



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

“THE CONDITIONS OF THE ENGLISH LABORATORY USE AND ITS INFLUENCE IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS AMONG THE STUDENTS OF 4TH, 6TH, AND 8TH MODULE OF THE ENGLISH LANGUAGE CAREER OF THE UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC PERIOD: MARCH- JULY 2013”

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English language specialization

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CERTIFICATION

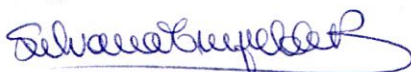
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Finally, my permanent gratitude to Dra. Silvana Isabel Trujillo Ojeda Mg. Sc., who guided me constantly and efficiently during the process of this thesis.

THE AUTHOR

DEDICATION

I wish to dedicate this work to honour of my dear parents for the support they have provided me during my entire life. They have been there for every decision I have made and helped my dreams become a reality.

I also want to dedicate it to my wife, I thank her for being with me in this time of my life, and to my friends with whom I have shared many special moments that will remain in my heart. To all of them, many thanks for trusting me, I dedicate this work to you with love.

TITO STALIN

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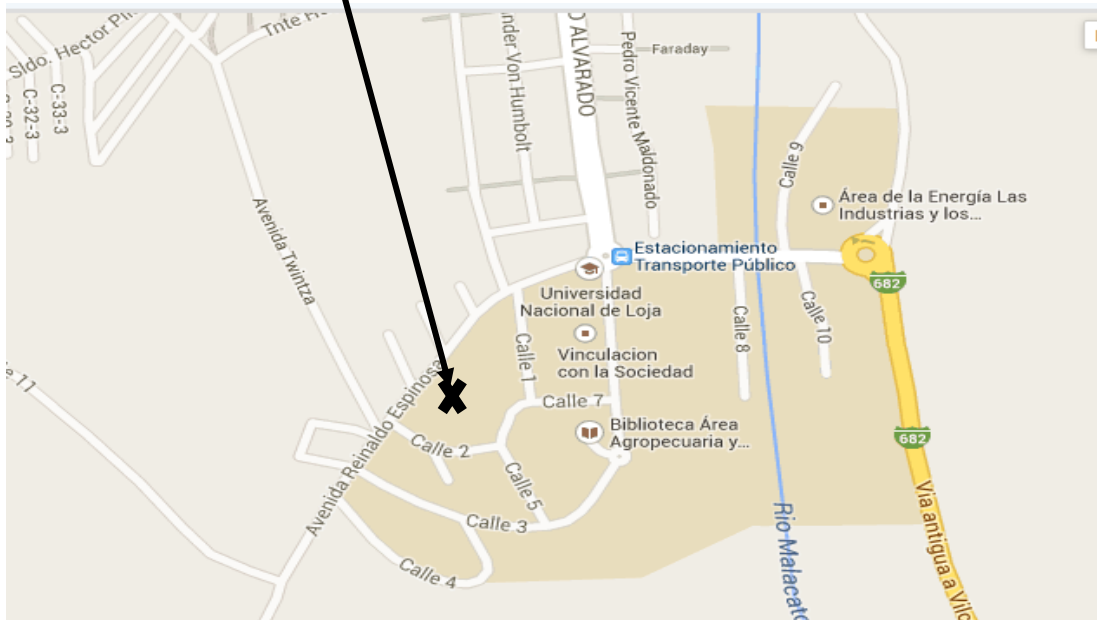
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MAPA GEOGRÁFICO



CROQUIS

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CARRERA DE IDIOMA INGLÉS



THESIS SCHEME

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a. TITLE

“THE CONDITIONS OF THE ENGLISH LABORATORY USE AND ITS INFLUENCE IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS AMONG THE STUDENTS OF 4TH, 6TH, AND 8TH MODULE OF THE ENGLISH LANGUAGE CAREER OF THE UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC PERIOD: MARCH- JULY 2013”.

b. RESUMEN

El presente trabajo titulado: **LAS CONDICIONES DEL USO DEL LABORATORIO DE IDIOMAS INGLES Y SU INFLUENCIA EN EL DESARROLLO DE LAS DESTREZAS DE ESCUCHAR Y HABLAR DE LOS ESTUDIANTES DE 4^{TO}, 6^{TO}, Y 8^{VO} MODULO DE LA CARRERA DE IDIOMAS INGLES DE LA UNIVERSIDAD NACIONAL DE LOJA, PERIODO ACADÉMICO: MARZO-JULIO 2013**, fue desarrollado para analizar las condiciones del uso del laboratorio de inglés como un apoyo tecnológico en el aprendizaje del idioma Inglés y relacionado en el desarrollo de la infraestructura académica para mejorar las destrezas de escuchar y hablar.

Durante la investigación se utilizaron los métodos científico, descriptivo, analítico-sintético y explicativo, para desarrollar cada parte del trabajo.

Se aplicó una encuesta a docentes y estudiantes para verificar la hipótesis a través del análisis de los resultados y la estadística descriptiva para representar los datos en cuadros y gráficos.

Los resultados demostraron, que el laboratorio de Inglés no dispone de suficientes computadoras con software actualizado y de Internet con banda ancha. También, los estudiantes no tienen suficiente práctica en el laboratorio de idioma Inglés. En consecuencia, los estudiantes no obtienen un dominio competente del idioma.

ABSTRACT

The present research work entitled: **“THE CONDITIONS OF THE ENGLISH LABORATORY USE AND ITS INFLUENCE IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS AMONG THE STUDENTS OF 4TH, 6TH, AND 8TH MODULE OF THE ENGLISH LANGUAGE CAREER OF THE UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC PERIOD: MARCH- JULY 2013”**, was developed to analyze the conditions of English laboratory use as a technological support in the English language learning and related to develop the academic infrastructure to improve the listening and speaking skills.

During the investigation, the scientific, descriptive, explanatory and analytic-synthetic methods were used to develop each part of the work.

A survey was administered to teachers and students to verify the hypothesis through the analysis of the results and descriptive statistics to represent the data in tables and graphs.

Results showed that the English laboratory does not dispose the sufficient computers with updated software and a broadband Internet. Also students do not have enough practice in the English language laboratory. Consequently, students do not get a competent command of the language.

c. INTRODUCTION

The present research work about the conditions of the English language laboratory use and its influence on the development of listening and speaking skills was developed at the English Language Career of the Universidad Nacional de Loja among the 4th, 6th, and 8th module students. In this Institution, students have some problems with the foreign language because they do not have sufficient practice in the English Laboratory.

The technological tools (academic infrastructure) of the English laboratory, such as computer programs, CDs, speakers and projectors are some tools that students can use to practice the language. This makes students more capable to cope with real circumstances, when they meet them outside the classroom.

For these reasons, the main objective of this research work, was to determine if, the English Language laboratory can be used to practice and develop the student's English learning.

The specific problems, that were connected with the main problem was, the limited use of the technological tools to develop listening and speaking skills, and the lack of the English Laboratory use to work on the development of listening and speaking skills among the students of the researched Institution.

The specific objectives related to the research were: to identify the academic infrastructure that teachers use to develop listening and speaking skills in the English laboratory and to determine the listening and speaking skills characteristics. These specific objectives determine the importance of the

present research work, because they show how students can use the English laboratory to develop the listening and speaking skills

The general hypothesis that the present research work contains: the lack of physical space, time and academic infrastructure are the conditions of the English language laboratory use for the development of the listening and speaking skills among the students of the 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

Subsequently, it was necessary to work with different methods: the Scientific Method, which was the most important one, used to organize systematically the different phases that permitted an explanation of logical relationship between the research object and, the conclusions and recommendations.

The descriptive method, was used to describe in an ordered way the obtained results from the field research work. The analytic - synthetic method was utilized to analyze the empiric information, and the explicative method was applied to provide an adequate explanation of every question, and the descriptive statistics to represent and compile the data in tables and bar graphs so that it will be understandable for analyzing. Additionally, a survey to teachers and students was applied, to obtain information about the topic under research.

The present work contains the following parts: First, it includes the introduction which; presents the investigation as a whole. In addition, it describes the main problem that motivated the development of the present research work. Next, the study has the summary that explains, in a brief and clear manner, the research's pertinence and relevance, also, it presents the main results and conclusions obtained as a result of the study done.

Then, the research work contains the literature review, where the main categories of the variables mentioned in the hypotheses were summarized, and it helped as a tool in the analysis and contrast in the obtained results of the teachers' and students' survey. It also contains the materials and methodology that have been used during the research process, where the methods, techniques, procedures and instruments were described, also, giving a reference concerning the researched population.

The research work presents the description of the results obtained in the research instruments, and it presented in statistic charts and graphic representations to facilitate their interpretation and analysis of the data.

After that, it describes the discussion of the results, and it contains a discussion of the questions with the most demonstrative percentages, and the verification of the stated hypotheses through the logical descriptive analysis carried out in this part of the research work.

It also refers to the conclusions which; have been established after comparing the gathered information through the application of different instruments applied, forming a logical relationship among them with the specific objectives stated in the project.

Finally, it includes the recommendations which; provide the possible alternatives as a solution to the different problems found within the researched Institution. This may be used to improve the institutional weaknesses in the conditions of the English Laboratory use, and its influence in the development of the students' listening and speaking skills of the English language.

d. REVIEW OF THE LITERATURE

1. The English lab as part of the academic infrastructure

✓ **Definition:** “A Language Laboratory is a room in a school, college, training institute, university or educational academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves. The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching” (<http://bedrebashe.blogspot.com/2008/09/language-laboratory-for-learning-spoken.html>).



✓ **Origin and development:** “The origin of the English Language Laboratory can be traced as far back as 1877, when Edison invented the tin foil phonograph. In the 1920s, radios were used for foreign language instruction. Movies, tape recorders, televisions, video and digital recorders, and computers gradually started playing their role” (<http://www./attachments-article/2006/05/Origins-and-Development-English-Language-Textbopdf>).

The practical use of the English language laboratories began in the 1950s, when tape recorders with two tracks became popular. During the 1970s English

language laboratories became unpopular because of the expensive repairs needed to the open reel tape machines resulting from student misuse, wear and tear, and the change in the language acquisition theories from linguistic accuracy to communicative fluency.

“In the 1980s English language labs revived with the advent of the personal computers. Computer Aided Instruction (CAI) and Computer Aided Language Learning (CALL) gained importance with multimedia PC based labs. These digital labs allow students to record their voice and teachers to control student positions. They are becoming more and more complex and sophisticated, integrating the latest technological innovations to enable students and teachers to improve the quality of the English language teaching and learning” (www.google.com.ec/language-laboratory-for-learning-spoken.html).

The first development of computer-assisted language learning (CALL) software programs can be traced back to the early 1960s, namely the Program Logic for Automated Teaching Operations (PLATO) project. Developed at the University of Illinois, it was among the first computerized foreign language teaching systems. “PLATO was mainly used for grammar and vocabulary drills, and translations. Since then, the impact of Information Technology (IT) on language teaching/learning has increased quickly to include the present day’s wide range of software programs, language learning websites and linked audio-visual program activities” (<http://es.slideshare.net/irenezmr/a-history-of-the-english-language>)

Lessons and exercises are recorded on a cassette or computer so that the students are exposed to a variety of listening and speaking drills. This especially

benefits students who are deficient in English and also aims at confidence-building for interviews and competitive examinations.

