

Instruction Tools Recommended for Second Language Acquisition for Learners with SEN

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Abstract: The second language teaching methods applied with categorization strategies, cognitive styles, and behavioral skills are aimed at providing widespread vistas of the language learning domain. Thereupon the skills have got more scope in acquiring the second language (L2) amongst children with SEN. This proposed research paper sheds light on the relationship between cognitive styles (Field dependence- Field independence and certain language learning). The learning disabilities of learners need to be addressed at the early stage with an intervention plan which in turn promotes cognitive growth, hence the modified instruction materials and the categorization styles should be kept in mind at the time of selecting teaching strategies while developing educational curriculum which would help in setting targets and fixing time frame to achieve them. In addition to this blended teaching which is inclusive of teacher-guided, assignment based, use of behavioral perspectives, can be engaged meaningfully with an intervention of a tool called 'mastery learning' tool which can facilitate assessment driven, evidence based teaching and learning with deeper learning at own pace. The research attempts to define the challenges faced by instructors and suggests ways and means to improve teaching of English. The novel ways focus on students learnability and allow students to explore new vistas of education.

Keywords: ELT Blended Teaching, Cognitive, Behavioral Studies, Assignment Tools, Categorization Strategies

1. Introduction

English has become the language of Indians largely moreover, the language has served Indians in several ways. It has taught us to love, embrace the nuances of learning at various aspects, to love freedom and democratic ways of life. It has knit people together into a single community.

Pandit Jawaharlal Nehru rightly said, "English is our major window on the modern world". One cannot deny the fact that English is an international language; it is through English that we establish social, economic, cultural, and political relations with other countries of the world. Teaching English as a second language has cropped up new challenges in classroom teaching.

Introducing the problem: Though English is spoken worldwide, learners still find it difficult to acquire the language skills. There is a dire need to uplift learners from this turmoil, the underlying confusion; what is important fluency or accuracy? Is still prevalent in today's classroom situations.

We have come across people speaking with a high fluency

where they are pointed out by grammarians, the recent magazine article has furnished today's youngsters who pick up language easily by more exposure and excel in their social media, devoid of learning language following the framework, and policies of the language. The writer expresses his sense of wonder that if Shakespeare would have been alive he would have frowned at people who speak bad and broken English as well as writers who possess a strange way of texting messages on the social media, by their creative flares of using short forms and inappropriate words which have been coined recently by creating a sensational scape in the world of English. The writer mentions the term to address the chaotic usage of the language as: "People of today's generation have molested the language." [1]

Learners have failed to realize the error analysis skill. A burning question strikes at us; How should we correct learner's errors in output [writing and speaking].

The challenges that are faced by mentors in the context of teaching English;

There are scores of challenges that have been faced across

the country. The possible reasons are based on learner's perception, background, origin, the inception of language teaching, age of a learner teacher's competencies, exposure, classroom management issues, etc. When we focus on the proficiency and competency of a language teacher, classroom management acts as an essential tool to establish desired objectives of teaching English.

For instance, a chemistry teacher can only focus on conceptual teaching by developing a sound knowledge about chemical equations, and their practical applications either of the medium he or she prefers to teach, specifically in semi-urban and rural areas where the medium of instruction is a regional language. Then the role of an English Teacher to elicit (CLT) communicative language Teaching would be of a high expectation wherein she or he cannot accomplish the learning goals as a sole comrade to impart language learning skills moreover in the Indian context where people use CLT as Hindi, Telugu, Tamil, Kannada the learners from these media of instruction don't like to switch to English learning easily. [2]

This is one of the usual experiences, if a teacher or person who is proficient enough tries to speak fluently is subjected to scornful indignant subjugation, as well as the native speakers prompt others to label people as they pose their vanity by their ostentatious nature to grab the attention of people.

In the Indian context, a child or a student cannot speak English to his parents all the time, there is a tendency of switching over to the mother tongue so that a child cannot acquire language skills.

However, a learner can acquire language skills of grammatically correct sentence structure if and only if he gets constant exposure but the irony of the situation is a learner cannot speak English with an ordinary flower girl or a milkman.

A proficient and a good speaker of English should have intellectual compatibility to express his thoughts if not he or she has to go down to the level of people to converse with them.

