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Teaching language skills in the ESL classroom through programmed instruction: A glimpse

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Abstract---Though there are various methods for teaching language skills, none of them are sufficient to cater the needs of the growing learners. Realizing that communication plays an important part in encouraging the learners to use the target language. The aims and objectives of the study are to introduce appropriate teaching strategy to enhance lexical resources and enable learners to communicate effectively and judiciously in real life situation; provide intrinsically motivating technique; encourage the use of authentic language in meaningful context and develop imagination and creativity, intellectual, personal and professional abilities among the growing learners. Programmed instruction is a systematic method of teaching language skills with an authoritative and personalized technique. In which subject matters are categorized in a logical sequence of controlled steps with corresponding activities. This is functioned depended on the intellectual concepts of operant condition. It covers both TESL and TEFL as an umbrella term. Both native speakers and non-native speakers successfully train to be English language teachers. Learners work through the programmed material by themselves at their own speed and after each step test their comprehension by answering an examination question or filling a diagram. The founders of programmed instruction were aware of pressure on the educational system to provide high quality education to all people and meet the need to teach more in less time. Programmer's goal was to create instructional materials that would produce consistent results. Every input and output were defined precisely, and careful sequencing of information gradually led students toward the desired goals.

Keywords---programmed instruction, operant condition, TESL, TEFL as an umbrella term, high quality education, consistent result.

Introduction

Language is absolutely central to your learning, without which cannot make sense or understanding the subject matter of communication. Hence, this is necessary to improve language efficiency and particularly scholastic English, for the sake of realize and produce the most successful application of studiedness. Programmed Instruction is a method of presenting new subject matters to students in a graded sequence of controlled steps. Students work through the programmed material by themselves at their own speed and after each step test their comprehension by answering an examination question or filling in a diagram. Programmed instruction assist the learners in learning by doing and to provide the learners situation. So that they can learn at their own pace. Unlike the receptive skills lesson plan, in addition to understanding and interpreting the discourse, a productive skills lesson aims at helping learners produce appropriate and coherent messages either in spoken or written forms. Meanwhile, receptive skills extend help to the learner to develop the necessary skills to understand and interpret spoken or written materials and assist the learners to read and listen for a purpose. Reading aids in improving grammar and vocabulary skills while listening aids in understanding a language better. Furthermore, these skills aids in the use of productive skills meaning that all skills forms a unity when used equally, thus resulting in more smoothly and easily of learning a language.

Programmed instruction represents an effective strategy in the teaching learning process. It is highly individualized strategy which has been found to be quite useful for classroom instruction as well as self- learning or auto-instruction. It was devised to make the teaching learning process more humane by making it more effective and customized to individual differences. The rationale of programmed technology consists of self-teaching using the aid of technology. Programmed instruction may be presented by a teacher and can improve lessons and lectures. This allows students to progress at their own rate and only after they have mastered the previous concepts. It is based on behaviorism's operant conditioning principles, the theory that learning occurs when a reinforcing stimulus is presented to reward a correct response. A behaviorist theory stating that learning is change in behavior. Language skills can be studied through the programmed instruction, since it is provided the subject matters in a graded sequence of limited steps, through which learners can work on programmed material by themselves at their own way. Immediately after each stage their comprehension will be tested through an examination or task. The proposed article will be discussed the method of programmed instruction; aims and objectives; strategies for improving receptive skills and productive skills in the ESL classroom.

Teaching English in the ESL Classroom through Programmed Instruction

The English Language system has been changing in astounding way, particularly, during the whole 20th century. Possibly, more than any other subject, this attitude has been exercised in several conversion in the ESL classroom all around the world for decades. In the case of natural science, the methodology of teaching is continued the same, this is scarcely the case with English or language teaching in general. The purpose of teaching English is that learners gain possession of

various popular applications of the language and take part successfully in their life. For that purpose, it is crucial that they learn to use language to organize their idea and communication, to have to analyze and resolve issues, and to have ingress to various present and past ethnic values and develop a systematic and authoritative approach towards the problem of the world. Programmed instruction is an innovative method of teaching English through which new subject matters are presented to the learners in a categorized series of restrained pace. Learners can work. Learners can operate by way of the programmed material by themselves at their own pace, and immediately after each pace exam their understanding by make responding to an inspection inquiry. Since it is a research oriented method which assist the learners to act flourishingly. The system is directed by a divergence of practiced psychotherapist and instructors. The study matter is a type of textbooks or educating device or computer. Hence, any language can be taught through this method of teaching

Various native language speakers use English either as a second language or foreign language. For people those who are learning English, language teaching is known as in different terms like English as a second language(ESL), English as an additional language(EAL) or English for Speakers of other language(ESOL). The different aspects in which 'ESL' to ass teaching English is referred as a Foreign Language (TEFL) or as second language, or English for speakers of other language (ESOL). Methodologically, 'TEFL' speak about English language Teaching in a region where English is not the official language but by 'TESL', means Teaching English to non-native English speakers in a English speaking country. But 'TESOL' housing both (TEFL and TESL). In practical sense, even so, each of these words are liked to be used by and large across the globe. Each of these terms is used according to the location. The term 'TEFL' is broadly used in the United Kingdom but TESL and TESOL are used in Asia and United State respectively. The development of 'TESOL' profession was achieved desired goal, such as moving from to process adapted teaching and from inflexible syllabus to flexible one.