The English Language Laboratory sessions include word games, quizzes, extemporary speaking, debates and skits. These sessions can also be conducted with the help of internet where many websites provide online practice sessions.

✓ **Kinds of Laboratory:** “The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years” (<http://www3.telus.net/linguisticsissues/lab>).

Four kinds of laboratories are being focused on here:

❖ **Conventional Laboratory:** “This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it and learn the pronunciation” (<https://sites.google.com/site/journaloftechnologyforelt/archive/january-2013/06language-laboratory-purposes-and-shortcomings>).

As it is used in a normal classroom setup, it is prone to distractions and this type of laboratory is no longer common.



❖ **Lingua Phone Laboratory:** “This is again a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible” (<http://www.net/linguisticsissues/lab>).

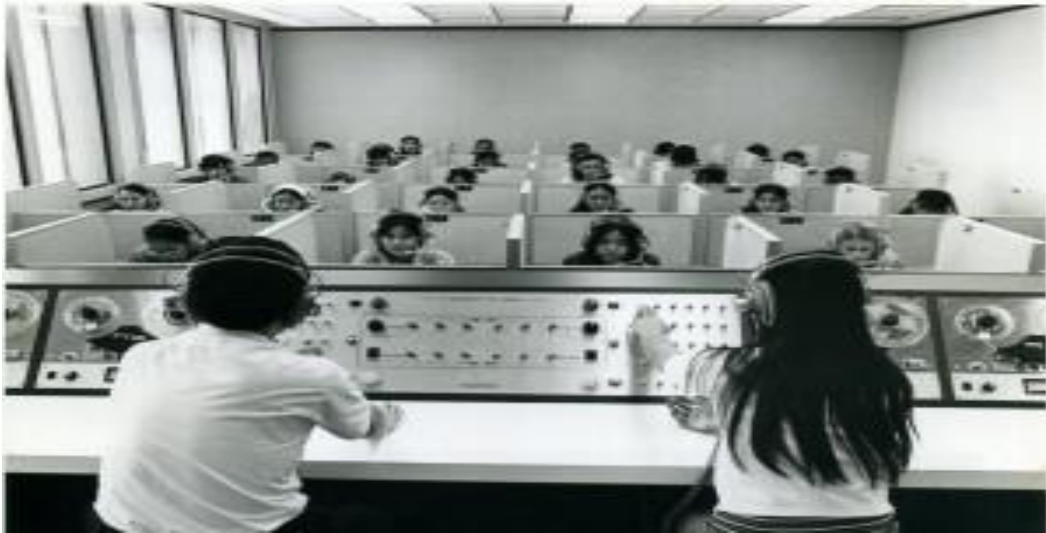
“There is also a modernized lingua phone laboratory available today, which uses an electronic device that has two functions” (<https://sites.google.com/site-journal-of-technology-for-elt/archive/january-2013/06language-laboratory-purposes-and-shortcomings>).



It works as a cassette player with all the features of a normal cassette player on the left side and as a repeater on the right side that helps one to record one’s voice and play it back for comparison.

❖ **Computer Assisted Language Laboratory (CALL):** “It uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system” (<https://sites.google.com/site/journaloftechnologyforelt/archive/january-2013/06language-laboratory-purposes-and-shortcomings>).

Nowadays, there are also laboratories with computers with a connection to the Internet. These are called Web Assisted Language Laboratories (WALL). The development of CALL has been gradual, and this development has been categorized into three distinct phases: Behaviorist CALL, Communicative CALL and Integrative CALL.



❖ **Multimedia Hi-Tech Language Laboratory:** “There is a lot of software available on the market that can be used in the multimedia language laboratory, for example: *Renet, Aristoclass, Hiclass, Globarina, Console OCL-908W, Histudio MHi Tech, and Online Software*” (<http://www3.telus.net/linguisticsissues/lab>).



“The student-computer communication is relatively new to students. For most of the students, it was the first time for them to take so much time "talking" to a computer. Here we need to clarify the concept of communication with a computer.

As mentioned above, SimTown is an interactive software. By interaction, we mean that the computer software will respond to students' move and every decision will lead to different ends” (<http://iteslj.org/Techniques/Huang-CompLab.htm>).

The computer software and students do not communicate with each other by “words.” Instead, students need to learn another communication system. The computers communicate by means of graphic presentation, sound effect, and animated characters. Students have to learn how to communicate with the computer so that they know what move they should make next.

✓ **Importance of the language laboratory:** “Globalization has thrown open to engineering graduates unprecedented opportunities. In this highly competitive world one is required to possess hard as well as soft skills in order to be successful at job interviews. Communication skills in English, the undisputed global language are a prerequisite in the global environment.

It is common understanding that the first language tends to influence the second and subsequent languages. Malayalam and English being of two different families of languages for the speakers it is not often easy to master the exact sounds of English” (<http://www.language-laboratory.com>).

“The intelligibility of English spoken outside the Kerala context is, therefore, a matter of concern. That is why a Language Lab is extremely helpful to students of engineering who should be ready to shape their career anywhere in the world”

(American Council on the Teaching of Foreign Languages (1999). National Standards for Foreign Language Education. Retrieved from <http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>).

At our Language Lab students are given a brief introduction to Linguistics and Phonetics. Then, they are ready to develop the communication skills in English using the facilities provided here.

“Once they receive a brief introduction to Linguistics and Phonetics they are ready to develop world class communication skills in English using the facilities provided here. The Lab is so well equipped that up to forty students can engage themselves in as many activities at any given time. It is generally understood that students, teachers and other staff communicate only in English” *(American Council on the Teaching of Foreign Languages (1999). National Standards for Foreign Language Education. Retrieved from <http://www.actfl.org/i4a/pages/index.cfm?pageid=3392>).*

It is proper to introduce students to the American version of English language so it is important to have a computer aided inter active language learning program at the lab. A language lab center which uses Audio active International languages program to learn English in an easy, natural and pleasant way.

e. Language Laboratory Advantages of use:

➤ **Acoustics:** “The language lab provides all students, no matter where they are seated in the room, equal opportunity to hear the instructor and to be heard by the instructor. Each student can listen to the lesson material at a level set by themselves for their own comfort” (<http://download.ascdirect-usa.com/lab/benefits-and-advantages.aspx>).

None of the lesson material is misheard due to the direct nature of the sound transmission heard by each student via his or her individual headset.

➤ **Developing Listening Skills:** “People know that listening skill is very important aspect in language learning. English Language laboratory helps learners to develop good listening skills. Learners hear the correct language patterns all the time through their headsets” (<http://download.ascdirect-usa.com/lab/benefits-and-advantages.aspx>).

Listening skill is an essential element in becoming linguistically fluent. The language lab helps students develop good listening skills and aids the process of communication. Students hear the correct language patterns all the time through their headsets instead of mimicking other students who may be pronouncing incorrectly.

➤ **Privacy and Effective Learning:** “Individual headsets provide learners with a psychological privacy. They promote not only speaking ability but also effective learning. It encourages the students to speak so that the mute and shy people including other students get benefit from it. They can practice the sounds according British pronunciation which help them to speak with correct pronunciation” (<http://download.ascdirect-usa.com/lab/benefits-and-advantages.aspx>).

Students can be supervised individually by the monitor so that their doubts can be clarified easily. In theory classes, the students usually stop speaking when teacher communicates with an individual learner but in a lab they will continue working without interruption. The students can improve their language skills effectively by listen the material in the lab.

➤ **IMPROVED DISCIPLINE:** “The instructor can improve the discipline of the class by privately conversing with individual students who are being objectionable. By utilizing a system of seat management, any equipment faults or acts of minor vandalism can be reported by the next student entering the booth” (<http://download.ascdirect-usa.com/lab/benefits-and-advantages>).

If not reported by the student, they become the target of the investigation when the next student enters the booth. Students have great difficulty talking to each other when wearing headsets (unless they are in pair or group conference mode).

➤ **Overcoming Shyness:** “The use of the English Language learning system encourages learner to talk freely and lose their shyness when talking in front of the people. Lab systems tend to make students more anonymous” (<http://download.ascdirect-usa.com/lab/benefits-and-advantages.aspx>).

➤ **Attention and Concentration:** “The language lab allows the learner to listen to the program individually; each individual learner’s attention may be focused on the program material being studied. The attention and concentration to students by lab make them to learn more things” (<http://download.ascdirect-usa.com/lab/benefits-and-advantages.aspx>).

➤ **Oral Testing:** The students can test their voice by producing the sounds. The testing will make the students to speak without fear and to bring the students on one path which focus on learning English.

➤ **Native Speaker/different Voices:** “The lab provides the students with a variety of model voices rather than just the voice of the teacher (who is often not a native speaker). All modern systems have a Model Voice feature allowing a native speaker to converse and be used as a model voice subject for the rest of the class” (<http://download.ascdirect-usa.com/lab/benefits-and-advantages.aspx>).

➤ **Record and Comparing:** The learners have the ability to record their own voices along with the master stimulus. Each learner can be working interactively on different segments or be working with completely different program material.

➤ **Role Playing Exercises:** “All advanced modern language learning systems incorporate, instructors can generate a variety of exercises structured around role-playing. Learners can be grouped together in small numbers and hold conversational practice with each other” (<http://download.ascdirect-usa.com/lab/benefits-and-advantages.aspx>).

“Using the random pairing/random grouping feature that all advanced modern learning systems incorporate, instructors can generate a variety of exercises structured around role-playing. Students can be paired or grouped together in small numbers and hold conversational practice with each other. The instructor can also allow the students to listen to a stimulus from the console allowing the students to practice with each other while responding to the master stimulus” (<http://download.ascdirect-usa.com/lab/benefits-and-advantages.aspx>).

➤ **Teacher monitoring:** Since the instructor is not concentrating on producing the next question or drill, he/she can concentrate more on the student responses. The instructor has more time to produce materials and oversee class activities due to the automatically, rather than manually, controlled instructor console features.

➤ **Academic Infrastructure in the English language Laboratory:** “In tune with one of the objectives to provide education and training of excellent quality both at undergraduate and post-graduate levels, School of Languages has set up software based Language Laboratory System” (Edwards, J. (2008, November 24). *Das Café: Technology in the Language Classroom. It's Academic. A blog for and about Princeton*

University faculty use of technology for teaching and research. Retrieved from <http://blogs.princeton.edu/itsacademic/2008/11/das>)

“The prime objective of the lab is to facilitate efficient teacher-student interaction, correct phonetic accents and to develop their effective communication skill in the present world of Global Speak. Classes meet in the Language Lab part of the day, but there are regular "Open Lab" hours. Students can utilize the Language Lab pronunciation and preparation software more quickly and easily than before.

