Integrating Contents with Language through LOTUS Model Impacting Teaching & Learning in English Language Classrooms

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Abstract

English has departed from just being a 'lingua-franca' for global citizens. It has become an entry point to the dynamic repository of global knowledge base. Concepts of "Industry 4.0" and "Society 5.0" will effectively alter the gamut of education in general and technical education in specific. These industrial advancements should be supported by integrating technological advancements and creating 'sustainable intelligence' within an employee. This paper attempts to highlight the 'role of communication' and integrating content with language classrooms in transition from one society to another. These amendments to the curriculum, methodology and assessment for accomplishing the requirements of learning a language in general and English in particular. Integrating content with classroom calls for a professional interaction between the planners, developers and teachers of the institution. The author with the "LOTUS Model" demonstrates how to structure, orient and re-orient components for language teaching-learning for the purpose of establishing provisions for such interactions.

Keywords: ELT, Content, Language classroom

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Introduction

Society 5.0, a concept of Japan, defines itself as "a human-centred society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space". This "enables the provision of only those products and services that are needed to the people that need them at the time they are needed". Industry 4.0, a German concept accepted worldwide consists of four design principles such as Interconnection, Information transparency, Technical assistance, Decentralized decisions Industry 4.0 AND OR Society 5.0 demand people who are passionate in learning, abilities to collaborate, to work in ambiguous environments, possess flexibility, emotional intelligence, skills to predict, understand and solve problems. Majority of these could be achieved through intrapersonal and interpersonal communication skills.

Teaching- Learning challenges and Industrial evolution

A general virtuous cycle of human resources, knowledge, and capital for innovation is desirable to meet the requirements of industrial evolutions listed. In order to achieve this Teaching-Learning process should be fortified with the provisions to prepare learners for an exciting learning experience. To equip learners with the skills, abilities to

survive the change in society and to lead, the emphasis must be on skills such as communication, leadership and endurance, as well as curiosity, comprehension and reading skills. Teaching- Learning process needs to focus on developing soft skills that machines cannot do. In an increasingly digitized world, social awareness and emotional intelligence are two of the most important human skills. Being able to emotionally connect with others, empathetically relate to difficult situations and having the nuance to navigate complex social issues is paramount to maintaining peace and stability in the future.

Few attributes give a competitive edge to human owing to their creative and emotional mind than technology, and harnessing these skills poses a reasonable challenge to teaching -learning process. Sustainable Intelligence – concept of applying knowledge and skills learnt and acquired through out the classrooms holds the key in standing out to meet industrial demands. Interconnectedness is evolving at a rapid pace. As activities extend beyond borders, they are being exposed to tough international competition.

'Competitiveness' is based by how well an organization 'utilizes' knowledge and technology spread across theglobe.

Knowledge assimilated through Research & Development has been on a shift of focus from a fields-based approach to a problem-solving approach. This has resulted a collaboration between institutions, industries and various stake holders as it is important to support mechanisms for promoting open innovation across borders and physical spaces. Therefore, educational practises basically should support open and frugal inventions and innovations.

Industrial evolutions and Language classrooms challenges

A Language classroom always provides scope for creative and critical thinking

tools in developing lessons and delivery to the wide range of students with diverse backgrounds. A language classroom aims to acquire communicative competence in the designated language. It recognizes and manages the communicative needs of language learners. English language classrooms often involve task-based learning and skill acquisition activities as the language is acquired and stabilized as competence. Since language learnt is acquired as a skill, it needs to demonstrate at various points and daily applications. In order to ensure this postulate, teachers of English Language involve wide range of teaching tools and techniques. As a language, it offers the fundamental flexibility for the learners to test the learning and acquired skill through real time application, verification and rectification of the learning. Integration of real-world issues and topics in to the daily learning paths in English classrooms ensures the 'learner flexibility' to ideate, brainstorm, discuss, debate understand and communicate viewpoints to fellow beings