But most often, the application of these different words are created uncertainty concerning instruction choices both for expected learners and employers. Mainly because, English language educators do not get international standard for the training of English. Hence, it is predominant to gaze far off authentic training programme. Short term certificate course has no affiliation with any university because they will normally not furnish / dispense enough practice for a profession. If anyone wants to work for in higher education sector he / she should achieve university acknowledge certificate or degree programme. Most of the countries have their own language training programme for preparing their learners and ELL endorsement. Second language which is not generally a native language in a country instead it is used as a medium of communication. Normally, it is used along with native language for social and personal purposes. Also, it has official status or an accepted use within a country that a foreign language has not.

General Concept of English Language Learning and Teaching

The learner of a second language has some particular issues. At first, second language learning is an artificial process. It is totally different from the natural process of learning, through which a child learns its mother tongue. Naturally, she will have certain desires, in order to get it done he has to express them in speech. And more he / she will be continually surrounded by the mother tongue and he has not any material issues for learning the language, he can learn the language from different people with whom he comes in contact that is, everything is able to see around and helps in educating the language. There is no restriction or time limit, the learner can learn all the time and not for a limited time. This environment cannot be duplicated while teaching second language. Besides this, in so far as he has to do many things that he can't learn the language like an infant. More than that learning second language is a painful process and it needs a lot of time and practice. To do so, we should begin the study of language with oral work. Thus the learner soon will have a sense of achievement and the language will become factual and relevant for the learners.

Strategies for Teaching second Language Skills

Relevance of Motivation

A child has a great motivation to learn his mother tongue mainly because the mastery over the language assists him /her to meet the demands and wish and to share his ideas/ notion/ concepts with others. Stimulation assists the learners for learning the language. In the second language teaching too, we should try to prompt the learners. Through this best can be done in the classroom by governing the learners from one victorious/ triumphed stage to another, from one moderate attainment to another. It should be understood that the hope of triumph leading to motivation at the same time, scare of miscarriage/ defend governing to contrasting effect. As long as the triumph is the main aspect of stimulation, we should prepare our subject matter in a miniature and unchallenging pace/ stride

Highest Vulnerability

While learning mother tongue, a person is exposed to it all along the day. Likewise in educating the second language, we should dedicate it as much as viable to the time available. And we should make sensible use of learner's mother tongue in the classroom. So that maximum time can be used for exposing the learner to the target language.

Studying by simulation rather than rest rules.

A child learns his first language by stimulation on behalf of grammatical rules. The learners should be made to learn the second language too in this way.

Circumstantial Teaching

As long as studying first language, the learner connects specific vocalized symbols with the objects for which they stand. Thus, he can shape the idea and grasp the

circumstances and studying the first language vocabulary at the same time. By this means that while teaching new terms and structure in the second language, we should teach the second language too in the suitable circumstances and environment. In the language classroom communication should be encouraged because there will be different kinds of sentence patterns in various context of speaking

Custom development and in depth exercise

For learning language is basically a habit making procedure, learner has to acquire a new habit during this time. But when a learner is studying second language, the sounds of the new language are dissimilar from those of the first language, hence the learner has to keep away the habit of parent language and has to develop an innovative stand of practice. For the sake of achieving this purpose the learner has to do enough exercise and training. In reality, continuous and precise application is the foundation of custom development. Since it is a competency discipline not a content of knowledge, such as distinctive competence as painting, and dancing are needed enough exercise in language learning. The thing is in most classroom learners, do not get enough practice in language learning. In consequence, even though they may have read English for several years, they are not able to grasp the fundamentals of the language. It is the main duty of a teacher to extend assistance to the learners to acquire the sounds and forms of the language. The learner should set up the patterns as habits through design exercise. The concerned educator should often recollect the values of duplication at proper intermission of time for the support. Generally learners are likely to obliterate things. It is predominant that information is revised occasionally.

Minimize the use of Mother Tongue

The learners ought to be exhibited their time maximum for learning new language in the class room. The use of first language should be lessened. It can be used in necessary occasion.

Importance of verbal practice in language teaching

Verbal practice has a significance role in language learning, which is progressively acknowledged across the globe. Hence in teaching English as a second language listening and speaking come first and reading and writing are second. If a person has the ability to good command over in English, which will be an incentive for him for further progress, then only the language will become real and meaningful. More than that, it assists of reading and writing at the same time. If the spoken language is known to child, he has to learn written symbols for practice reading and learn speaking for writing. As language itself is a formation. Learners should be taught rudimentary sentences and categorize design. Exercise alone enable the learners to obtain the custom of speaking the language

Selection and gradation of language substance

The basic principles of language teaching is that we should get going from easy to strenuous and from greater or extra functional to smaller practical. Approximately, language substance should be made of real choice and evaluation.