A qualified instructor is in the Language Lab during the working hours. Students can receive assistance with computer programs, audio equipment, and homework or general language questions” (Edwards, J. (2008, November 24). Das Café: Technology in the Language Classroom. It’s Academic. A blog for and about Princeton University faculty use of technology for teaching and research. Retrieved from <http://blogs.princeton.edu/its-academic/2008/11/das>).

There is some academic infrastructure (technological tools) in the English language lab like:

- **Internet:** “The Internet is a global system of computer networks that use the Internet to link several billion devices worldwide. The Internet carries an extensive range of information resources and services, such as documents, applications, emails, and networks for file sharing” (<http://en.wikipedia.org/wiki/Internet>).

“The Internet is also often referred to as the Net. Starting in the early 1970s the term internet was used as a shorthand form of the technical term internetwork, the result of interconnected computer networks with special gateways or routers.

It was also used as a verb meaning to connect the networks”
(<http://en.wikipedia.org/wiki/Internet>).

“The involved in the practice of English language teaching can get any kind of information in the internet and provides answers for almost all of their questions. Most teachers believe that they may get much benefit through the use of internet. They can use it as one way to get resources for guiding their teaching or to get information” (<http://moodle.ac/pluginfil.php/resource/content-Internet-and-english-language-teaching.pdf>).

Teachers can use the internet as a medium to exchange information related to their teaching. Internet also provides opportunities for students to interact 24 hours a day with native and nonnative speakers from around the world and it allows them to become autonomous lifelong learners who can find what they need when they need it.

“The entire scope of homeschooling has expanded because of increased accessibility to videos of teachers giving lectures, showing diagrams and explaining concepts, much like a real classroom. Nonprofit organizations too have opened websites that seek volunteers and donations in order to help the ones in need. There are also sites like Wikipedia that have dedicated themselves to the art of imparting knowledge to people of all age groups”
(<http://www.buzzle.com/articles/advantages-disadvantages-internet.html>).

The terms Internet are often used interchangeably in everyday speech; it is common to speak of "going on the Internet" when invoking a web browser to view web pages. However, the Internet is a particular global computer network connecting millions of computing devices.

- **DVD/CD-ROM:** Most management software has DVD/CD-ROM facilities whereby a film can be shown on all, or on a chosen combination of the student computers.

However, networking licenses currently do not allow most DVDs or textbook CD-ROMs to be uploaded onto a server so that students can watch or work on any part of them autonomously and non-synchronously whilst in the language-lab classroom. Moreover, acquiring such networking licenses is extremely expensive. However the use of DVDs and educational CD-ROMs may relegate the teacher to the possibly barren role of facilitator.

“CD-ROMs are identical in appearance to audio CDs, and data are stored and retrieved in a very similar manner (only differing from audio CDs in the standards used to store the data). Discs are made from a 1.2 mm thick disc of polycarbonate plastic, with a thin layer of aluminum to make a reflective surface. The most common size of CD-ROM is 120 mm in diameter, though the smaller Mini CD standard with an 80 mm diameter, as well as numerous sizes and shapes” (<http://en.wikipedia.org/wiki/CD-ROM>).

However, in this article, it may be the student who is unhappy with such a teacher role. The use of DVDs and/or textbook CD-ROMS in the language-lab classroom should therefore be used sparingly. Therefore, hold that DVD or CD-ROM usage may be more suitable in self-access labs.

- **Computer programs:** “A computer program, or just a program, is a sequence of instructions, written to perform a specified task with a computer. A computer requires programs to function, typically executing the program's instructions in a central processor” (<http://en.wikipedia.org/wiki/-Computer-program>).

The program has an executable form that the computer can use directly to execute the instructions. The same programs are derived, enables a programmer to study and develop its algorithms. A collection of computer programs and related data is referred to as the software.

“Computer source code is typically written by computer programmers. Source code is written in a programming language that usually follows one of two main paradigms: imperative or declarative programming. Source code may be converted into an executable file by a compiler and later executed by a central processing unit. Alternatively, computer programs may be executed with the aid of an interpreter, or may be embedded directly into hardware” (http://en.wikipedia.org/wiki/Computer_program).

- **Projectors:** “An output device that can take the display of a computer screen and project a large version of it onto a flat surface. Projectors are often used in meetings and presentations to help make sure everyone in the room can view the presentation” (<http://www.computerhope.com/jargon/p-projecto.htm>). Most projectors create an image by shining a light through a small transparent lens, but some newer types of projectors can project the image directly, by lasers.



A virtual retinal display, or retinal projector, is a projector that projects an image directly on the retina instead of using an external projection screen. The most common type of projector used today is called a video projector.

Video projectors are digital replacements for earlier types of projectors such as slide projectors and overhead projectors.

“These earlier types of projectors were mostly replaced with digital video projectors throughout the 1990s and early 2000s, but old analog projectors are still used some places. The newest types of projectors are handheld projectors that use lasers or to project images. Their projections are hard to see if there is too much ambient light” (http://www.ehow.com/facts_definition-projector).

“There are two main types of digital projection display systems. The older, less expensive type employs three transparent liquid-crystal-display (LCD) panels, one for each of the primary colors. The light transitivity of each pixel varies depending on the image data received from the computer. A newer, more expensive scheme is known as Digital Light Processing (DLP), a proprietary technology developed by Texas Instruments. In a DLP display, tiny mirrors are used instead of transparent panels. The light, rather than passing through the panel, is reflected from it” (<http://whatis.techtarget.com-definition-digital-projector-digital-projection-display-system>).

- **Emphasize visual literacy:** “It is often said that math and music are Universal languages that can be read regardless of one’s primary language. Although these claims are debatable, it is clear that an English speaking student can read and understand an equation in a Swahili textbook” (<http://www.csun.edu/science/ref/language/teaching-ell.html>).

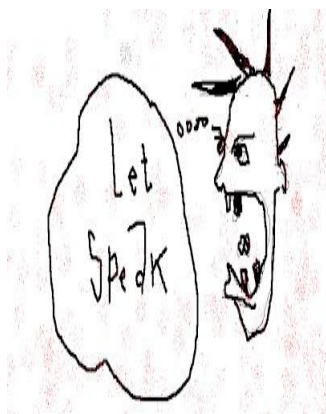
In addition, they can also interpret pictures, and with minimal linguistic skills, can interpret charts and graphs. Visual literacy, or the ability to evaluate, apply, or

create conceptual visual representation, is relatively independent of language, and is therefore invaluable to learning science and English simultaneously.

- **Manual video control:** “Science videos often introduce a variety of new terms and concepts, most of which even native speakers never remember. Use the bookmark and video clip features to return to precise sequences for review. Use the step-frame, slow motion, and replay features to focus student attention on key concepts” (<http://www.csun.edu/science/ref-language/teaching-ell.html>).
- **Partner English learners with strong English speakers:** “The best way to learn something is to teach it. Partnering English learners with strong English speakers benefits both” (www.csun.edu/science/ref/language/teaching-ell.html). It may be particularly beneficial to pair English learners with bilingual students who can translate laboratory and activity procedures. To develop the seating chart so English language learners are sitting near the front of class and adjacent to bilingual students who can assist them.
- **Encourage participation:** “Many English learners come from countries in which student participation is not encouraged. They speak, not only of their lack of proficiency in English, but also they are uncomfortable in an environment where they are asked to share their ideas” (www.csun.edu/science/ref/language/teaching-ell.html). A positive and supportive environment has a significant influence on student comfort level, participation, and success. Requiring English language learners to speak in front of class may be counter-productive and cause great anxiety. Encourage them to express themselves, but don't force them onto the stage prematurely.

1. The speaking and listening skills English language

1.1 Speaking Skills: “It’s described as an interactive process of constructing



meaning that involves producing and receiving and processing information. It depends on the context or the situation, the purposes for speaking is more often spontaneous, open ended, and evolving. Speaking requires learners to not only know how to produce specific points of language such as grammar,

pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language” (<http://mass.pakgalaxy.com/concept-of-speaking-and-listening-skills.html>).

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

“Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. So, teachers have the responsibility to prepare the students as much as possible to be able to speak in English in the real world, outside the classroom” (<http://area.dge.mec.pt/gramatica-what-speaking-is.htm>)

1.2 Speaking Characteristics: Some characteristics of successful speaking activities which include learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. Each characteristic is explained as follows:

- **Pronunciation:** “This refers to the way each word is uttered correctly and clearly.
- **Learners talk a lot:** As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher’s talk or pauses.

Fluency: This refers to the ability to use the required language in a manner that is smooth and spontaneous. Fluency is also used as a criterion to measure one’s speaking competence. Speaking fluently means being able to communicate one’s ideas without having to stop and think too much about what one is saying” (<http://www.exforsys.com/career-center/core-skills/basic-skill-speaking.html>).

Richards (1992, p.141) defined fluency as “the features which gave speech the qualities of being natural and normal.” More specifically, Thornbury (2000) pointed out the criteria for assessing fluency:

- *Lack of hesitation:* Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying.
- *Length:* Students can put ideas together to form a message or an argument. They can make not only the simples’ sentence patterns but also complex ones to complete the task.
- *Independence:* Students are able to express their ideas in a number of ways, keep talking and ask questions, etc. to keep the conversation going.

- **Voice Recognition Technology:** This technology is integrated into the Pronunciation module of the software. Using the built in microphone your computer, the learner will be able to repeat words after they hear from a native speaker through computer speakers.

The software will analyze their pronunciation and compare a waveform representation of the native speaker's pronunciation with a waveform of their pronunciation. An accuracy scale on the screen will display their voice match to the native speaker on a scale of "Bad", "Acceptable", and "Good".

- **Group Discussions & Role Plays:** The students on different workstations can be grouped and put into random pairs or groups to participate in role plays and group discussions. Teachers can listen directly or intervene as when required to control, monitor and evaluate the process. It can also be recorded and saved for later evaluation.

- **Digital Recorder:** "This software module allows students to experience interactive multimedia programs while simultaneously recording their own voices for practice. Using this, students feel like they are interacting with a live native speaker and they can increase their comprehension, vocabulary and speaking skills.

By adding subtitles, reading skills are also increased. Quizzes and tests can be prepared by using text, graphics, video and audio materials. These quizzes are graded automatically" (http://en.wikipedia.org/wiki/Digital_recording).

- **Participant is even:** Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.

- **Motivation is high:** Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- **Language is of an acceptable level:** Learners express themselves in utterances that are relevant, easy comprehensible to teach others and of acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way by speech.

When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. If the learners do not have speaking skill, do not understand the English words that are said by the speaker, do not acknowledge the language, they cannot grasp meaning of what the speaker means. In that condition, they cannot be said successful in learning English, because they do not have a meaningful interaction of English conversation. Due to it, students who want to speak English well need to learn and practice it as much as possible. As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately.

1.3 Types of Speaking Performances: "Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

- a. **Imitative:** "This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching-learning process. The reason is by using

drilling, students get opportunity to listen and to orally repeat some words”
(<http://www.afraid-of-speaking-a-speech.com/types-of-speaking.html>).

b. **Intensive:** This is the students’ speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, etc.

c. **Responsive:** “Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student - initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful”
(<http://www.afraid-of-speaking-a-speech.com/types-of-speaking.html>).

d. **Interpersonal (dialogue):** It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

e. **Extensive (monologue):** “Teacher gives students extended monologues in the form of oral reports, summaries, telling stories and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking.