Deterioration in the standards of English: It is generally found that many of the English teachers don't have mastery over even a thousand words and they cannot even speak or write simple structures correctly.

The research paves ways for new findings where learners would be able to incorporate skills to develop their language proficiency thereby promoting the aim of the research by revealing how the curriculum is going to provide conducive learning ambience for children with SEN.

2. Influence of Writers

While writing about the teaching of English in schools, a Dutch traveler Gerard Nolst Trenito Portrays in one of his popular poems titled "The Chaos" which highlights the same.

There are scores of literary verses which have been highlighted on the unscientific and illogical study of the English language; as a result, learners focus on the difficulty

level rather than acquiring skills.

There are quintessential things that have drawn people's attention towards the fact that we find individual learning competencies where an individual may differ from others in terms of LSRW skills. An individual who is good at speaking may not possess writing skills and a learner who possesses mastery over writing abilities may not be able to speak clearly and fluently.

The next probable challenge is the inception of learning the language, it is a proven fact that if learners expose to an English learning environment at an early age, right from the age of two and a half till a child attains puberty. If a child gets exposed to the learning environment at an early age, then the child would be able to pick up all the grammatical structure along with other languages in which the child gets exposure to for instance a child speaks Telugu, or Hindi as a spoken language at home, he or she when starts schooling will be able to pick up all the grammatical aspects of Telugu and English in schools.

Professor Gokak V. K. has remarked in his book. "The teaching of English in our schools is in a chaotic state today, with the great expansion in education that has come in the wake of independence, it has been extremely difficult to find trained and qualified teachers for any subject, especially English. The functional years for teaching English in schools are in the hands of the teachers who neither know English nor are familiar with the pedagogy of English."

The above remarks of Prof. Gokak have pointed out the present position of teaching English in Indian schools. Then he raises the position as to who is responsible for poor achievement is in the faulty instructional program of teaching English. The teacher should develop such a new instructional program for teaching English so that it develops functional competencies.

Learners have also developed a few misconceptions regarding the skills which they have to acquire while learning English. There is a strong stigma attached to learners' perception, they are on the verge to consider English as the most difficult language as it confuses learners with its difficult spelling and pronunciation.

To overcome these myths about imparting skills in English, there are certain findings wherein they lay a foundation for teaching - learning practices.

As the recent trends encompass a paradigm shift from teacher-centered of late not as a transfer of a body of knowledge to a student but it is to be considered to be a skill which has to be acquired by learners. Thereupon the skills have got more scope in acquiring the second language (L2). As language is essentially skill-based aptitude what people generally call a "knack" for language is more important in the second language acquisition, hence the instruction materials can be modified accordingly which eventually helps in setting up targets and fixing time frames to achieve them.

The influential factors like personality traits, attitude, age, reflection, impulsivity, motivation categorization styles play a vital role in the language acquisition process.

Motivation - Democratic feelings aid second language

learning. Keeping the motivational aspects of a learner, when he or she is motivated his/ her desire to learn the second language and favorable attitude towards it are linked with the effort is driven to achieve it. Motivation is seen as a combination of attitude towards the target language and the effort and desire to learn it. Motivational orientation represents the ultimate goals of learning the language; they could be integrative, instrumental, manipulative, etc. On the other hand the personality traits such as social conformity, extroversion, flexibility, and tolerance for ambiguity influence language learning.

Age - It is commonly seen that children acquire languages faster than adults. The human brain (from the age of 2 to the attainment of puberty) is endowed with specific language acquisition abilities [LAD]. The faculty of which has a lot of plasticities but this decreases with the increasing years. However, age does play a part in language acquisition especially in second language acquisition.

Aptitude-Aptitude for a particular job or skill is the ability to acquire it quickly, easily, and to do it well. It is commonly believed that some people have more aptitude for learning a second language than others. Aptitude certainly plays an important role in second language acquisition. The teacher who has the information about the aptitude of his or her students can modify his or her instruction material accordingly. This information can also be used in different classes with different goals and also helps in setting up targets and fixing time frames to achieve them. [3]

Attitude- Attitude is defined as a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individuals' response to all objects and situations with which it is related. The nature of attitude of a second language learning learner can vary from the attitude towards the teacher or the language itself or the new group that speaks the language. It also refers to more general dispositions such as ethnocentrism, authoritarians, or anomie.