Natural order of Learning

It is familiar and well-known to everybody that the general sequence of studying a language is listening, speaking reading and writing. The child listens to sound first, then produce them himself. Consequently, reading and writing. Besides, while teaching second language, enough practice should be given to the learner in listening and speaking the language prior to educate the learners how to read it. Writing comes last of all. At the same time due weightage should be given to all aspect of language. (LSRW).Any skill of language should not be abandoned or too much highlight.

Keeping attentiveness

The teachers those who teach English language should continue absorption amid the learners to study the language. This is to be done through live lessons and by making a purpose oriented one. By using audio-visual device, attentiveness can be developed among the learners in certain ways. Such as post cards, pictures, graph, tape-machine etc. participation of learners in different tasks to generate instruction environment, entertainment in teaching, various methods of teaching. Different experiences make life enjoyable or interesting (variety is the spice of life) but it is demanded to make English lesson interesting and catch the awareness of the learners too. Preferably, there should be the situation for developing passive skills and productive skills.(speaking and writing) exercises in each and every lesson. The activity of the learners should be interesting and comfortable for them. The important thing is that the subject matter of the session should be made interesting. The learners can obtain delight from their study, instead feel or perceive weariness. In that case the learners will not scare and will at ease in the classroom. Such learners should be provided a perception of attainment. The language should be taught as such used by the native speakers.

Approaches in English

Though there are number of approaches for teaching English language, actually, they are not enough to meet the necessity of growing student's population. Some of the traditional approaches are discussed here under. Grammar Translation Method, Direct Approach, Reading Approach, Audio-lingual Approach, Communicative Approach, The Silent Way, Community language learning, and Functional Approach. Grammar Translation Method is one of the foreign language instruction procedure originated from the classical technique of instructing Greek and Latin teaching method. In it learners learn grammatical rules by translating target language into native language and vice versa. Outstanding learners may be able to translate the whole text. This method is used with the purpose of two important goals; to help learners to read and translate literature in the source language, and to assist learner's intellectual development. Actually, it was

originated from the practice of teaching Latin. In the beginning of 16th century, learners started learning Latin for communication. By using this approach, teachers had started teaching other foreign language too in the 19th century. Started teaching other foreign language too in the 19th century translation based approach had been used for teaching Latin.

Direct approach of teaching which is sometimes called the natural method, is often used for teaching second language or a foreign language. That is to say, refrains from using the learner's mother-tongue and uses only the target language. That is, it's main concepts are, learner's ought to be taught in the source language. Any kind of transfer should not be permitted. Grammar should not be educated rationally, verbal and listening skills are the chief focus of direction..It makes the learning of English interesting and lively by setting up a direct relationship between a word and it's meaning. It is a task oriented method assisting the progress of awareness and involvement of the learners. Reading method help learners to improve their knowledge and obtain something new because they are bidding to read more. Since it is an active skill, reading becomes important in which comprises, reasoning, speculation, and forecasting etc a communicative function. It assumes that a person learns to read best when reading begins with natural and meaningful test.

Audio-lingual method is one of the popular system used for teaching second languages.It is functioned depend on language direction, and frequently, within the surrounding of the language.It means that accurate method of a sentence would present by the teacher and the learners would have to repeat it. This approach is called the Army method, and was the first to be depended on linguistic theory of behavioural psychology. In 1950s, it was broadly used for language teaching, and the stress or significance was not the comprehension of expression, but instead attainment of composition and design in common day today conversation. These designs are repeatedly elicited and examined upto the reactions provided by the learners in the second language are mechanized

The communicative approach is depended on the suggestion that le arning a language happens through proper communication and when learners are engaged in actual communication, their common plan of action for language accession or achievement will be applied, and this will permit them to learn to employ the language. The important specialities of this approach are meaning is outstanding. Conversations everywhere for communicative function and are not naturally remembered contextualization is a fundamental assumption. By language larning means, learning to speak, and fruitful conversation is looked for and practicing is happened, but superficially successful conversation in the objective language is the main target of communicative approach. The speech is designed to motivate students to communicate. Any kinds of activities can be included in communicative activities that stimulate and need a learner to talk or articulate with and listen to other learners, besides with people in the programme and society

The Silent way is the another method of teaching language planned by Caleb Ganttegno. It is depended on the assumption or hypothesis that the educator should be silent as much as feasible in the lecture room, but the student should

be motivated to create as much language as possible. The common goal of the Silent way is to assist the beginners to achieve the primary eloquence in the objective language. The ultimate goal of this approach is to make near native language proficiency among the growing student population. The functional approach to teaching language is treated to be a system which is supposed to allow methodology, which is supposed to allow the learner to function effectively, and is based on teaching content, that is designated as the user's needs. It is distinguished as practical differ in emphasizing and explanation but share the following attribute in public. Mainly, it is focused on the application of language in actual circumstances (execution) besides importance knowledge (competence). No acute difference is made between the two study of second language acquisition starts with the supposition that communication is the intention of language; and that evolution of linguistic knowledge requires communicative use. It is treated to be second model or standard of psychology. This approach's focal point is on the purpose of the intellectual process involving conscious. In fact, this concept was a different perspective, to behaviorism, which was the first model psychology..

