading, and writing skills in Indian educational institutions, policymakers, instructors, and institutions must collaborate. With a new focus on curriculum design, teacher training, and technology integration, Indian schools and colleges may create a more productive and well-rounded language learning environment that prepares students for success in an increasingly linked world.

## 8. Modifying Assessment Methods to Include Skill Integration

To guarantee that ELT skills are evenly integrated, changes must also be made to the assessment protocols. Assessments should include assignments such as written essays, oral presentations, and group debates to make sure students are proficient in all four abilities (Sarkar, 2019). Furthermore, assessments need to be designed to determine how well pupils are able to use these skills. For instance, they should encourage students to listen to a work and then either present or describe it.

### 8.1 Advantages of Assessing Four English Skills:

A person who "speaks" a language fluently typically possesses a high level of proficiency in each of the four language skills—listening, speaking, reading, and writing. However, as any educator is aware, students frequently have strengths and limitations in some areas, and occasionally they might reach high levels in areas like reading and writing, while not being able to speak or listen at a comparable level.

These disparities in skills might not be especially important for some tasks—highly specialized employment, for instance. The chances available to someone who lacks proficiency in all four areas of English proficiency will be significantly limited in both their educational and professional endeavors, as English is an essential language in today's globalized world.

### 8.2 Many language abilities are needed to be able to use English in a variety of circumstances.

A test's accuracy is increased by testing the four skills. Speaking with someone is the first step in evaluating their speaking ability. This also holds true for every other talent. It is not possible to deduce communicative language capacity from the performance on one skill (listening) or from language knowledge exams (grammar, vocabulary, etc.) alone. Therefore, exercises that elicit a wide range of communicative language-related skills must be included if we hope to effectively assess communicative language ability.

The Common European Framework of Reference (2001) distinguishes between spoken production and spoken interaction as the two abilities that make up speaking, and expands the definition of communicative language competence into five skills. This is supported by the data showing that these two abilities are distinct from one another—one entails speaking in a monologue-style while the other requires simultaneous speaking and listening. A test of communicative language, therefore, needs to include both spoken production and spoken interaction.

### 8.3 The four skill sets that learners develop are frequently out of balance, and assessing a limited set of language abilities

Language proficiency in all four domains is frequently correlated. These connections, meanwhile, aren't robust enough to let one ability be measured in place of another. The four abilities that learners develop can be uneven; for example, a learner may be strong in reading but not in writing, speaking, listening, or writing. Studies have indicated that speaking is not the same as reading, writing, or listening (Powers 2010, Sawaki et al 2009). As such, one may not always be a proficient speaker in addition to being a proficient writer, listener, or reader.

In 2015, approximately 465,000 test takers took the Cambridge English Qualifications, for instance, and the data below shows only moderate connections among the various skills. Consider speaking as an example. The correlation between speaking and reading is 0.60, meaning that a candidate with good speaking test scores only has a higher chance of scoring well on the reading test, or vice versa.

	Reading	Listening	Writing	Speaking
Reading	-	-	-	-
Listening	0.75	-	-	-
Writing	0.61	0.62	-	-



<b>Speaking</b>	0.60	0.65	0.64	-
<b>Grammar / Vocabulary</b>	0.73	0.72	0.65	0.62

(Figure 1: Cambridge English Qualification Test-2015 )

#### 8.4 Examining all four skills helps students learn.

By assessing all four skills, the Cambridge English examinations promote a balanced approach to language learning among educators and students, guaranteeing that the latter gain the capacity to use the language productively in everyday situations. According to Cambridge English research, the fact that the tests cover all four skills and so emphasize speaking and listening is one of the primary reasons educational institutions and ministries offer the exams. According to Ashton, Salamoura, and Diaz (2012) and Khalifa and Docherty (2016), this aids students in becoming proficient communicators in English.

#### 8.5 Employers cannot get what they need from an exam that just measures "passive" skills like reading and listening.

If reading and listening are the only skills required in a work setting, then a test with just those two components may be sufficient. But speaking and writing in English is required in most professional settings, both formal and informal (Fitzpatrick & O'Dowd 2012, Kassim & Ali 2010, Stevens 2005). Examples of these activities include giving presentations, engaging in discussions, writing reports, attending meetings, and sending emails. An employer's flexibility is severely limited when their employees are unable to communicate in the language. The four abilities are highly valued by employers, as evidenced by research conducted by Cambridge English: englishatwork.cambridgeenglish.org.

Naturally, certain organizations and employers would want to concentrate on specific talents in order to fulfill the demands of particular roles. In these circumstances, Cambridge English offers several modular examinations that can be used to concentrate on certain skills, like BULATS and Linguaskill.