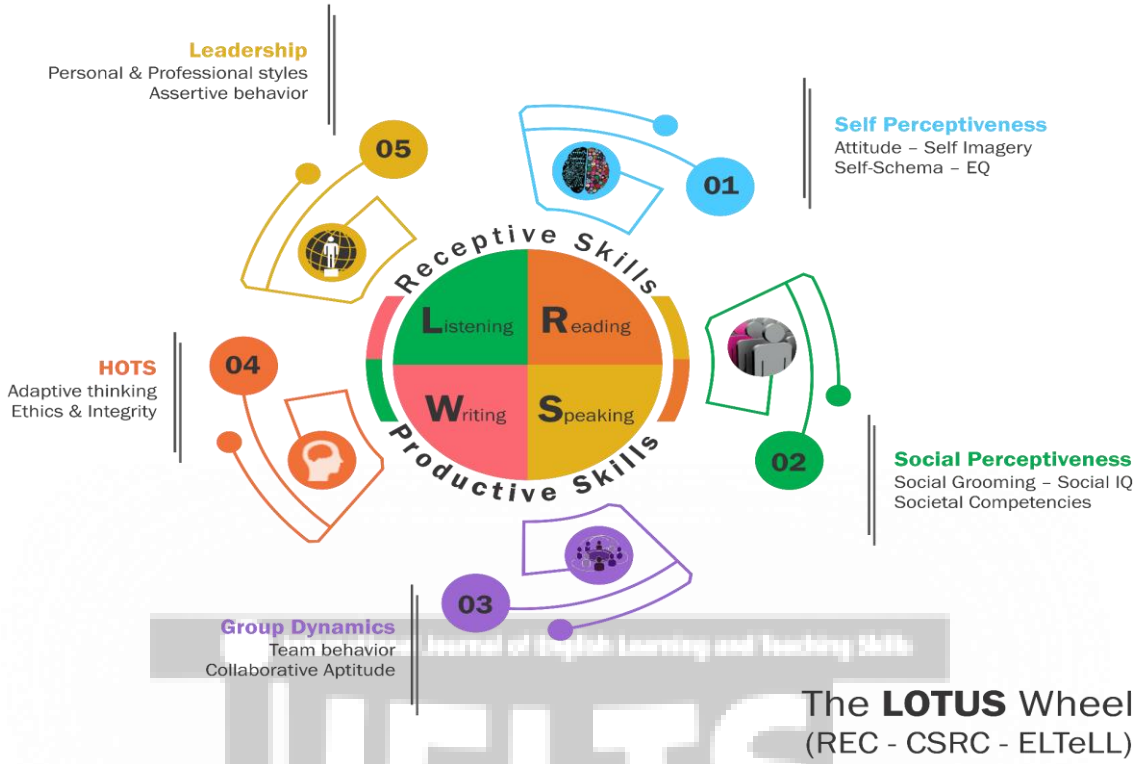
Integrating Contents with Language Classrooms

In order to provide effective opportunities for learners to apply language skills, providing exposure to the language without additional load in curriculum, is desired. This methodology will call for involving learning subjects such as history, geography, managerial skills/concepts or others, through the targeted language. i.e English in this case. It can be very successful in enhancing the learning of languages. The approaches include immersion, content-based instruction, content-based language teaching.

LOTUS Model and English Language Classrooms

LOTUS is an acronym stands for Listen – Observe - Teach – Understand – Speak. LOTUS Model has been developed as a teaching-learning model by this author herself through various interventions and projections with teaching learning models. LOTUS Model calls for common but differential learning outcomes at levels supported by incremental learning materials. LOTUS Model has integrated four skills of a language and aimed to enhance communicative competence of an individual through Communicative Language teaching. It provides space for fundamental 'learner flexibility' along with real world skillingexercises and tools such as critical thinking, creative thinking, communicative skills, interpersonal skills. This model provides a training framework with 4 communication modules and 5 domains of personality development through which knowledge requirements for industrial evolutions could be channelized through EL Classrooms. Other variants for Society 5.0 get integrated in the form of teaching learning materials suggested. The framework evolved is in a wheel structure, which encompasses all the four communication skills and five personality domains.

The training framework developed was ensured the vital elements of skill acquisition such as Listening, observing, testing, understanding, speaking or exhibiting the acquisition. The model integrates the LSRW Skills in to receptive and productive skills and transit progressively from 'receiving to revealing'. The personality domains are sequentially arranged from self-perceptiveness to Leadership such that the training programs align itself with natural progression from 'self to society'



Domains such as Group dynamics, Social perceptiveness focus on one's personality behaviour with society whereas the domain of HOTS (Higher Order Thinking Skills), Leadership helps the learner to focus on self

Lotus Model and Integrating Contents in Language learning

In order to integrate content with language, learner should be emphasized on learning about something rather than learning about language. The approaches for integrating contents with language instruction such as **Sheltered Model** where learners will be specially assisted for comprehending content and languages separately, **Adjunct Model** where emphasis is on acquiring targeted language proficiency, **Theme based Model** where innate interests and learning requirements of the learners get stimulated and addressed through selection of contents from diverse topics are addressed effectively in the working of the LOTUS Model

This model was developed for the engineering classrooms where English is taught and learned as skill and competence. These classrooms follow Communicative Language Teaching mode and there by necessitates the endurance of learning objectives, targets and outcomes. In general LOTUS Model calls for common but differential learning outcomes embedded in different levels of Listening-Observing- Thinking-Understanding and Speaking.

Common but differential learning outcomes, personalized learning paths, stratified learning materials are the core components of the LOTUS Model, which ensures the learner flexibility, learner autonomy. These postulates by virtue and practice enable the learners to learn a concept practically in more effective manner. Arrangement of materials, ensuring proper transition of learning stages promotes Higher Order Thinking skills and places the learner in a learning continuum.

Conclusion

Learners through the adoption of LOTUS Model are exposed to considerable amount of language through stimulating contents. Learners are engaged in appropriate language-dependent activities. Enhancement of Language skill is made not by learning but by acquiring. LOTUS Model supports contextualized learning; learners are taught language that is embedded within relevant contexts. Learners are quickly able to process complex information as information is reiterated by strategically delivering information at right time and situation ‘compelling the learners’ [7] to learn out of passion. Greater flexibility and adaptability in the curriculum can be deployed as per the student's interest

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