Necessity for a new Method

Most often grow weary of inspecting the same traditional method of teaching practice. Teachers, always served up the same menu, recollecting verbs, answering questions, conducting exam, asking questions etc. But the University of Social Network and the hyperspace as exclusive have uttered the way people learns language for the superior. It is essential to address the requires and desires of today's learner. As long as traditional system such as the direct and audio-lingual methods provides practical components they are plainly out of fashion in the contemporary classroom. The communicative approach, which was a trend in the late 190's is even now, extensively investigated as the newest development in contemporary language teaching. Most 'TESOL' and 'TEFL' programme yet alive or existent and promise by it.

Anyhow, it has enhanced with clear conspicuous that requires of contemporary learners have dominated tutors and book published best methods. Conventional syllabus design and class planning rotated around the subject matter treated functional for learners. By this meant learners were to learn the grammar and lexicon that teachers thought learners needed to know. But the student outcome was nominal to say the least. Due to the speedy proliferation process, it requires to proficient second language is increasing dramatically. English which is most commonly used language for conversation; politics, technological, and ethnic purposes around the world. Therefore, is being expert in English language is looked for energetically more than at any time. As a consequence, the international world demands teachers who are supported or reinforced to react to numerous various circumstantial existence and key notion in language teaching training programme are elasticity flexibleness and circumstantial realization.

The advocates of post-method era (Akbari, 2007) declare that the era of method has been over and displace by a post method era in which language teacher should not be instructed in the concept and methods of all out different system but on another system. Nevertheless in language teacher education programme, it is required to make future teachers conscious of the fact that post method

argument does not play a significant role in methodological perspective. Correspondingly, it is asserted that the concept and theories related to them is an indispensable source of knowledge. That would make language teachers purpose aware of their beliefs. Most often language teachers are worried about the best method of language instruction in the learning, teaching process. As a consequence, the language teaching oscillator is moving from technique to post-method era. But post method of teaching is not a new language perspective, instead. It is a supposition go after language teaching practice or custom

Genesis of Programmed Instruction Movement

In the first half of the twentieth century, American Psychological research and theory are disposed the view of attitude. The legislation of pastness, the law of consequence, and the jurisprudence of training were the centre of discussion for decades. In 1920s Sidney Pressey a psychology professor, invented a mechanical device depended on typewriter drum. As he investigated the tool could furnish law over exercise and operate application, teaching as well as assessing. Regrettably, in spite of the fact that prissy pursue to evolve self-teaching tools. Like teaching machine, there came into existence by 1950s. It is a technique whereby the learner uses specially prepared books or equipment to learn without a teacher. Skinner's invention of programmed Instruction

Skinner started to apply the principle of Operant Conditioning in the academic task by using personal experience. Having examined the insufficiency of conventional direction on the brains of group. Skinner started to enlarge a mechanical device that was able to get the better of progress in the programmed instruction. The instruction used by teaching machine came to be known as programmed instruction. This innovative way of technology evolved into admired/ well liked subject of educational research and development by the belated 1950s. Continuously, programmed Instruction lessons could be published in book format with miniature instructional portion/ section named frames .Come after by interrogation with answer.

Programmed Instruction in Formal Education

Programmed instruction was first introduced in the formal education colleges by Skinner in the late 1950s. The experiment started in school by teaching spelling to 2nd and 3rd grade in 1957 educating mathematics in High Schools by 1959. (Saettler, 1990, P.297). Continually, extensive level of school implementation programme was started by 1960s, though the subject matter was effective, Programmed Instruction could not make essential changes on the efficiency or effectiveness of teaching without restructuring of classroom routines and school operation.

Endeavor for Programmed Instruction efficacy

One of the main principles of programmed Instruction was the learners should practice mainly correct responses, hence they could confront recurring augmentation. In order to convince this method, each programme was to tested and revised throughout the progress. (Harris, P.142) . In 1990s, this system was

largely welcomed as the excellent guideline of efficacy. One of the outcome of this application was to encourage the blooming of an organized / methodical system of scheming, assessing and rewriting programmed materials, a predecessor to belatedly educational plan replica. Another outcome of this system was to encourage practical data-based attitude towards direction considering every evolution of programmed instruction project was alike to a supervised investigation. Incidentally, despite the personal hypothesis making up programmed instruction, which did not prove to be robust, investigation differentiate programmed instruction from conventional instruction. Likely to manifest programmed instruction as higher level. Mainly because, programmed instruction had several advantages over so called traditional instruction. Number of educational investigation has received plenty of time and effort in its preparation and delivery. Secondly, users are always captivated to the originality of any new approach. Eventually, programmed instruction system was provided more hour. Tempo and observation. They had outlined /prepared through a rigorously thought out and a systematic process. Obviously, it was recognized as the design process, one of the inevitable part of programmed instruction make this technique as powerful than any other method (Markle, 1967)

In the field of audio-visual communication, programmed instruction had become an essential factor. By the late 1950s, and early 1960s, the audio-visual communication started relishing the growth. Continuously, Douglas Ellson, an American psychologist, who had a life-long consuming interest in improving the teaching-learning process. He conducted a close study about programmed instruction and detected its weakness. By 1960, developed a new approach. Programmed tutoring puts the learner together with a tutor who has been trained to follow a structured pattern for guiding the tutee. By early, 1990s, programmed tutoring achieved its credibility.

