

Acquiring Second Language Skills through Programmed Instruction: A Study

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Abstract--- Acquisition of language skills is mostly through practice just like all other skills. The acquisition of mother tongue is natural, spontaneous, effortless, without being conscious, and in real life situations. Second language acquisition is different from the acquisition of mother tongue in many aspects. It has to be acquired from classroom situation. Unless the students are positively motivated to learn second language, they will find it difficult to acquire the second language. The situation for second language learning should be approximated to the acquisition of the mother tongue. Second language is acquired under the stress of close social contacts. Acquisition of first language is influenced more by a second language than by a foreign language. It is used as a method of communication. Hence, it has a formal position or identified operation too within the parameters of a country. It is taught in school and colleges with the purpose of providing foreign language competence. The acquisition of language is a process, through which people acquire the ability to see and understand language. Since programmed instruction is a progressively monitored method of teaching in a classified order of control step, the learners must either complete or pass one stage before moving to the next. Digital devices, Computing machines and different modes of teaching devices are applied in it. Audio-visual method, virtual devices, role play, hot play, etc., are used for the acquisition of language. Behaviourist Approach, Cognitive Approach and Constructive Approach which mainly control second language learning. Learners lesser in attainment assume to get more benefitted from programmed instruction than the traditional classroom transaction. Actual listening is an extra ordinary present of time which assists to frame relationship deal with problem. One of the productive skills named speaking has to be mastered. Electronic devices are used for improving language skills. By using speech recognition software speaking skills can be improved.

Keywords--- Second Language Acquisition, Language Skills, Programmed Instruction, Digital Devices, First Language Influence.

I. INTRODUCTION

Language is the medium of concept and mental states which are expressed by way of signs and symbols. These are used to put information into code and decode. Second language acquisition means learning other languages without being taught. Actually, English is learned by the process of second language acquisition. Indeed, young learners can study second language in a manner faster than an adult learners.

Even though, the greatest philosophers use the word language learning and language acquisition reciprocally, literally, these words are distinct or dissimilar. Language learning means official learning of a language in the

classroom. On the contrary, language acquisition means acquiring the language with a little or no official learning.

In a programmed Instruction, subject matters are progressively monitored and classified in an order of controlled step. Since, the small unit of information is used as a study material and followed by frequent tests. Second language skills can be acquired without any hurdle. Various types of digital devices and technological tools can be used for improving and acquiring master skills of English language. Language acquisition is a process through which people acquire the ability to see and understand. Acquisition of second language is possible only after language skills are developed by a child. Target language is called a second language, and the innate language is known as L1.

II. LANGUAGE

The word 'language' is originated from a Latin word 'lingua' that means 'tongue'. This is one of the significant qualities of human beings. In fact, it is a conventional order of word of mouth, imaginative expression and emotional release are included in the functions of language. It is an interpretation of concept by using individual sound units of speech integrated into words. It has excessively hard design. One can easily comprehend how far it is complex while learning it as a second language. It is a system that made up of the advancement, obtaining the process of keeping, and complex system of communication is used. Through this system of rules, various things can be stored in mind and used it later to make fruitful conversation. Without a language, no human society can function. Language is the flesh and blood of our culture.

Languages are mainly used for informative, directive and expressive ideas. Its main purpose is to receive and exchange information. Its second function is expressive of feelings, mental state or approach that exposes the same feelings to the reader. It is used for directive, it can be used for preventing action or to guide someone to do an action and also it can control the approach of others through warning, advice, deliberate and influence. No language is static. It is changing day by day.

Some linguists have subdivided the functions of language such as personal, interpersonal, referential, imaginative, and communicative. Personal function is used to express one's emotions, thoughts, desires, needs, attitude and so on. Interpersonal function maintains good social relationship with one another and in groups. Verbalization like praise, happiness at others' success, sympathy, enquiries about physical status, etc.

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Referential function is used to talk about objects or events in the immediate scene or environment in the civilization. The communicative functions of language cope with transferring and understanding messages. It is for communication either to give or get some facts. As language is an important aspect, all learners should have a convenience to get benefit out of it.

III. ENGLISH IS USED AS A SECOND LANGUAGE

The term 'English as a second language' is an immemorial terminology used by non-native speakers on English speaking situation. The surrounding may be without an artificial refinement, where English is used as a mother tongue. The ESL traditionally refers to students who speak languages other than English. On the other hand, it is used by the speakers with different native languages. The ESL has been taken by some as supplementary significance. On multilingual countries, it has been used as a lingua franca.