Intelligence- Intelligence is usually referred to as the ability to understand to learn and think out quickly especially compared with other people. It consists of verbal ability, reasoning ability, and formation ability. The Intelligence of the learner however plays hardly any role in second language learning. Because language learning is essentially skill-based.

Personality traits – Personality traits such as social conformity, extroversion, flexibility, and tolerance for ambiguity influence second language learning. Oral communicative competence is closely related to introversion, soberness, and self-sufficiency.

According to Psychological references cognitive style refers to an individual's typical way of organizing his or her universe and reflects his or her personality or performance. It has nothing to do however with the ability or the intelligence of the person is concerned. Cognitive styles or of the three types, field dependence, reflection impulsivity, and categorization styles.

Field dependence is the quality of a person who cannot consider an object or event separately from the context in

which it occurs. The context in which a thing or event occurs in its fielding if a man cannot look at the object without reference to the context then he is field independent. If a person can separate the object or event from the context in which it occurs, he is said to be field independent. Researchers have shown that there is a weak relationship between cognitive styles (field dependence – Field independence in certain language learning).

Reflection impulsivity- Some are very fast in identifying differences between seemingly identical figures. The learners who are faster and less accurate are called impulsive those who are slower and more accurate are called reflective. This quality is however not fixed in an individual it can be altered by training.

Social environment-Social environment plays a vital role in language learning such as aspects of social environment as age, previous language training available sources of exposure, socio-economic status, physical conditions of the learning situation, patterns of language use, teacher effectiveness, etc; influences second language greatly.

Categorization Style- The categorization style refers to how an individual classifies or arranges things, information or objectives. They can be descriptive, categorical, or relational. The categorization styles should be kept in mind at the time of selecting teaching strategies and developing an educational curriculum.

The teaching-learning process is evolved with a sea change, where there are lots of innovations that have been witnessed. It is more into imparting skills rather than conservative methods of teaching. The four important skills LSRW can be incorporated by various structured activities. [4]

English Language Training (ELT) can be acquired by LSRW skills. The advent of technology has also got a deep impact, digital support and many innovative applications have created a huge array of classroom learning environments.

To acquire any language the first step begins with listening. Until we listen to something we cannot grab skills so that the first and foremost step towards learning a language is listening.

Listening skills- There is much evidence that language learning pace would be on a faster pace when learners would listen to a chunk of discourse, the more they listen, the more they learn. There is a tendency of learning when learners are exposed to an environment where they would listen to instruction, lessons, speeches, procedures, and language, etc. When we hear a song we keep humming by listening to it thereby learning the lyrics of the song, likewise when learners are given more exposure to the language learning environment they tend to learn at a faster rate. [5]

There are scores of activities that are recommended in the process of learning the English language, learners should be exposed to listen to instruction, lessons, speeches, and procedures in English. The skills can be acquired by task-designed learning activities: post-listening key information. Engaging learners to listen to a chunk of material and seeking key information either a set of instructions, rules or

manifestation, etc and, to ask them to express the same.

While-listening note-making: Students would be subjected to a listening task wherein they would be asked to take a note by listening attentively to the material played.

While- listening biographical account: A biographical sketch of famous personalities would be played to test the listening abilities of learners so that learners would listen to the portrait and grasp the aspects of language.

Post listening- evaluation: to check the skills of post-listening details learners would be instilled through a material wherein the skills can be evaluated either rapid tests or quizzes. [6]

Post listening comprehension: A comprehension tape

would be played; learners would be allowed to listen to the passage and to attempt the set questions.

Similarly, while listening, text can also be administered to draw the inference. On the other hand post-listening news report and while listening summaries can be drawn to meet different sorts of learning expectations in the classroom.

Post listening discussions are the recent techniques to attract learners towards learning as they tend to get obsessed with technical innovations and gadgets; wherein learners can be prompted to participate in discussions, chat-up groups, impromptu presentations can be organized to bring out the expected learning outcome.

Framework of listening skill assessment:

Table 1. Listening Skill Assessment.