Programmed instruction is a research based method of educating language which was designed in order to make teaching, learning process more humane by making it more fruitful and custom-made. In other words, it is an autocratic and individualized strategy. Its chief focal point is to beget or create advantageous development in the intellectual realm of the learner's character. It got historical support only after the publication of the science of learning and art of teaching by B.F Skinner in 1954. It is an extremely personalized educational method for the mutation of attitude. Besides teaching purpose, it can also be used as a strategy of response design for developing teaching efficiency. Through this technique, new subject-matters are presented to the learners through a graded sequence of controlled steps with corresponding activities. So, any language can be learned through this system without any difficulty

Programmed Instruction is a progressively monitored step by step teaching method, using divided units of information or learning material and frequent testing. Hence, the learner must complete or pass one stage before moving on to the next. It is also known as programmed learning or A systematic technique of instructing in which the knowledge facts are to be studied is performed to separate section. Accurate reaction or feedback to every section is needed ahead of the learner move along to the succeeding section. The main objectives of programmed instruction are to assist the learners to learn by doing and to

dispense the ambiance to learner at his own pace to study in the absence of an educator; and helps to available the content in a restricted mode and in rationally connected pace. The purpose of this method is to direct learning under restricted conditions and it helps to encourage learning at the learners' pace. Learners can work through the programmed instruction at their own speed. After each step their comprehension will be tested by make answering each examination questions. Moreover , it provides quicker response.

Principles behind the programmed instruction are assumption of small step, energetic reaction, and instantaneous endorsement, self-pacing principle and assessing learner's level or status. The main features of this programme are individualized instruction which is given to the learners from time time; subject matters are logically sequenced in a small steps called frames from simple to complex; due consideration is provided to the initial or entering behavior of the learners. According to the principle of this method, immediately after each step feedback will be collected. Participants or learners are actively involved in each step of evaluation and it is a self directed learning techniques. In the learning process, it is directed the interaction between the learner and learning material and suggests self-pacing to the learners. Primarily, as reported by the convenient of the learners, the subject matter is divided into small pieces and provided to the learners. It assist the learners to come up with quicker response. This method furnish the opportunity for correcting right answer is confirmed immediately or rectifying (of wrong reply provided by the students (self-correcting features). The subject and the order of frames are subjected to actual endeavor by learners and are corrected on the support data assembled or congregated by the programmer. That is, demonstrative and characteristic features are applied through this method. Hence, each learners will get the chance to progress at their on way without any fear to any disgrace / dishonor in diverse classroom. The hypothesis regarding the learner is plainly expressed in the programmed learning substance. The aims of programmed instructions are explained precisely and in functional words. Thus the final behavior is made observable and quantifiable. The interchange between the learner and the programme is highlighted or stressed in the programmed learning. As per this system uninterrupted assessment is practicable by documenting the learner's reaction. This method furnish enough circumstances for language teaching the students to differentiate between a range of likelihood and lessen generalization.

Through this system, the student begins from primary behavior to the final behavior ensuing a direct line. Generally, the learners get going from one setting or frame to the succeeding just before he fulfill the programme. The learner will get chance to respond openly. Hence their real reactions can be recompensed or remunerated and wrong reactions can be rectified about whether or not their reaction is corrected. (feedback). The concept of small step which enable the student can go ahead from little information to mastery over the subject. As per the confirmation principle, this type of encouragement to act on the programme or to learn, in it a learner need not to delay for a long time to go forward to the next level. The concept of auto-paced, assist the student to work on each step as gradually or quickly as he prefer.

Programmed instruction which is totally different from other traditional methods of language teaching. Mainly because, it highlight is on personal dissimilarity and learner's participation. Since it is a system of instructing dictatorial and personalized technic. It's chief focal-point is to advantageous attraction in the intellectual realm or state of the student's behavior. The reactions of the learner are rigidly restrained by the programmer. Susan Markle opinions that it is a system of outline a duplicatable order of educational occurrence to construct a quantifiable and agreeing effect on behavior of each and every acceptable learner. The emergence of contemporary programmed direction is form the learning psychology and not from technology. It is functioned based on operant conditioning, theory of learning, teaching according to the situation. It is an extremely personalized teaching technique for the conversion of behavior. Moreover , it can also be used as a device of feedback for strengthening teaching competency. Under this system of teaching the learner is energetic and get going at his own outcome..

Teaching Language skills through Programmed Instruction

Programmed instruction, nevertheless, combine the two features, strategies and subject matters into one united procedure and evolve into competent of obtaining the language perhaps further successfully. This integrated dispensing of the learning teaching done otherwise has demonstrated in the class added superiority. For the great number of people in a current changing it more appropriate to flourish in an advanced language is a changing difficult procedure. These continuous activities often may be bring about suffering and anger, the learner. Can learn a new language adequately. Sufficient language support is required to study English as their second language and experience too. That is to say, in order to acquire language competency, skills are to be practiced by the learners. For this purpose, digital apparatus and different types of study materials can be used for presenting the subject matter.