In the recent past, the term foreign language was elaborately used against \ mother tongue or native language. Nowadays the other term second language has been applied for all other non-native language studying. Both terms are used in the similar context. A second language is used as a method of communication. It is commonly used with mother tongue for social and personal purposes. The deficiency of second language training is created linguistic obstacles between the one and rest of the world which is segregated from the main stream of the society. Even though there is a lot of technological advancement and regional differentiation, language is the only a means to get information through communication and it helps the growth of other areas too.

In most of the countries, English is not the main language. The people use and teach English as a second language in schools and colleges. F.G. French says that no any language in the world can be compared with English, which is used for either speaking or writing and reading across the world.

The main problems being faced by the learners in the study of English are a repercussion of grade to which their mother tongue is different from English. For example, Native speakers of Russia may face more problems than a German because German is more closely related to English than Russia. Another problem faced by the language learners are ever producing mistakes of pronunciation, vocabulary and syntax, due to the influence of mother tongue. Nevertheless, for the beginners of language production, these transfer effects are strange. Some students are facing certain problem owing to the incoherence in rules. A noun can be used both as a noun and verb as well. English has a number of sounds and sound distinctions which are not available in other language. Without studying these sounds speaker will not get fluency and accuracy in it.

English has reached in great extend and importance and is educated everywhere in the world. In countries where English is not used as a native language, it is taught in two distinctive forms. Artistic programme for student is intended to improve language proficiency of people visiting English speaking countries. The other programmes are for students who do not intend to go to native countries but they want to understand English content with the purpose of education,

amusement or handling global trade. It has attained elite place as it is a widely spoken language in the world. It was originated from a small Island. It has grown to acquire Lingua Franca status in global trades multinational diplomacy and science. It is used as a universal language because of its vulnerability. When it is used a second language, it becomes a problem to their speakers, listeners or both. The language proficiency and the level of understanding are not a matter and the first language can change what learners believe.

There are three approaches that control second language learning. The most important distinctive features of Behaviourist approach are to make language learning greatly mechanical and create a habit formation. Cognitive Approach is the second for the compassionate and variety of specific purposes. There is an inborn talent in learners to acquire language. In other words, language acquisition is taking place not merely by practice design; cognition also has a collision on it. Constructive approach is the third one, which concerns the acquisition of language that is densely child centred. It is an exercise oriented. Language has more common characteristic than differences.

Exchanging information is a biological requirement and there is no reason for the second language to be difficult. It is hard to do in the classroom because of the unreal surroundings that might exist very often. To confront this dilemma, it should be convinced that second language also is used for communication and circumstantial instruct which is very important in second language classroom. It gives convenience to demonstrate when and where the language is used.

IV. ACQUISITION OF ENGLISH FOR COMMUNICATION

Acquisition of language is a process through which people acquire the ability to understand and speak a language. It can produce, practice words and sentences for conversation. Second language acquisition has three key factors, they are the alliance between personality, acquisition of second language and a few sociological aspects of language. How people are acquiring second language through systematic study is a rare occurrence. As Ellis (2000) indicated, second language acquisition means the way people study a language apart from native language internal or external side of classroom. The bread that second language acquisition involve not merely the informal second language learning but also the formal L2 learning.

V. VOLATILE CHARACTERISTICS OF INDIVIDUAL

Second language acquisition affects everyone. There is a difference between adults learning second language and young children acquiring first language. All second language learners have already learnt a language at least, regardless of age. The prior knowledge may be an advantage in the sense that how the languages work.



In other words, different cognitive maturity and awareness allow the learners to engage in learning second language.

VI. AGE FACTOR

In the second language learning, age is a competent aspect which bears divergent performance phases. Lightbown and Spada (2008) commended that older learners have higher level of problem resolving and metalinguistic competency than younger scholars. Nevertheless, a few matured second language learners may have variety of word choice, accept and syntactical elements. The second language speakers and mono lingual speakers might have started learning language while they were young.

VII. MOTIVATION

Motivation is the third aspect of the second language acquisition. It contains mainly two aspects. In the approach of the learners towards the second language community, the learners have to speak the second language all around of or to accomplish competent desire. They understand the necessity of the second language and hence, they are motivated for acquiring the efficiency in it.