Name of the activity	Rubric-1	Rubric-2	Rubric-3	Rubric-4	Rubric-5
Radio announcement	Recall	Chronology	Correctness	Time	Add-on information
Listening to the unknown	Aptness	Co-relation	Sequencing	Reproducing	Understanding

Speaking skills -A second language is learnt variably for specific purposes. The purpose for learning the second language L2 other than mother tongue influences the range of language learnt, the amount of language picked, and the way it is learnt.

It is interesting to observe beggar boys at tourists spots frequented by foreign visitors speaking 'impeccable English'. A professor who teaches English in a college or university may not be able to speak with such a native accent as the beggar boys can do. We cannot say that the L2 of the beggar boys is superior to that of the professor. It is to illustrate that the amount and kind of L2 that one picks up depends on the need and purpose of the user.

Bilingualism is not an absolute state," not an all or none phenomenon, but a relative state".

It may raise from a very minimum knowledge of L2 enough for a limited specific purpose, an extensive and almost full command over the language which may be as good as or even better than that of a native speaker. A man who keeps visiting " other" places where he has to transact with people only in English which is required for carrying out his business in those places. On the contrary, a CEO heading a corporate office that transacts business with various countries thus necessarily has a far wider range of proficiency in English than the occasional visitor to other places. On the other hand, a doctorate in English literature working as a lecturer in a typical degree college in India undoubtedly knows a lot of English but the kind of (literary) English that he knows is far different from the kind of (transactional) English that the CEO of the corporate office is in command of.

There are different kinds of bilinguals, as classified by Bloom Field, there are compound bilinguals, coordinate bilinguals, and subordinate bilinguals. Subordinate bilinguals are those who have been taught L2 through the grammar-translation method. He can have only minimal proficiency in the L2 as he depends only on an item-to-item translation method. A co-ordinate bilingual on the other hand has two

separate semantic bases - one for L1 and the other for L2. He doesn't proceed on the simple item-to-item translation. But operates on two separate items (reference) and produces the matching linguistic signs in the two languages concerned. In other words, it coordinates bilingual learners' L1 and L2 as separate entities to a great extent independent of each other. [7]

A compound bilingual operates with a fewest or single semantic use. He has complete control over two linguistic codes L1 and L2. He is proficient enough both in L1 and L2 to the extent that he does not translate from one to the other. He doesn't have the feeling that he refers to two different objects or references.

Domain: In a typical Indian situation L2 is used in the following domains: family, neighborhood, school, trade and commerce, government and administration, workplace, and religion.

3. Consequences of Bilingualism

Bilingualism is an enabling and enriching phenomenon it enriches a person's linguistic repertoire, makes him more versatile in communicative and interactional terms, more open-minded, and more receptive to varied cultural conventions customs, and usages. Bilingualism expands one's access to knowledge and information.

A bilingualist has increasing perceptivity access and awareness so that he becomes more tolerant and open-minded. There is no doubt that bilingualism facilitates rather than hinders learning processes.

Bilingualism has its effect on groups too. In communities where widespread bilingualism is an accepted phenomenon, there is a general tendency to allocate different functional roles to the two languages by a fast consent l1 is used for a set of functions, L1 and L2 in yet another set of functions. [8]

For example; I use L1 (When I speak to my people at home. I use only English in the classroom. (Even at home when I get angry I use only L2) If I want to impress emphasize something I use both L1 and L2.

Consequences for L1 and L2: In a society where L1 and L2 are learnt, spoken, and are used by individuals and the whole group of communities they come to co-exist and may have the following consequences.

As a result of the intervention L1 and L2 may undergo structural changes in sound, syntax, vocabulary, and semantics i.e. both of them will develop.

- 1) On account of historical and social reasons one of the languages may acquire greater importance and be used more in governance, education, and so on and the other language may be looked down upon.
- 2) In the case of free users of L1 and L2, there is a tendency to switch over from one language to the other or mix up the two languages. These are called code-switching and code fixing respectively. In course of time, the two languages get so much mixed up that we wonder whether the speakers are speaking L1 or L2. For example, the anchors of Kannada TV programs and radio Mirchi mix up English and Kannada to such an extent that we wonder what exactly they are speaking. [9, 10]
- 3) In course of time, a kind of hybrid of the two languages may be evolved. We have already such hybrids in Hinglish (Hindi cum English) used by writers like Salman Rashdi, Chethan Bhagat) Kinglish (Kannada + English and so on.).