The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately”
(<http://www.afraid-of-speaking-a-speech.com/types-of-speaking.html>).

1.3 Listening skills: “Listening is an active, knowledge guided process. It is



a process, which involves perceiving that there's systematic message in a continuous stream of sound.

Listeners are involved continuous cognitive process, in which factors of attention and memory are vitally involved. It involves the construction of a message

from phonic material.

Listening is neglected study in school and colleges even through managers from around the world consider it a significant part of one's communication skills. Our review is concern common faults of listening, purposes for listening, and results of good listening” (<http://mass.pakgalaxy.com/concept-of-speaking-and-listening-skills.html>).

Listening is the ability to accurately receive messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood, communication breaks down and the sender of the message can easily become frustrated or irritated.

Listening is the act of hearing attentively. Research shows that 45% of our time is spent on listening. We listen more than speak. If this listening skill is used in a proper way we can master the tools of communicative skills. Listening is difficult, as human mind tends to distract easily. A person who controls his mind and listens attentively acquires various other skills and is benefited.

- **Listening Characteristics:** Good and effective listener tries to give maximum amount of thought to the speaker's ideas being communicated, leaving a minimum amount of time for mental exercises to go off track. A good listener:

- **Is attentive-** Good listener must pay attention to the key points. He should be alert. He should avoid any kind of distraction.
- **Do not assume-** “Good listener does not ignore the information he considers is unnecessary. He should always summarize the speaker’s ideas so that there is no misunderstanding of thoughts of speakers. He avoids premature judgments about the speaker’s message” (<http://www.ehow.com/about-characteristics-good-listening-skills.html>).
- **Perception / Pronunciation:** Accurate perception of the sounds of the language is the first stage which leads to interpretation and comprehension. “When listening to a foreign language, we need to know the sounds, rhythms, tunes and stress patterns of that language. All the pronunciation work which we do will benefit the students' listening ability” (<http://www.ehow.com/about-characteristics-good-listening-skills.html>).
- **Phonetics:** “The sounds of the English language can be written down using the International Phonetic Alphabet (IPA) which is used in all Longman dictionaries. Use of minimal pair perception exercises helps students learn the sounds of English. It can be practiced pronunciation exercises with the help of software or by using CDs in language lab” (<http://www.ehow.com/aboutcharacteristics-good-listening-skills.html>).
- **Interpretation:** We listen to interpret meaning. Most of the exercises which students will do focus on listening comprehension, which is, interpreting meaning from spoken language.
- **Listening to words:** In written language, there are convenient white spaces between words. Whereas spoken language is a continuous stream of

sound. The learner has to pay attention to understand the meaning of words spoken.

- **Listen for feelings and facts-** “Good listener deliberately listens for the feelings of the speaker. He concentrates totally on the facts. He evaluates the facts objectively. His listening is sympathetic, active and alert. He keenly observes the gestures, facial expression and body language of the speaker” (<http://wiki.answers.com/What-are-the-characteristics-of-listening>).

- **Concentrate on the other speakers kindly and generously-** A good listener makes deliberate efforts to give a chance to other speakers also to express their thoughts and views. “It tries to learn from every speaker. It evaluates the speaker’s ideas in spare time. He focuses on the content of the speaker’s message and not on the speaker’s personality and looks” (<http://wiki.answers.com/What-are-the-characteristics-of-listening>).

- **Techniques for the development of hearing:**

- **Create a receptive listening environment:** “Turn off the TV. Hold your calls. Put away your spread sheets and silence your computer. When listening, forget about clipping your nails, crocheting, solving crossword puzzles, or snapping your chewing gum. Instead, try to provide a private, quiet, comfortable setting where you sit side by side with others without distractions. If that is not possible, perhaps suggest a later meeting in a more neutral, quieter environment” (<http://www.asbcentral.com/leadership-lessons-listening.pdf>).

- **Do not talk when I am interrupting:** If someone else is interrupting, avoid the temptation to reply in kind. It will just raise the level of acrimony and widen the gulf between you. Instead, be the one who shows restraint by listening to them, then quietly, calmly, taking up where you left off.

- **Don't overdo it:** “Sometimes newcomers to the skill of listening can get carried away. They know they are supposed to have eye contact, so they will stare so much the speaker will feel intimidated” (<http://www.asbcentral.com/leadership-lessons-listening.pdf>).

Taught to nod their heads to show they understand, they will start bobbing like sailboats on a rough sea. Having learned to project appropriate facial expressions while listening, they will look as if they are suffering gastric distress.

- **Be alert to your body language:** “What you do with your eyes, face, hands, arms, legs, and posture sends out signals as to whether you are, or are not, listening to and understanding what the other person is saying” (<http://www.asbcentral.com/leadership-lessons-listening.pdf>).

- **Listen with empathy:** “No matter how outrageous, inconsiderate, false is the people you are talking remember: He or she is simply trying to survive, just like you. We all deal with similar physical and psychological concerns. Some of us just have better survival strategies than others” (<http://www.asbcentral.com/leadership-lessons-listening.pdf>).

- **Be sensitive to emotional deaf spots:** Deaf spots are words that make your mind wander or go off on a mental tangent. They automatically produce a mental barrier that impedes listening.

e. MATERIALS AND METHODS

Materials

The material resources used were: internet, bibliographic material, office material, books, project development, draft and final thesis, maintenance and field instruments: questionnaires.

Methods

The Scientific Method helped to develop a systematic, elaborated, and ordered process through a logic analysis and interpretation of the empiric obtained data, which contributed to support the theme as well as in the verification of the hypotheses related with the variables.

This method was useful to elaborate the conclusions and alternatives of solution of the found problem object of the present study through the theoretical referents and obtained results in the field research.

The Descriptive Method was used to demonstrate the main purpose of the researching work, to describe the problematic that the researcher found in this educational institution, and to describe the variables of the stated hypotheses as cause and effect.

This method, was employed to describe the strategies and methodological tools that the teachers use in the English language laboratory to develop the listening and speaking skills during the English language teaching-learning process, describing the most important results that might be found as a result of the

present study. It provided the necessary rules to validate the results, describing the problematic found.

The Analytic – Synthetic Method was used to analyze the empiric data obtained through the application of the instruments which originated the conclusions obeying to the most important tendencies that the research work presented.

These methods contributed to determine how the use of the English laboratory influences the development of student's listening and speaking skills. With the analytic method, the research work was disintegrated to carry out an exhaustive analysis of its components trying to identify the most important problems it has. After this, with the synthetic method, the research work was made one piece to develop its analysis, in this time focusing the examination as an entire unit.

The Explicative Method gave an adequate support to all the reasons presented in every question, so that more reliable and consistent information would be obtained and compared with the theoretical fundamentals established before.

This method was useful to explain the variables' logical implications of each hypothesis, It was also used the descriptive statistics in order to represent and put the data in tables and graphs bars so that it was understandable for analyzing.

The Hypothetic – Deductive Method was used in the field research, carrying out the required study object of the present investigation about the use of the English laboratory and its effect in the development of students listening and speaking skills. With this method the obtained results were contrasted according to the theoretical referents and students response.

Techniques and Instruments

To get the required empiric information in this research work, the survey were applied with the object of obtaining enough data about the use of the English laboratory and its effect in the development and practice Language with Students at the Educational Institution object of the present work.

This survey was applied to the students and teachers 4th, 6th and 8th module of the English language career of the of the Universidad Nacional de Loja, to obtain the empiric information about the different kind of technological tools that the teacher uses to work in the English language laboratory to develop the listening and speaking skills of the students. Thus, it was applied to some teachers and students with the instrument of a questionnaire which included various types of close questions, focusing in the main problem.

Procedures

Once the empiric information was gathered the next process was done according to these phases:

Tabulation

In the tabulation of the obtained information as a result of the field research, the application of descriptive statistics was needed focusing on closed questions and unifying criteria in concordance with reasons and explanations that were given in each question; everything was contrasted with the purpose to get the right information.

Organization

Then, the organization of the empiric obtained information the classification of the questions that served to verify every hypothesis was needed keeping in mind the variables, which facilitated the achievement of the investigation's analysis and interpretation.

Description

Next, the information obtained was represented properly in statistics tables, which contained the frequency and the percentage of the obtained indicators in the applied instruments. This process permitted to characterize the information graphically.

Graphic Representation

After, the data was described in statistic tables, was necessary to show the data in frequency and percentages and to represent it graphically; consequently it facilitated the interpretation and the critical analysis of every query. The bars diagrams were used to show this information.

Interpretation and Analysis

Once, the information was presented through tables and graphs, it was interpreted agreeing to the obtained percentages, which was analyzed taking into account the categories of the theoretical framework, the major tendencies in the results and the variables of the specific hypothesis. It was interpreted and analyzed according to the use of technological tools that, be used in the English laboratory to practice and develop the language.

Hypotheses Verification

The hypothesis were contrasted in a descriptive way through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

Formulation of Conclusions and Elaboration of the Report

Finally, the conclusions were formulated taking into account the established objectives of the research, also some recommendations were proposed to the authorities of the researched Institution, and to the teachers and students as well, so that the present project greatly contributed to the improvement of the problems found with the use of the English language laboratory.

Ultimately, the elaboration of the final report was carried out through chapters that allowed an easier understanding of the theory and results that were gotten in the present research work, which were used to ripen more research works in the future.

Population

The population analyzed was 154 students of the English Language Career of the Universidad Nacional de Loja. As regards to the teachers that are 16, it was required to work with 10 English teachers because the rest of the them were new and they did not have sufficient knowledge about the conditions of the English language laboratory to answer the questions.

The population of the all students and 10 teachers is represented in the following table:

CHART 1

Parallels	A	B	C	Total
Course				
4 th	21	22	15	58
6 th	26	25	-	51
8 th	14	14	17	45
STUDENTS TOTAL				154
ENGLISH TEACHERS				10

The data was obtained from the English language career de la Universidad Nacional de Loja.

f. RESULTS

HYPOTHESIS 1

The use of CD's, DVD's, projectors and others are the academic infrastructure used by the teachers to develop the listening and speaking skills in the English laboratory among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

1. Do you think the English language laboratory has sufficient number of computers to develop the listening and speaking skills?