At first, language teachers should give a language rich ambiance, learners to engage continuously in language related activities. Learners are to be spoken with each other. Therefore, studying by the way of conversation can be taken place. Language ambiance can be attained via artificial intelligence helped programmed instruction. Moreover, it can be used as tool to upgrade oral communication, and various in collaborative options are also there. Anyway, programmed instruction, blended the two features, technique and material together into one collective procedure and come to be proficient of obtaining the language possibly further successfully. This combined demonstration of the instruction done otherwise has revealed more benefits. A new language make it more appropriate for the large number of people is a very difficult procedure. Also, these continuous activities sometimes possibly bring about suffering and irritation. The learner who learning a new language, sufficient language support is required to study English as his second language. Such as language ambiance, proper study material, an educator who should expert in the same. That is to say, language competency are to be practiced by the learners. Digital devices and social media, other publications etc can be used along with books

In other words, constant practice is necessary for learning a new language. Educators should give a language rich environment, in which learners have to engage in the language learning activities. Learners has to involve in the interactive activity with each other and one another. When that happens, learning language skills can be occurred through communication. Computer assisted programmed instruction can provide such a language environment.. More than that, it can act as a device to enrich oral communication and various interactive opportunities too. For instance, a learner can be read a story in a genuine sounds, effect and rhythem through computer assisted devices.

Listening Skills through programmed instruction

This portion discusses the programmed instruction methodology for teaching second language listening. The approach is eevaluated and new trend is described. Issues directly relating to methodology are then explored. The following part furnish a current overview of second language listening, studies that have relevance to the learners and conclusion suggest some future trends. By 1960s onwards listening was recognized as a skill to be practiced in its own right, an improvement supported by the increasing availability of tape and latter cassette recordings started to use. Naturally, an experienced teacher teaching listening lesson by using the methods such as pre-listening, extensive listening, pre-setquestion or task, intensive listening, language of the recording and final play.

In the changed situation of modern world ,the procedure for communicating the idea is more significant than earlier. However, it can be seen that very restricted time is used for real listening to every body. But real listening is not occurred always. Fruitful and effective listening skills have three modes. Active listening, responsive listening and attentive listening will assist the learners to enhance their listening precision and lessen the chance for misinterpretation. Why effective listening is important? Mainly the course of action and reply to those left over is depended upon the level of comprehension of the information which have been delivered to us . In the actual world, misapprehension, the term can be priced at time, credibility, cash and even relationship. Instead contrarily,precisely colleted communication generate consolation,trust or conviction and respect in the minds of those left over from companions to coworkers to customers.

Attentive Listening

Listening the things in an attentive manner will help the listener to focalize on addresser and be attentive to avoid diversion, alike environment noise, improverished delivery skills, since they are calm,permit the addresser complete their notion without interference, that is active listening is crucial or necessary for fruitful conversation.

Listening with response

Listening with response exhibit / reveal to the addresser that they are paying attention and comprehending and what is being spoken, that inspires the addresser to carry on with. Inspiring reactions may include both non-verbal and

verbal signal, such as . Such as smiling, appropriate facial expression, Good eye contact, yes , really, I see and minimizing distraction

Effective Listening

Active listening is one of the greatest listening skill, mainly because, it combines the skills of listening and responding without invalidating the speaker's comments, giving the speaker personal opinions and advice. In it the listeners can monitors the message of communication at both the gratified and emotional level.

Communicative skills

The skills for communication will permit you to group and be comprehend by everyone else. It is the ability to employ as providing and accepting various types of data. It also assist to recognize the dissimilarities in how to meet up by the way of direct interchange. Communication over the phone and electronic communication such as email and social platform

Enriching communicative skills

Communicative skills can be enriched through experience and practice. Programmed instruction method can play an important role for enriching communicative skills. Commence the practice by identifying your competency one by one by applying programmed instruction principles make friendship, and ask them for constructive criticism. Though it will be hard to get to know how you are appraised as a conversationalist. In order to get an objective judgement , query with your trustworthy friend for their sincere response, which will help you to identify what to focus .Improving communication should make it a habit and develop it gradually. Attend communication skills workshops or seminar. Instruct, role play, written assignments and open discussion/ At the same , seeking opportunities for communication. This will improve your existing skills and help you to practice new ones.

Practice phrases and chunks

Through the system of programmed learning, phrases and chunks can be studied with an easy manner. Words such as a pints of beer, a glass of wine, a cup of tea, a pot of coffee etc . Lexical resources can be acquired computer assisted programmed instruction.

Do the practice with music and movies

Pay attention to sound and melody is one of the suitable technique for learning conjugation of pronunciation. Adoring and Shouting melody may also help you consider, lexicon and phrasing and it will assist you to learn to pronounce English accents sound more naturally. Besides, accidentally copying the songster, you can study to articulate phrase the verbalizer do.