But the human communication system is not simple, it is highly complicated. According to Noam Chomsky, human beings are endowed with a language acquisition device

(LAD). This enables a child to pick up his language, of course, an account of quite a great deal of exposure to it. A child exposed to any environment in which say there three languages are used picks up the grammatical characteristics of all the three languages and can speak in a short time any of the languages with amazing fluency.

It can also be seen that language learning ability is faster at an age and it wanes with age. We can observe how children pick up different languages faster than adults.

Exposure to language is a necessary condition for language for acquiring the language. A child who is not exposed to any human language up to the age of say fourteen or fifteen years cannot speak any language. This is the reason why children born deaf are also dumb because as they do not hear any sound signals they cannot produce sound signals in the same way as other normal human beings do.

A lot of speaking skill development activities should be incorporated in classroom teaching, the actual stimulus that prompts speaking activities are newspaper reading and sharing ideas about the columns of their interest in expressing ideas about cinema, sports, art, culinary skills, etc.

The next activity can be from advertisements where children are obsessed with screened objects, rather than study materials thereupon they enjoy visual treats, the expressive skills, vocabulary, and presentation skills of a learner would be enriched by taking up speaking activities.

Framework of speaking skill assessment:

Table 2. Speaking Skill Assessment.

Name of the activity	Rubric-1	Rubric-2	Rubric-3	Rubric-4	Rubric-5
Roleplay	Body language	Dialogue delivery	theme	Time management	Presentation
Story narration	creativity	linkers	theme	Voice modulation	Body language
Debate	Clarity	Relevance	Coherence	Time	Presentation

Reading skill – Reading skill is the most important skill where it enables a reader to comprehend, interpret and decode a text. The ability to read and understand the text involves readers' skillful internalization techniques, to prompt these skills a comprehensive practice module comprising reading comprehension worksheets, reading evaluation, paragraph reading, picture reading, poetry recitation, journals, post-

reading activities, etc. should be introduced to students during English classes. Devoting every class with meticulous time slots for reading helps students to develop reading skills through which they develop competencies. The reading skill promotes learners to get enriched with vocabulary, form, and structure of a word, phrase, etc. [11]

A Framework of reading skill assessment-

Table 3. Reading Skill Assessment.

Name of the activity	Rubric-1	Rubric-2	Rubric-3	Rubric-4	Rubric-5
Poetry Recitation	rhythm	Pronunciation	expression	Body language	time
Paragraph Reading	Clarity	expression	accuracy	Body language	Fluency
Picture Reading	identification	Building apt idea	sequencing	answering	elaborating

Writing skill- To children to write accurately without grammatical errors is possible by adopting newer ways of employing creative writing skills, different genres of poetry writing; haikus, bilingual poems, onomatopoeia, dream poems, acrostic poems, limericks, etc. story writing genres of

speech bubble stories, cartoon strips, horror stories, developing hints, etc. can be helpful in engaging children with innovative activities. [12, 13]

A Framework of writing skill assessment:

Table 4. Writing Skill Assessment.

Name of the activity	Rubric-1	Rubric-2	Rubric-3	Rubric-4	Rubric-5
Writing a short story	Creativity	Vocabulary	Theme	Linkers	Presentation
Dialogue writing	Creativity	Punctuation	Theme	Use of language functions	Vocabulary

4. Conclusion

In addition to this blended teaching inclusive of teacher-guided, assignment-based, blend of technology, classroom, and after school learning. The aftermath of guided hours can be engaged meaningfully with an intervention of a tool called 'mastery learning' tool which can facilitate assessment-driven, evidence-based teaching and learning with deeper learning at own pace. [14]

Need for the study: The topic addresses several challenges which need to be resolved immediately as there is a dire impact on learners. The research pursuit certainly helps learners to overcome inhibitions and unresolved myths which would contribute to achieving immediate goals in the arena of the English language. It is indeed a known fact that no one learns a language for its own sake while the learning of one's mother tongue (L1) takes place without any specific purpose in life. [15] The second language is learnt in a variable for specific purposes. The purpose of learning a second language (L2) other than mother tongue influences the range of language learnt which can be acquired by mere exposure. Thereupon the purpose of language teaching-learning would be fulfilled when a learner acs with the plausible ways of the language learning program.

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