### 9. Methods for Helping Indian Students Get Better English

Having effective communication skills, accurate pronunciation, a solid vocabulary, and improved grammar are all necessary for enhancing one's English. Individual responses to various teaching strategies vary. Hence, for certain individuals, reading books while seated inside four walls is an easy way to improve English. Others can enhance their English by appropriate exposure and participation in various activities. See the following tutorials and advice for tips on how to get better at English.

#### 9.1 Seeing films, television series, and cartoons

In their free time, children these days are more interested in technological devices like laptops, televisions, cell phones, and others. TV shows, cartoons, online series, movies, inspirational videos, and other media occupy the majority of their time.

By assisting them in making the most use of their time, we as parents or mentors can make the most of it. We are able to encourage kids to watch English-language television programs. There's no shortage of English-language television, particularly cartoons, which are among the greatest for kids to learn from. Turning on the subtitles is another excellent method of learning. They can read and listen together, which will enhance their comprehension of them and their listening abilities.

## 9.2 Perusing Newspapers, Books, and Magazines

Improve your vocabulary and reading comprehension by reading a variety of books, periodicals, and newspapers. Kids' reading level should be taken into consideration while choosing books to read. If they are reading children's books or an easy-to-read magazine, choose something at their beginner or intermediate level. With so many new words to master and a larger vocabulary to expand, newspapers are the finest learning resource for students in upper grades.

## 9.3 Recording New Words

Making notes of every new word that a reader encounters while reading is an excellent practice. One's vocabulary can grow by taking notes on new terms and researching their definitions. Furthermore, one will have a thorough understanding of the spellings.

## 9.4 Experiments with Calling the Items at Home by Name

Homes are where children spend a great deal of time. This makes it the most affordable and straightforward method of expanding their vocabulary. Using sticky notes to label appliances like refrigerators, TVs, washing machines, and other household items, they may quickly pick up the names of the items they encounter every day.

## 9.5 Get Comfortable Speaking to Your Family and Friends in English

It is important for kids to develop the habit of using English when interacting with classmates, instructors, and family members outside of the classroom. This will help them become more fluent in the language. It enhances one's capacity for communicating. Speaking in English with teachers or seniors would help students learn how to pronounce words correctly and use suitable grammar.

## 9.6 Select the Ideal Learning Period

Early learners need to determine whether they are an early riser, an evening person, or a night owl. They need to consider their surrounds and environment when determining the optimal time to study and concentrate on improving their English.

## 9.7 Listening to English Songs

Kids can enjoy relaxing English music in addition to watching English-language television. They get more interested in learning the lyrics of the songs they choose when they listen to them. Playing English music will assist you in achieving better pronunciation.

## 9.8 Language Exchange

Students might locate a partner who shares their passion in studying or comprehending their mother tongue. It might be simpler for them to communicate their emotions and thoughts. Learning a foreign language is a gift, and many individuals will undoubtedly want to become fluent in English. By assigning each other tasks and sharing knowledge, learners can get together and support one another's development. This is the best way to learn English and improve each other's skills.

## 9.9 Speak English wherever you can

Children must not limit their horizons to the English language classroom. They have to try to go over their notes and the new words. Speaking with different individuals in English is also a good option as it will help you get better at the language. Examine notes and encourage practice as much as you can before letting them go to bed.

## 9.10 Write Frequently

Writing is a fantastic method to get better at the English language. Moreover, writing will aid with vocabulary growth. Try writing something every day with the new vocabulary and grammar that the students have learned. Even if they only write a few sentences, it is imperative that they develop this practice. It is also a great tool for monitoring advancement in the development of English language proficiency. They could invite an instructor or some English-speaking friends to review and comment on the work.

## 10. Conclusion

To ensure that skill sets in English as a Second Language are integrated fairly in Indian educational institutions, policy adjustments are required. Establishing standards for curriculum development, teacher preparation, and evaluation procedures, as well as allocating funds for initiatives aimed at integrating technology into education and teacher training programs are some examples of how to update federal and state education laws to emphasize the value of a well-rounded education strategy. Reading, writing, speaking, and listening are not taught equally in Indian educational institutions as a result of the historical legacies of British colonialism. The inequity impacts learners who may possess exceptional reading and writing skills, but face difficulties with conversational English and listening comprehension, two fundamental skills for effective communication.

The following are some strategies for the fair integration of talents in Indian educational institutions: encouraging curriculum design strategies that prioritize well-rounded skills; providing teacher training programs emphasizing all four talents; updating assessment protocols to include tasks requiring mastery of all four talents; and changing national and state education policies to prioritize well-rounded skills. To sum up, in order to give students a comprehensive language learning experience that will prepare them for success in a globalized society, it is imperative that the imbalance in ELT in Indian educational institutions be addressed. Teachers that use equal skill integration tactics can ensure that children gain the language proficiency necessary for effective communication.

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