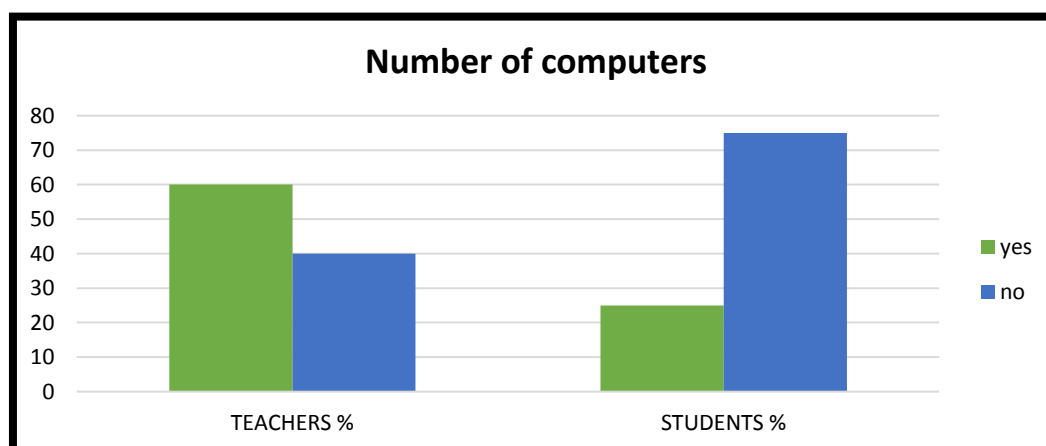
a. Chart 1

Number of computers	TEACHERS		STUDENTS	
	f	%	f	%
Yes	6	60	39	25
No	4	40	115	75
TOTAL	10	100	154	100

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 1



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

c. Logical Analysis

According to the results, many teachers say that the English language laboratory has a sufficient number of computers, and a lot of students say that there is not a sufficient number of computers to improve and develop listening and speaking skills. In this sense, the number of computers of the English laboratory is important in order that each student can work or practice the English language individually in each computer. It is important to have CPUs in good conditions because, students can work many activities with videos, evaluation exercises, conversations and a lot of songs where they can practice the skills mentioned. Students have become active participants in learning and are encouraged to be explorers and creators of language rather than passive recipients of it (Brown, 1991).

2. Do you think the English laboratory equipment to develop the listening and speaking skills of the students is....?

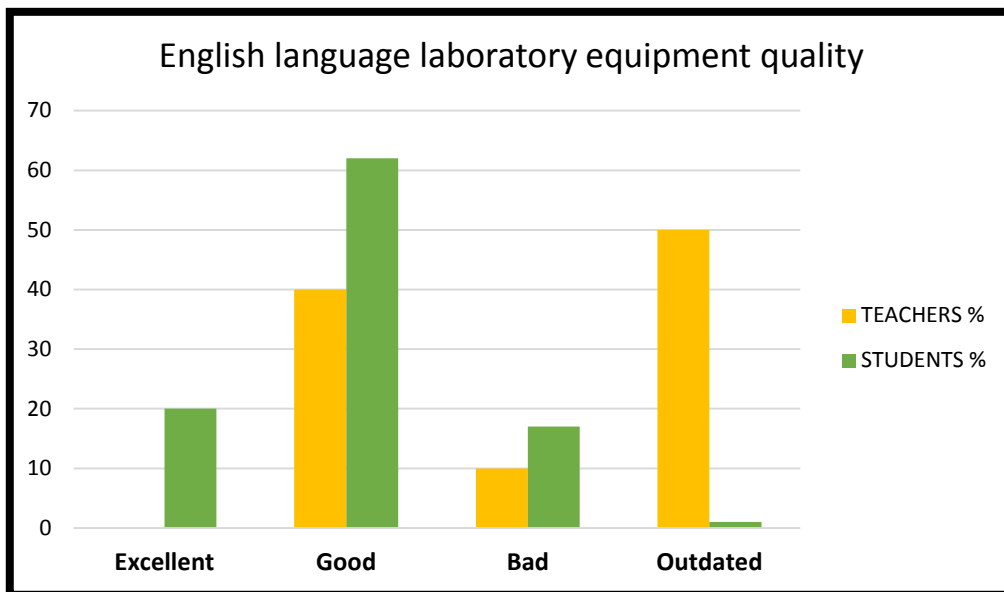
a. Chart 2

English language laboratory equipment quality	TEACHERS		STUDENTS	
	f	%	f	%
Excellent	0	0	31	20
Good	4	40	95	62
Bad	1	10	26	17
Outdated	5	50	2	1
TOTAL	10	100	154	100

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 2



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

c. Logical Analysis

The results demonstrate that many students think that the English language laboratory equipment is good, some say that it is excellent and others, that it is bad to practice the listening and speaking skills. But, there is a good number of teachers that think the English laboratory equipment is outdated, and some answered that it is good, so it is necessary to improve it with a new one. The equipment that is used to develop the skills consists of: computer programs, CD-ROMs, projectors, speakers and software. But, there are more technological tools to be used in the English laboratory like: internet, network multimedia, the virtual language lab, and digital recorders. "By using technology, learners can create products to achieve the benefits of constructivist learning theories" (Healy and Klinghammer, 2002).

3. What type of academic infrastructure do you use in the English laboratory to develop the listening and speaking skills?

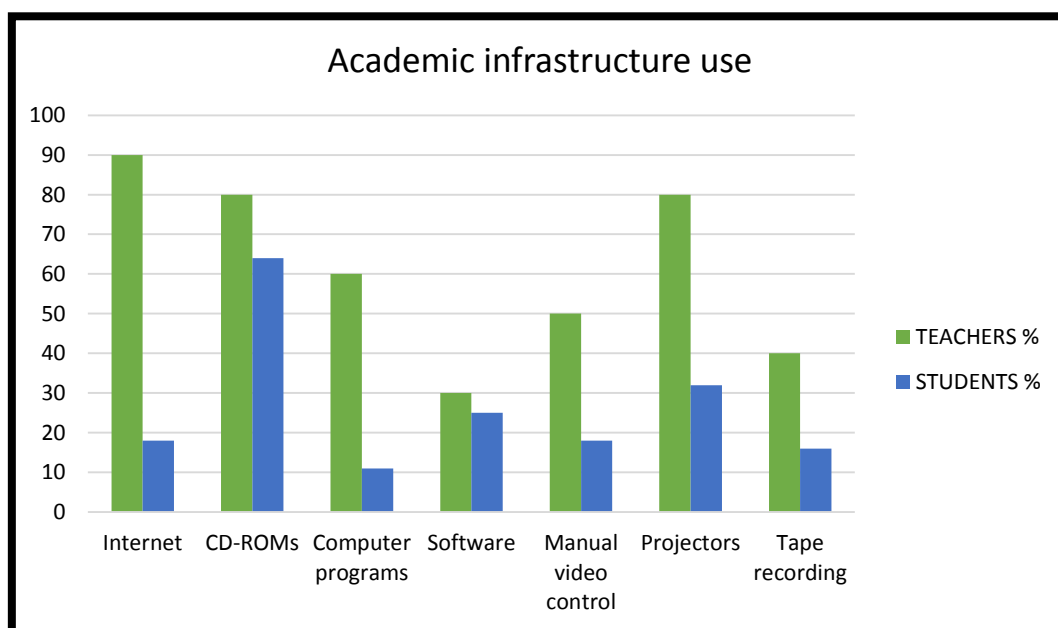
a. Chart 3

Academic infrastructure use	TEACHERS		STUDENTS	
	f	%	f	%
Internet	9	90	28	18
CD-ROMs	8	80	99	64
Computer programs	6	60	17	11
Software	3	30	38	25
Manual video control	5	50	28	18
Projectors	8	80	50	32
Tape recording	4	40	24	16
TOTAL	10	100	154	100

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 3



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

c. Logical Analysis

As it is observed in the graph, most of the teachers express that the mostly used academic infrastructure is internet, CD-ROMs, and projectors in the English

language laboratory to develop the listening and speaking skills and the majority of students coincide with them. Computer software, textbooks, CD-ROMs, projectors and internet are the main teaching resources and they are still very helpful teaching tools in a multimedia laboratory, it should be fun and interactive. The effectiveness of the English laboratory directly depend the teachers creativity and the listening activities that they are going to use. The integrating of technological tools in the teaching process can lead to increased learning competencies and opportunities for communication. “Besides motivating the learners, and raising their self-esteem and confidence, can enhance their interaction, verbalization and involvement in collaborative learning” (Frayer, 2005).

4. What kind of English language laboratory is there in your institution to practice the listening and speaking skills?

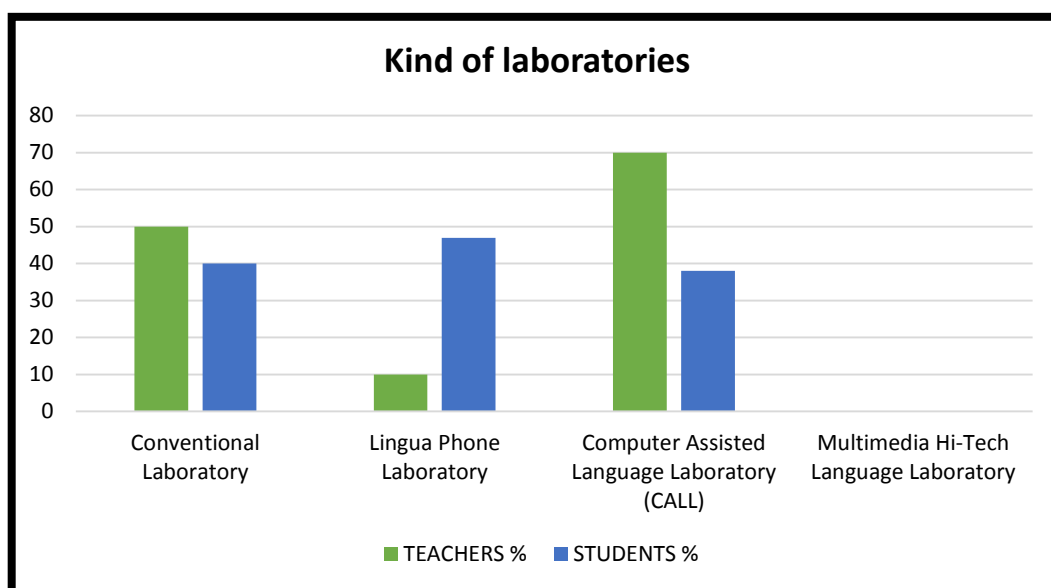
a. Chart 4

Kind of laboratories	TEACHERS		STUDENTS	
	f	%	f	%
Conventional Laboratory	5	50	61	40
Lingua Phone Laboratory	1	10	73	47
Computer Assisted Language Laboratory (CALL)	7	70	58	38
Multimedia Hi-Tech Language Laboratory	0	0	0	0
TOTAL	10	180	154	125

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 4



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

c. Logical Analysis

Many teachers indicated that the English language laboratory is Computer Assisted Language Laboratory (CALL) and others said that it is a Conventional Laboratory to practice the English language, but several students claimed that it is a Conventional laboratory and still some students said it is a Lingua phone laboratory to practice and develop the listening and speaking skills. The digital language labs allow teachers monitor, control, deliver, review and collect, audio and video based in the web, students can rewind, stop, start, go back, record, repeat phrase and bookmark. A language lab can be used for conducting various activity based programmes for teaching learning process, learning does not have to be a pressure. "Computer-assisted language learning can reduce the anxiety of students and turns out to be a positive side of learning" (Gates, 1997).