Nina Spada and Pasty Lightbown (1993) describe motivation in two different levels. There are integrative and instrumental. Integrative motivation is based on students' affirmative approach for the language. The instrumental motivation emphasises the second language achievement through some social and economic reward. Language acquisition through instrumental motivation is more utilitarian and helps second language acquisition.

VIII. SOCIO-LINGUISTIC FACTORS

Socio-linguistic factors also perform a chief role in the acquisition of second language learning. A few substantial societal aspects control the students for acquiring second language. Similarly, the influence of gender also plays in the process of second language acquisition. It is not a steady classification and controlled by the speech and type of interactions. Socio-cultural aspects too play a main role in the second language acquisition process. Drumm (2001) "culture is an attributive of individuals, organisations, people, educational aspects are invariably mirrored in our everyday and professional conversation".

IX. PROGRAMMED INSTRUCTION

The term 'programmed instruction' means that it is a progressively monitored procedure of teaching current subject matters of thought to learners in a classified order of restrained step. Small unit of information is used or study material and followed by frequent test. Thus, the learners must complete or pass one stage before moving to the next. It is used a series of questions or statements to which learners have to respond. The responses will be in various ways such as optical mark method or solving problem so that correct answers can be shown by them. Digital devices, data processor, and additional teaching devices are applied to it.

It consists of a series of questions and tests, which guide the students to new statements depending on pattern of

errors. It is based on teaching machine and on Skinners' 'Operant conditioning' Teaching machine is mainly composed of a programme which is a system of combined teaching items taking the learners gradually through the material to be learned. In each stage, the learner must actively participate by performing the set task. Skinner stated that the learners should compose their response on their own, rather than choose it among a large range of possibilities because the response should not be recognised but recalled. In Programmed instruction, contents are divided into small pieces of information called frames. A programmed instruction text book might contain several thousand information. Learners should read a frame and answer a question about the frame.

In other words, it is a research oriented arrangement that assists students to endeavour victoriously. This investigation directed approach is done by a variance of applied psychologist and instructions, this teaching materials are used in this programmed textbook or teaching machine or data processor. The materials are presented in a reasonable and reliable series. The content is either tiny in size or better piece. Subsequently, respective steps, learners comprehension are tested and immediately the correct answer is shown. The learners at all levels generate reactions and are given instantaneous information of result. Autocratic and individualized strategy are used in the teaching method. The feedback of the learners are stringently reserved by the programmer. Faulty reactions require feedback. Teacher's physical presence is not necessary in it. Its main focal point is to fetch adorable modification in the psychological arena of the learners behaviour. The design of schooling procedure is that the chosen content is analysed and split into minor components. Each element is free and integrated in itself. The structure depends on every aspect. Reactions are again administered to the students' fresh knowledge recent behaviour. Instantaneous acceptance of accurate reaction cater reinforcement to the scholar and wrong responses of any demand feedback.

According to the nature of programmed instruction, it can be mainly divided into two. There are Liner programming and Branched programming. The first one can be used for instructing all contents. In progressive learning method, accelerating series aspects are granted. The final step is at expertise level which depends on five essential key. They are mini steps, effective reactions, instantaneous affirmation, self-oriented and student testing. The second one is generally used in mechanical fields.

It is mainly focussed on personal changes and learners' engagement. There is no limited tempo break for study and the learners can study the things on their own way and maximum learners can participate in the study process. Since it is provided immediate confirmation of the results, learners get reinforcement and encouragement to proceed further. Hence, scholars can advance expertise over the subject matter.

In addition, it enables the learners to make better the attribute of instruction in common and it helps the educator to diagnosis the problems of the scholars. By introducing the study materials in a limited portion of knowledge(frames). It shapes learning an attractive game.The scholarsare questioned by their own efficiency. Prompts can be used in this method.

X. ROLE OF PROGRAMMED INSTRUCTION IN DEVELOPING SECOND LANGUAGE SKILLS

Programmed instruction can be compared to regular classroom teaching.Learners below in performance appear to have benefitted greater from programmed instruction than from common classroom learning. The indicted results are explained depending on essential feature of the P.I. just as deign the schooling environment andcontributing instantaneousinformation of outcome in common classroom learning.