Talking to yourself

Through the principles of programmed instruction activities one can premeditate loudly or describing the activities. So, one can learn language at his own pace. By talking to yourself, you can get involved into more articulation, by explaining your logic into conversational words. By the development of science and technology, there in the society has been happened a great change and considerable impact on the teaching of listening. In the years to come, one can think of more variety in the recorded material used in the classroom, given the large range of video and audio recordings now available via internet. Also, digitally encoded sound files can be transferred to computer means that teachers now have the option of producing customized listening material using clips, speech samples or longer passages. A movement from audio to video materials seems inevitable. This will enable tests of academic listening will feel the end to reflect the multi-modal nature of modern lecture.

Improving Speaking Skills by way of Programmed Instruction

Speech can be explained as an individual vocalized conversation employing a language. Every language uses intonated combination of vowel and consonant sounds that shape the sounds of its expression. In other words, the expression of or the ability to express thought and feelings by articulate sounds. In other words or sense, it is an exercise of making vowel concept. That is to say, by speaking means to discourse or expression of one's thought or emotion in spoken language. To speak frequently, indicate that carry knowledge and perhaps it may be an informal comments or say to academic or educational demonstration to an official address. Speaking competency give us the ability to communicate in a fruitful way. The efficiency to talk permit the speaker to carry his ideas, in an intense, contemplative and informative way. It also assist the listeners to understand the same without any doubt. In fact, there are three types of speaking situation in which we can see ourselves, interactive, partially interactive and non-interactive. Interactive situation require direct discussion and telephone conversation, in which listening and speaking are occurred. At the same time, a few speaking circumstances are relatively or moderately interactive. In partial, when a talk giving to a live audience or spectators, the spectators does not interrupt the articulation. But few speaking situation are completely not reciprocal. In particular, when recording a speech for a radio broad cast. From the above mentioned condition, it is understood that speaking is every time a headache for almost all people. Though spaking fear is a common, research manifest that the ability to speak can be increased by revamping speaking competency through the systematic way of programmed instruction.

Excellent speakers have the efficiency to examine and imbibe the things in a fast and effective manner. At first, the following things should be kept in mind, that is become active listener which Sense that listening carefully and give full attention to the words, tone, emotion and logic behind what the others are saying. Second one is to become a quick organizer of thoughts. One can divide the issue or ideas into past, present, future. Thirdly, shape the speech in your brain. The fundamental shape of any speech involves body conclusion. It is very effective in deleivering speeches and particularly for speaking situation as casual

conversation at the time of conventions. It is important to think before speaking in order to add value subject to pass on our thought, concept and emotions. That is to say, we can connect lives through works and we can link lives through talking. Some speaking competencies are to be developed and exercised. If you want to know more, you will get better. Firstly, intercommunicate the subject of your speech and investigate it. If you need it, put down all the necessary things you desire to make and subsequently arrange them into a sketch. Make use of speaking as much as you can. Any exercise is good, if you speak to someone who is native English speaker or not. It is significant to construct your belief. If possible, use simple English sentence structure that you know is correct. Do experiment with the familiar English, apply words and phrases related with new circumstances, respond with people according to their talk, speak in a moderate speed. It is significant to use an ordinary rhythm when we talk in English, instead, if you speak English in a very fast manner, people will not be able to understand your talk. Talk with relax and remember to become less hesitate and more confident. It not like a written text that the listener cannot reread it again. In order to keep listener's attention, speech need to be a planned one. While speaking, it should be considered that hearing man should become happy instead of speaking man.

Techniques to improve speaking skills

While you are making talk or listen to someone, it is significant to make eye contact. Visual can assist you in a demonstration. Transitional phrases and useful expression should be included in the conversation. Use appropriate gesture while you are making talk with others. That is to say, study the body language according to the situation and context, when communication is done, don't have to speak perfectly. No need to show that you are nervous. Another strategy to improve speaking skill is to be yourself. Let your personality to bring out through talking. In that case, people can enjoy your speaking with you, because of they will get to know, who you are, instead the language you speak. Just like writing, use simple way to impress people with your extensive vocabulary. Employ words and expression that you are familiar and confident to use them. Make pause and pace between talking. Another technique to improve speaking skills are practice pronunciation. Another important aspects to maintain the flow of talk is to keep natural rhythm in conversation. Native people are not giving importance to word stress, but people those who are learnt English as their additional, language, should pay attention to listen to English frequently. In order to be able to use ordinary word stress. Such as small talk can be conducted to break the ice. Reporting the events through oral method will enable to enrich speaking skills. Talking over the phone will assist to improve both listening and speaking as well. Telling jokes will be an interesting activities to develop speaking and listening. Talk to your-self is a kind of strategy to develop language efficiency and finally by conducting travel language efficiency can be developed.

Reading comprehension over programmed instruction

Since, programmed instruction system presents new subject matters to learners in graded sequence of controlled step with corresponding activities. Reading competency can be developed by applying different strategies of applied science,

computer assisted programmed instruction can be used for improving digital level of reading. Another advantage of using electronic devices for reading, it can give immediate response to the reading outcome. Also these can be supported extra proceedings when it is essential. As per a case and transport(1999) learners have to enrich their lexical resources, correctness, flow of language and the level of understanding.