5. Do you think that the use of Internet is essential to practice the listening and speaking skills in the English language laboratory?

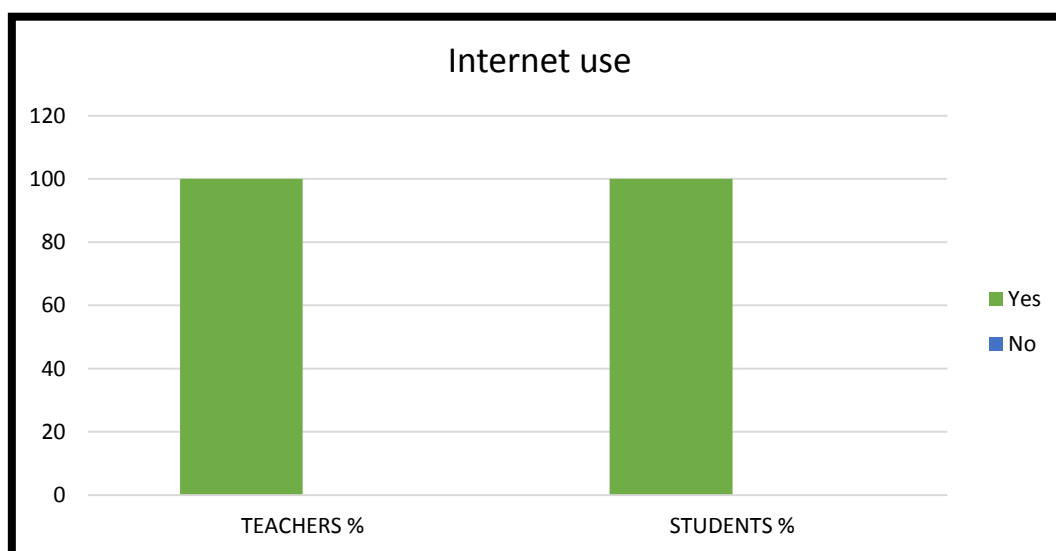
a. Chart 5

Internet use	TEACHERS		STUDENTS	
	f	%	f	%
Yes	10	100	154	100
No	0	0	0	0
TOTAL	10	100	154	100

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 5



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

c. Logical Analysis

Analyzing the data in the graph, all teachers and students manifested that the use of the Internet is essential to practice the listening and speaking skills. Nowadays, the Internet has a lot of information in the web, which can be used by the students to improve the English language. The Internet is certainly a modern technological way for people who try to develop their English language skills.

Chatting is the process of voice communication between the speaker and the listener through the internet. This process may be very beneficial to the learner if the other side speaker is a native language talker. “Browsing these resources and sites will obviously enhance the learner's vocabulary and reading ability” (Kenworthy, 2004). “Technology and English language education are related to each other” (Singhal, 1997).

6. What are the advantages of the English language laboratory use?

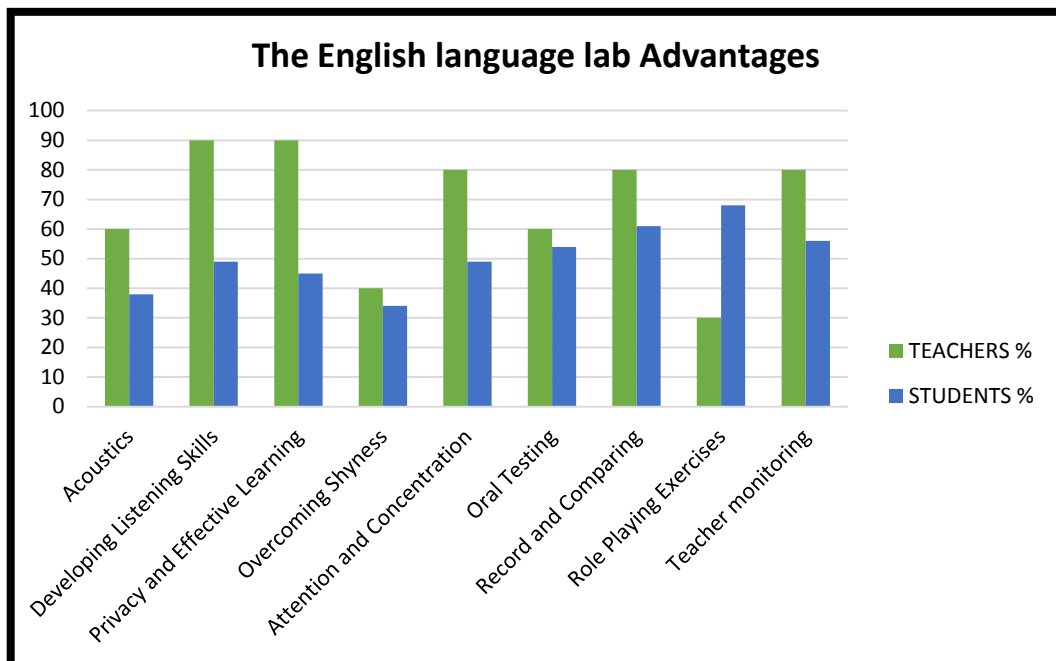
a. Chart 6

The English language laboratory Advantages	TEACHERS		STUDENTS	
	f	%	f	%
Acoustics	6	60	58	38
Developing Listening Skills	9	90	75	49
Privacy and Effective Learning	9	90	69	45
Overcoming Shyness	4	40	53	34
Attention and Concentration	8	80	76	49
Oral Testing	6	60	83	54
Record and Comparing	8	80	94	61
Role Playing Exercises	3	30	104	68
Teacher monitoring	8	80	86	56
TOTAL	10	100	154	454

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 6



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

c. Logical Analysis

According to the result, the majority of teachers answered that the English laboratory advantages are developing listening skill and, privacy and effective learning, but a lot of students said that are role playing exercises, record and comparing to practice the listening and speaking skills. The language lab plays a key role to learn the foreign language in a relaxing atmosphere and in a successful way. So, if students have any doubts they could discuss with the teacher directly from their own station, instead of disturbing the entire class. Moreover, the virtual recording feature helps them: listen, repeat, record and compare, which is one of the most important aspects of any Language Laboratory. The computers are just an aid, and not a solution, teachers planning contents and practice help students learn the language very quickly. "A computer can analyse the specific mistakes that students made and can react in different

way from the teacher, which make students able to make self-correction and understand the correct solution” (Ravichandran, 2007).

HYPOTHESIS 2

English fluency, answering questions, giving clear messages are the characteristics of the listening and speaking skills among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

7. Do you think that is important the use of the English language laboratory to develop the listening and speaking of the students?

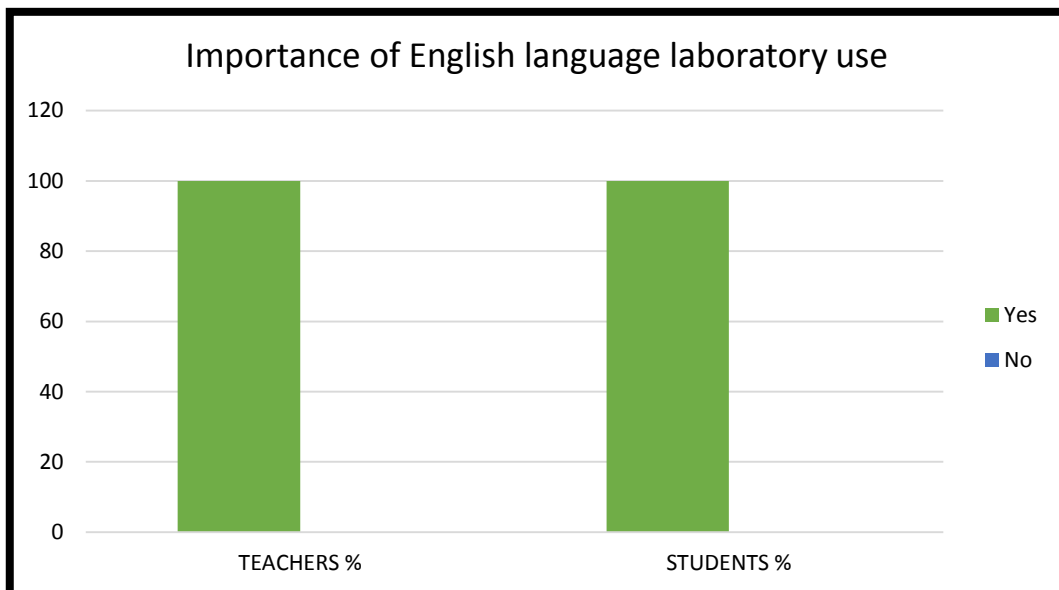
a. Chart 7

Importance of English language laboratory use	TEACHERS		STUDENTS	
	f	%	f	%
Yes	10	100	154	100
No	0	0	0	0
TOTAL	10	100	154	100

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 7



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

c. Logical Analysis:

The graph representation demonstrates, that teachers and students affirmed that the use of the English language laboratory is important to practice listening and speaking skills. They can use it to listen to their sounds, practicing conversations, recording their voices, and listening songs. For that reason, students need the English laboratory to improve and develop the listening and speaking skills. The English laboratory provides students with technical tools to obtain the best pronunciation and stimulate the eyes and ears of the learners to acquire the language quickly and easily, with native speakers through the web. "A growing number of researches indicate that group work is an efficient model. In this research, there is evidence that students learn better when they cooperate with others students that when they work alone by their own way" (Pool, 1999).

8. How often do the students use the English Laboratory to practice the listening and speaking skills during the week?

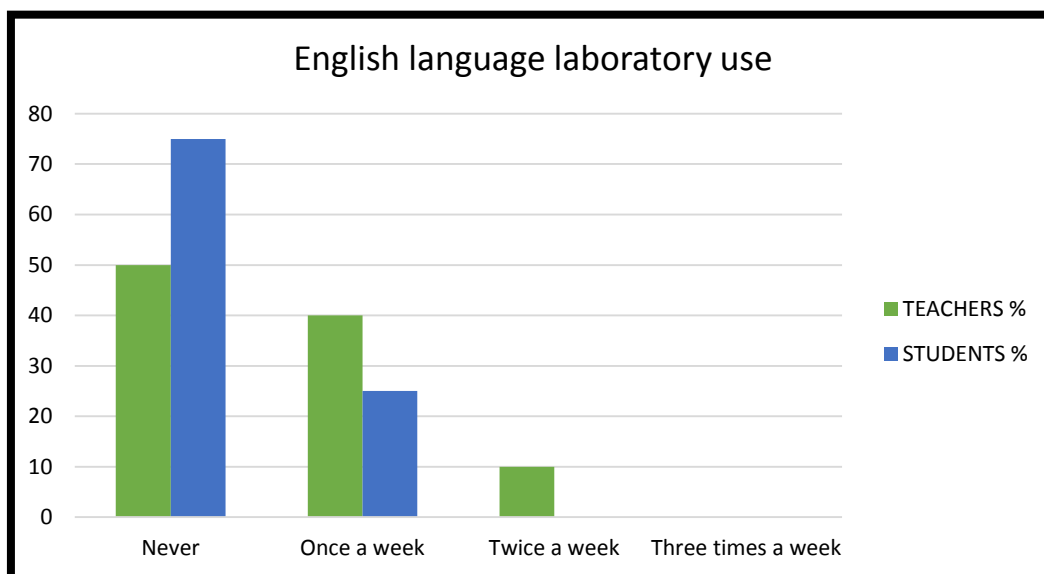
a. Chart 8

English language laboratory use	TEACHERS		STUDENTS	
	f	%	f	%
Never	5	50	116	75
Once a week	4	40	38	25
Twice a week	1	10	0	0
Three times a week	0	0	0	0
TOTAL	10	100	154	100

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 8



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

c. Logical Analysis

According to the graph representation above, half of the teachers and a lot of students declared that they never go to the English language laboratory because the English language laboratory is not operating. The administration is installing

new computer programs in order students can practice the English Language. The language laboratory is a very helpful tool for practicing and assessing one's speech in any language. It provides a facility which allows students to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and self-assess. Since the language laboratory gives every learner of any language freedom to learn at their own pace, it is flexible. To acquire a sensibility for the sounds and rhythm of a language, one has to hear the best samples of a spoken language (Richards, 2001). This is precisely the function of the language laboratory.