As a subject, it administers learners with different ways of assuming depending on rationale and acumen. An introductory acceptance oftheideas and advancement of process can benefits students by familiarizing them to specific subject as step by step clarification and the application of documentation. It appeals accuracy of thoughts and have needed learnersto make clear and improve on their problemresolving method.Processing has applications in nearly each and every field of language, arts. Even the greatest essential information of programming can be used for assisting learners. To become active on multi level use of digital devices in the classroom. It is the most excellent lift to higher education institutions due to academic rigor.

Archetypal manner of computing education enables any learners to understand language. At first, one must learn the basic structures of languages and how to operate them to be proficient in each and every communication that will honethe writing skills as well as the creativity of the students.

Conversation is greater substantial to dedicate short time to real listening from one to another. Real listening has developed into an extraordinary award, the endowment of time. It assists to shape or frame alliance, resolve botheration, make sure accepting, solve problem and boost accurateness. In process, active listening means less mistakes and less waste of time. It assists to advance resourcefulness, independence ofkids friendship and employment.

English speaker concerns both language and grammar as progressive and familiar.It is probably the task for almost all to learn English assecond language. Translating the speech of another person enables the learners to improve listening skills. Through programmed instruction, internet can be used for improving listening skills.The greatest advantage of the way is that the learners can choosethe matter and time they like to listen to.Use of key words or phrases helpthe learners to listen and understand the general ideas. Since language skill is a passive in the classroom, language learners attempt to generate the circumstance to accomplish the language learning.Nowadays, language has matured an appropriate device to attain knowledge.

The unification of mobile phone into self-learning helps the learners to improve their listening skills. Data processing is integrated in this process. General public has cheerfully accustomed mobile mechanization and unified them into computerized curriculum and glossary have started using popular with enormous audio and video courses. There are many dissimilar ways to educate second language. By applying computerised information and mechanical devices. The applications of mobile phone technology in instruction offer recent education intimacy and practicability in schooling.

The following are the techniques and methods to improve listening skills:

XI. MENTAL PROCESS

The process of considering whether it is positive or negative makes an immense dissimilarity in capabilities to take hold of activity or to recognize what is hearing.If it is approached with a positive state of mind, it will be helpful to understand English.

XII. CROSS-TRAINING

Cross-Trainingis the action or practice or training more than one role or skill while listening.It is helpful to use other activities to develop listening skill.Different sports that increase endurance or breathing or lug capacitycan be tried.Like this activity or practice of appealing in two or more entertainment or kinds of drill advance robustness of achievement of one's principal exercise.

XIII. DIVERSITY

Various set of information can be motivated and endeavour to listen short matter extended up to two to five minutes long can be provided. Then twenty to thirty minutes long stuff (a text or a full movie) or an hour or two can be tried.Listening with diverse range of materials like technology, science, business, health etccan be begun.

XIV. GUESS FIRST

Listenershould have cent percent confidence in what are hearing right.

XV. UNDERSTANDING BIG IDEAS

Even though, the learners are comfortable with EnglishGrammar, they fail to converse with native speakers. The fluency in speaking can be developed only through the great amount of hearing. Hearing is the primary function for speaking.Learners have to acquire English language learning that leads to speaking. Improving student's speaking abilities in the classroom has invariably been becoming a subject of discussion. In the twenty first century, distinctive new mechanization emerge for teaching speaking skills in the classroom for which technology is used as a vehicle to get access. For the process of conversation, commerce and business dealings modern mechanisation is broadly applied to learning-teaching activities and mechanical apparatus have been used for assisting learners to uplift language skills.



Technical devices like video conferencing are considered the excellent device for teaching speaking skills. This research paper intends to discuss a few modern technological devices accessible for English teacher to boost speaking skills of language learners.

XVI. CONCLUSION

Programmed instruction is a personalized and autocratic system of instruction, composed with small self-paced modularized units, where study guides direct learners through the modules. Through this programme, second language can be learned at any age, only after learning a first language. Sequential language acquisition is happened only after first language. It is challenging to learn one's native language well and acquire the skills in a second language, which need more attempt, assurance, and usual procedure. Each language has its own rules and regulation for speaking and writing the language properly. It is a researched based method of teaching, the subject matters will be graded in sequence and logical manner, according to the level of the learners. So, each element is independent and complete in itself. The programmer will help to develop frames based on each element. So, the learners can acquire the language skills through this programme according to the disposal of the learners. Programmed instruction consists of a network of statements and tests, which direct the learners to new statement depending on pattern of errors. This process will assist the learners to acquire productive and passive skills as well.

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