By way of this system the subject matter is dispensed in a rational and tested sequence. To text, subject matters are divided into miniature section or great. After every pace the query is provided to learners, to exam their comprehension. Subsequently, suitable reply is revealed at once. By this mean, the learner is at all stages creates a response is habitualized immediate knowledge of conclusion. There was given considerable prominence on instruction. One of the important system is the use of film, as class instruction techniques, firstly, the size of film was considerable at confer survey of a place exercise or a request. Programmed learning is a stimulation of ruling, this method, comprehensive sense, that study subject and method too is a complete disposition. The aims of the programme are atated in order which are directed and can be exchanged in it, a pretest is conducted or the main point of view is announced, a post-test is provided. The material element have been assessed and rectified as stated by the growing procedure. The substances are congregated to pre-established or pre-planned design. The material thing is organized in an appropriate step. Anyway, the learner has to behave gravely to authentic response arrangement are to be created. The study method is appropriate for the content and the learner. The topic is planned to be mastered at this learner's own. Pace or conferred on presence that complements the learner. The application of progress trial was typical studying. The detachment of the distinguishing plan into small segment is the attribute of programmed learning. Its primary focal point is to bring advisable change in the intellectual state of the student's behavior. The reactions of the learners are precisely managed or administered by the programmer. Apart from global or universal motive, it can also be used as a mechanism of feedback device for revamping or upgrading learning capability under this method of direction. The learner is energetic go in advance at his outcome. Nevertheless, bodily appearance of the tutor is not crucial in this method. Important principle of programmed instruction are small step, energetic reaction, instantaneous corroboration, self-learning and learner testing which are supportive to evolve or flourish language competencies.

Writing skills through programmed instruction

Like any other language skills, writing skills too, can be learned through constant practice, especially, through the method of programmed system. Writing skills help you disseminate information throughout the workplace in an informative and clear manner. By improving the writing style, can become an efficient communicator in the career life. The writing skills include all the knowledge and abilities related to expressing through the written word. It is a sound understanding of language through grammar, spelling and punctuation. People with excellent writing skills can tailor their tone and word choice to different situations and people. In order to improve writing skills you have to take a lot of practice. The key things to remember is to give more thought to structure

and writing style. Such as taking time to suppose before you are writing spending more time to the planning stage in the writing process will help you build a consolidated arrangement. Definitely, a plan can give you a clear mental picture of the purpose of writing. That is to say, plan for writing. Will help to break down a large message into simpler, achievable steps.

Do the research work for preparing reports and official documents require through evidence and investigation. All the necessary information should be compiled before writing. Being knowledgeable about the subject will reflect positively. Preparing an outline can help to organize thoughts and feelings and divide the complex messages into small piece of information. Brainstorming or create a linear will ensure that have covered all the important information. Writing style can take on different forms depending on who are writing. That is, when writing, need to put in readers shoes. Also, short and concise sentences hold the attention of your reader. While writing need to scrutinize every word and phrase and put them simply and naturally. Creative writing is always fun and exciting; however, it is not appropriate for every occasion. There are always some words we use a lot in our writing but they do little to enhance our point. Delete words or phrases that sound repetitive or too wordy. Improve word choice, adverbs words that end in ly can often be replaced with more concise adjectives. Use simple vocabulary. Often there is an assumption that rich vocabulary makes a better writer. Powerful communicators select words that are appropriate for the audience and avoid contraction

Conclusion

Programmed instruction movement, indeed was born as an innovative method different from traditional system for teaching. Mainly, it was focused to make free both learners and teachers as well from the traditional methods of teaching. The reformers who gave importance to extend freedom and respect by giving learners more custom-made instruction, observation. Individual attention. The developed system was manageable to targeted examination for assessing, and changing. Programmed learning representing one of the effective revolution in learning teaching process. This system was innated as an absolute restoration of the conventional method for instructing language. It is intended to make free learners and teachers from the problem of the traditional structure method. The reformist who accompanied were likewise inspired or stimulated to enlarge individual liberty and respect by providing students more custom made progrmmae of teaching in a humane, paying attention to context with alternative way. The chief stress is on personalized dissimilarity and learner's participation. There is no steady time intermission for learning, learners can study at their own pace.

The thing is learning by doing maximum teaching is follow. The ed to participate learner's in the learning process. Hence, learners are disclosed to only accurate reactions. For that reason, the poosibilities to carry out mistakes is lessen. Instantaneous corroboration of the result gives encouragement to students and assist the learners to go ahead farther. So that learner is able to develop mastery over the content. Thus, programmed instruction has revolutionized theory of practice for teaching for the last decades. In the changed situation of modern world it is rich and potential. Also, it is expected that programming skills may be

become a part of every teacher's methodology, and is also possible for that at the back born of tomorrow's instructing text book. The main advantage of this system is that any language can be taught through this research based method of programmed instruction.

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