9. What characteristics do you think are the most important to develop the listening and speaking skills in the English laboratory?

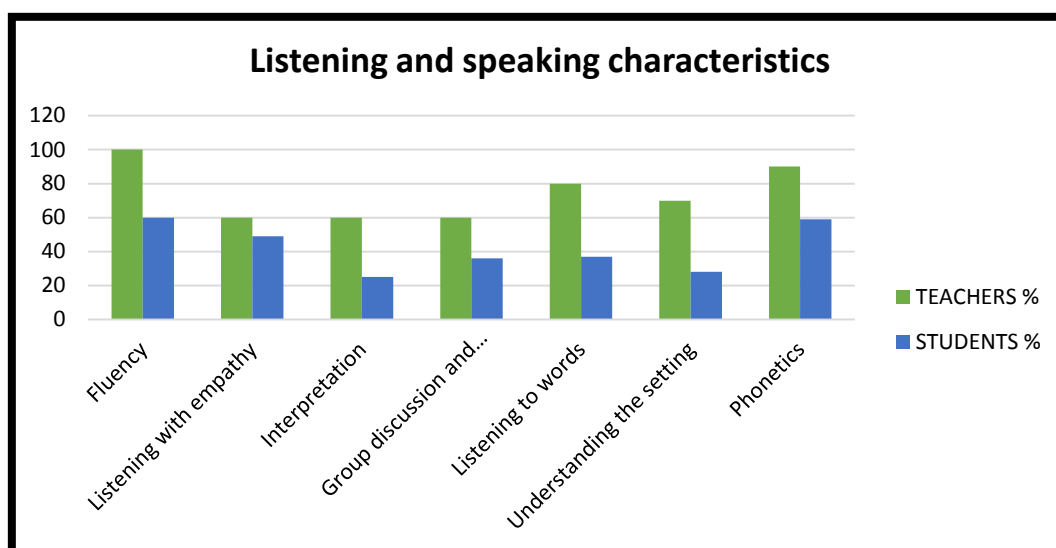
a. Chart 9

Listening and speaking characteristics	TEACHERS		STUDENTS	
	f	%	f	%
Fluency	10	100	93	60
Listening with empathy	6	60	75	49
Interpretation	6	60	38	25
Group discussion and Role plays	6	60	55	36
Listening to words	8	80	57	37
Understanding the setting	7	70	43	28
Phonetics	9	90	91	59
TOTAL	10	100	452	100

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 9



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos.

c. Logical Analysis

All teachers said that fluency, mean while most of the teachers claimed that listening to words and phonetics are the mostly used characteristics in the English language lab to develop the listening and speaking skills of the students, a lot of students said that fluency, comprehending, and phonetics are the mostly used characteristics. It is important because the listening and speaking skills are essential in the teaching, and learning process and it can be well practiced on pronunciation exercises with the help of software or by using CDs in language lab. The students feel different when they learn in a different atmosphere. "Students should be trained to operate with partial reasonable interpretations of what they are listening and not be expected to process every word" (Brown and Yule 1983).

10. Do you have the sufficient practice in order to develop the listening and speaking skills in the English language laboratory?

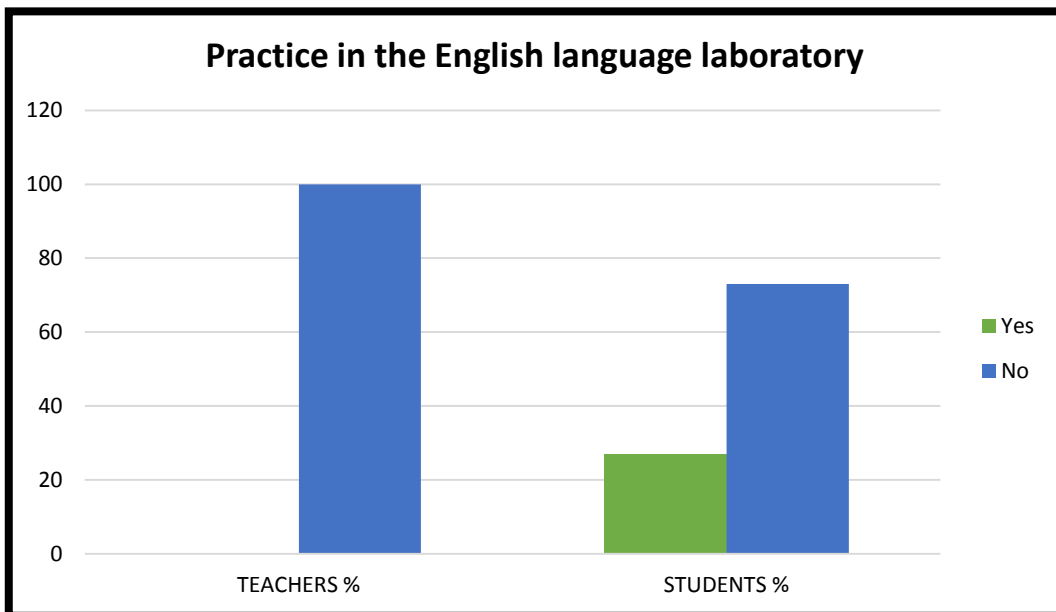
a. Chart 10

Practice in the English language laboratory	TEACHERS		STUDENTS	
	F	%	F	%
Yes	0	0	41	27
No	10	100	113	73
TOTAL	10	100	154	100

Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

b. Graph 10



Source: Teachers and Students' surveys.

Author: Tito Stalin Jara Armijos

c. Logical Analysis

According to the results, all the teachers and many students agree by saying that students do not have the sufficient practice to develop the listening and speaking

skills, because they do not go to the English language laboratory and they cannot use the computers programs, CD-ROMs and other materials that exist in the English laboratory to develop a higher level in the foreign language. The four skills of reading, writing, listening and speaking have to be practiced. Being able to communicate well is the most important factor when seeking a placement in a company or institution. Communication involves one's ability to listen carefully so as to grasp the meaning and to respond in turn with appropriate words and clarity of pronunciation.

g. DISCUSSION

HYPOTHESIS 1

a. Statement

The use of CD's, DVD's, projectors and others are the academic infrastructure used by the teachers to develop the listening and speaking skills in the English laboratory among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

b. Demonstration

This hypothesis has been proved through question **ONE** where 60% of teachers said that there are not sufficient numbers of computers and 75% of students answered that there are not enough computers to practice the language. The results demonstrate that in the English language laboratory, there are not sufficient computers where, students can practice and develop the listening and speaking skills, which affects the learning process of the students.

Question **TWO** that was related to the English language laboratory equipment to develop listening and speaking skills, indicated that 50% of teachers said that the English laboratory equipment is outdated and 62% of students responded that the English laboratory equipment is good. The English language laboratory does not have the materials and tools needed to work and practice the language. So, it is necessary to equip an update the English laboratory.

Question **THREE** which was related to the type of academic infrastructure the teachers use in the English language laboratory, 90% of teachers answered they use Internet, CD-ROMs, projectors and 64% of students affirmed their teachers

use CD-ROMs and projectors to practice the listening and speaking. It means that teachers and students work in class in their computers because the English language laboratory was being repaired and the computers could not be used in everyday class.

Question **FOUR** which was associated with the type of English language laboratory, that there is in the Institution to practice the listening and speaking skills of the students, 70% of the teachers said that there is a Computer Assisted Language Laboratory (CALL) and 47% of the students assured there is a Lingua Phone Laboratory. Teachers and students have different answers but, the most appropriate English language laboratory is the Computer Assisted Language Laboratory because, it has the technological tools updated that the educational institutions should use nowadays, to teach listening and speaking skills of the students.

Question **FIVE** was about the essential use of the Internet to practice listening and speaking skills. According to both 100% teachers and students said that is important. For this reason, it is possible to indicate that the internet is very useful to practice and develop listening and speaking skills. All the English language laboratories must work with Internet because, it is very used nowadays, in the learning process.

Question **SIX** was regarding the English language laboratory use advantages. The teachers in a 90% answered that the advantages to use the English laboratory are privacy and effective learning, and develop listening skills. The students in a 68% assured that the advantages are role play exercises, 61% of them manifested that record and comparing, to practice listening and speaking skill. Therefore, teachers and students are aware of the advantages that there

are in the English language laboratory to practice and develop the English language.

c) Decision

Based on the above results, it is possible to accept the first hypothesis, which states: CDs, DVDs, projectors, and others are the academic infrastructure used by the teachers to develop listening and speaking skills with the students of 4th, 6th, and 8th module of the English language career of the Universidad Nacional de Loja, academic period: March-July 2013. This decision is based on the assumption that teachers know the academic infrastructure that there is in the English language laboratory to practice the language. Although, they do not often use these technological tools to develop proficiency in the listening and speaking skills.

HYPOTHESIS 2

a. Statement

English fluency, answering questions, giving clear messages, are the characteristics of the listening and speaking skills among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

b. Demonstration

Question **SEVEN** was about the importance of using the English language laboratory to develop listening and speaking skills. Regarding this aspect, 100% of teachers affirmed that it is important and 100% of students expressed the same. This is because the English language laboratory should have the

technological tools updated, that the students can use to improve their skills and, to have better management of the language inside and outside the classroom.

In question **EIGHT** that was related to how frequently the students use the English language laboratory, 50% of teachers said that they never work in the English laboratory and 75% of students had the same response as the teachers. These results confirm that teachers and students do not use the English language laboratory since it was being repaired. Subsequently, students are not obtaining the expected level in the English language skills.

Question **NINE** was associated with the most important characteristic for developing listening and speaking skills. To this respect, 100% of teachers affirmed that fluency, as well as 90% said that phonetics are the most relevant, and 60% of the students indicated that fluency and 59% of them said that phonetics are the most important characteristics. Therefore, teachers and students are conscious about listening and speaking characteristics but, they are not using the English language laboratory to develop their skills adequately.

Question **TEN** was in connection with sufficient practice in the English language laboratory. On this respect, 100% of the teachers said that students do not have sufficient practice time in the English laboratory to develop listening and speaking skills, and 73% of the students had the same response. Consequently, the use of the English laboratory is limited; students do not have a close contact with native speakers like in real-life, so it is more difficult to reach the proper level in the English language.

c. Decision

In virtue to the obtained results in the described questions of teachers and students surveys; the second hypothesis which states: English fluency,

answering questions, giving clear messages, are the characteristics of the listening and speaking skills among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013, is accepted. In spite of the fact that most of the time, the laboratory was closed and the students could not develop these abilities properly.

h. CONCLUSIONS

1. The English language laboratory lacks an adequate academic infrastructure that could be used by the students to practice the listening and speaking skills. Also, it has a scarce availability of materials for working in each class. For these reasons, students are unable to practice real-life situations and consequently, they cannot develop the above mentioned skills effectively.
2. The number of computers is insufficient to work in the English language laboratory to practice listening and speaking skills. This is because some of these computers do not have accessories in good conditions like mouse, loud speakers, software, headphones and microphones to be used in the practice of these skills. For this reason, students cannot use these to practice the language.
3. The English language laboratory has some restrictions regarding the use of Internet to develop listening and speaking skills of the students. Besides, the equipment is not updated to find new ways to practice the language in the web. They only use traditional academic infrastructure such as computer software, and tape recorders that do not permit learners to have real-world listening and speaking competence to participate in real circumstances.
4. Students have limited opportunities to practice in listening and speaking activities in the English language laboratory. Likewise, they do not get the benefits and advantages that it has. They do not visit it regularly to use the different computer programs and materials that should have the English language laboratory.

i. RECOMMENDATIONS

1. Authorities and teachers of the English Language Department should get different types of academic infrastructure updated to be used in the English language laboratory to develop listening and speaking skills. They must be exposed to the different materials that can be used to learn the language, like (updated computers, internet, efficient software, appropriate computer programs), to develop these skills mentioned. Also, students should be guided with the right strategies to find new forms and alternatives to practice English in real life situations.
2. The Universidad Nacional de Loja authorities should provide the English Language Department with more updated computers, so students can work in the English language laboratory individually, and be able to develop and improve listening and speaking skills. Also, they should change the accessories in bad conditions for new ones. Students would use each computer accessory to practice and participate in different English language situations.
3. Students need to use a broadband Internet to work and practice their listening and speaking skills using the new technologies from the internet. They could use the internet to find a variety of exercises and activities, to work and practice the language in the English laboratory. The Institution should install an Internet broadband without any restrictions.

4. Students should be given more opportunities to use the technological equipment found in the English language laboratory, to practice more efficiently the language, develop and improve the listening and speaking skills. The administration should obtain a multimedia Hi-technology language laboratory to develop English language skills.

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k. Annexes

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN

ENGLISH LANGUAGE DEPARTAMENT

THEME

“THE CONDITIONS OF THE ENGLISH LABORATORY USE AND ITS INFLUENCE IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS AMONG THE STUDENTS OF 4th, 6th, AND 8th MODULE OF THE ENGLISH LANGUAGE CAREER OF THE UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC PERIOD: MARCH- JULY 2013”

**PRELIMINARY THESIS PROJECT TO OBTAIN THE
BACHELORS DEGREE OF SCIENCE OF EDUCATION IN
ENGLISH LANGUAGE SPECIALIZATION**

Author:

Tito Stalin Jara Armijos

LOJA – ECUADOR

2013

a. THEME

“THE CONDITIONS OF THE ENGLISH LABORATORY USE AND ITS INFLUENCE IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS AMONG THE STUDENTS OF 4th, 6th, AND 8th MODULE OF THE ENGLISH LANGUAGE CAREER OF THE UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC PERIOD: MARCH-JULY 2013”

b. PROBLEM STATEMENT

1. BACKGROUND

The Career of Licentiate of Science in Education, Mention: English Language Teaching is an Academic subunit of the Undergraduate Level that belongs to the “Área de la Educación, el Arte y la Comunicación” of the Universidad Nacional de Loja which has trained up very good professionals in the English teaching for about 48 years.

It was created at the beginning of the year 1961, and it started working out with a curricular organizational model based on subjects design. Since 1990, this traditional model of teaching was substituted by a pedagogical model called “Modular Academic System for Transformation Objects.

In agreement with this curricular reform, in the year of 1991, the English teaching career elaborated the modular curricular programming design for the first time. This programming was put into effect in 2005 with the purpose of responding all the new pedagogical model demands in the best conditions.

In June 2007, the university members started working on a new design encouraged by the Curricular Planning Sub- project of all the careers. Since then the modular programming is oriented by the problems of the reality that constitute themselves in transformation objects, the ones that formulate alternatives of solution.

Nowadays, the Universidad Nacional de Loja with the purpose to be in the same curricular level the all Universities of the country, to design a new curricular teaching/learning process for subjects. The Subject is at the top in the Ecuadorian Universities, indicating that it determines the structure of the Teacher and Learner relationship, but the Teacher comes next, because the new process by subjects help teachers to carry out the methods to present an excellent class.

This Career is training up professionals with scientific and technical knowledge in the English language proficiency in order to take the responsibilities in the work of the teachers in the different levels of education.

This career encourages the development of professional skills such as: the use of language as a mean of communication with an emphasis and focusing on the oral expression, development of reading comprehension and written production, phonological, morphological, syntactic, semantic and pragmatic knowledge, innovative methodologies for the teaching and learning assessment of the English Language.

On the other hand, the career involves a humanistic, critical and creative education which is able to propose alternatives of solution to the problems of the social reality.

The English language career is organized in eight modules direct for eight teachers; Dra.M.Lic. Dávila Carmen, Dra.M.Lic. Ramón Rodríguez Bertha Lucía, Ing.M.Lic. Moreno Ordóñez Rosa Paola, Dra.M.Lic. Samaniego Eva Margarita,

Dr.M. Sánchez Armijos Róber, Dra.M.Lic. Ojeda PardoCarmen Aurora, M.Lic. Castillo Cuesta Mariano, Dra.M. Criollo Vargas Marcia Eliana.

Also Dra.M.Sc. Elizabeth Sarmiento Bustamante coordinator and Dra.Ms.c. Nela Aguilera Asanza secretary of the English language career. The English language teachers of the National University of Loja are every day update to develop and to get good knowledge.

The MISSION of the career is to train up competitive professionals in English Language teaching as a foreign language with a high level of Academic quality in order to respond all the educative needs in all levels and to the community in general, assisting at the same time to the great amount of students coming from the different regions of the southern part of Ecuador.

The VISION of the career is to create a career with an excellent academic and administrative quality which can satisfy all needs of the English Language Learning, these in turn allowing opportunities of national and international exchange promoting the interactive participation of the current world.

The English career offers its academic year start in the onsite modality fulfilling a daily journey from Monday through Friday from 16:00 to 21:00 hours with a lapse of 500 hours per module in accordance to the academic calendar approved by the Administrative-Academic Council of the University.

For the training up of good professionals, the English career has an efficient teacher's staff which has the participation of native English teachers and foreign Linguistic.

Besides that, the infrastructure is well equipped with audio-visual media, as it has a language laboratory for the permanent practice of the language. All the academic activities that the career offers are carried out in its building located in "La Argelia" Citadel Block No. 5.

2. CURRENT SITUATION OF THE RESEARCH OBJECT

The low level of English Language knowledge in the Ecuadorian community is a very important problem in the development of the country; because the most developed countries have a lot of knowledge of the English Language. But the formation of the English teachers is very important cause in the learning of the English as a second language. If the teachers will use suitable strategies and some appropriate technological tools, they would have a better development of the linguistic skills and the acquisition of the second language (English).

A foreign language has different system of sounds, symbols, and phrases developed to communicate ideas, feelings or desires. People knowledge has been stored as sound units in a language and human learning process begin with the understanding of sounds created by the people. To learn one mother tongue always begins in the infancy children, it is that the children find out so fast, and it is easier to learn the second language.

Nowadays, teachers forget to update their strategies and methods, when they use the language laboratory to teach another language, for this reason most of the learners complain that they are confused, and have a bad idea about how to learn the English Language. Almost all the students who came to learn English were utterly confused and didn't have a correct way in the learning process.

The teachers have other problem when they teach another language; they don't use the technological tools that can help the learners to develop the four skills especially in listening and speaking, moreover to increase their knowledge in English.

The English language laboratory of the English career of the National University of Loja doesn't have the enough technological tools to teach another language, it lacks of a suitable equipped to work and develop the skills of the learners. It is important that a language laboratory has Internet, programs that help to practice listening and speaking like role plays, digital recorder, networked multimedia and other aids.

People have the ability to record all the sounds that, they hear in their memory, and they have the ability to reproduce most of them, and it's important to have a English language laboratory in each Educational Institution because, it helps to improve and memorize a lot of sounds, besides it permits to practice the grammar, and different roles that have the new language.

Some educational institutions don't have or never use the English language laboratory, for that reason the students have less English knowledge, because the teachers and the language laboratory don't have sufficient strategies and methodological tools to teach a second language.

The English language laboratory is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. Consequently is necessary to have an English language laboratory designed to assist learners in the acquisition and preservation in the ability of audio comprehension, oral and written proficiency of each student.

In short, a learner can get the experience of having interaction with native speakers through the English language laboratory. Therefore, the English language laboratory has become the need of the hour in any language learning process for communication.

3. RESEARCH PROBLEM

How the conditions of the English laboratory use influence in the development of listening and speaking skills among the students of 4th, 6th, and 8th module of the English language career of the Universidad Nacional de Loja, academic period: March-July 2013?

4. DELIMITATION OF THE RESEARCH

4.1 Temporal:

The present project is developed during the academic period: March-July 2013.

4.2 Spatial:

The place of research is located in “La Argelia” Citadel Block No. 2, of the Universidad Nacional de Loja, fourth flat, near of the Coordination of the English Language career.

4.3 Observation Units:

The people how are involved in this researching work are:

- English teachers of the English Language Career, of the Universidad Nacional de Loja.

- Students of 4th, 6th, and 8th module of the English Language Career, of the Universidad Nacional de Loja.

4.4 Sub problems:

What kind of academic infrastructure do teachers use to develop the listening and speaking skills in the English laboratory among the students of 4th, 6th, and

8th module of the English Language Career of the Universidad Nacional de Loja,
academic period: March-July 2013?

What characteristics have the listening and speaking skills in the English
laboratory among the students of 4th, 6th, and 8th module of the English Language
Career of the Universidad Nacional de Loja, academic period: March-July 2013?

c. JUSTIFICACIÓN

This research is going to be about the use of the English laboratory and its influence in the development of listening and speaking skills in the English Language Learning process with the students of the English Language career of the Universidad Nacional de Loja, because it is an interesting educational theme that has not been researched before and it is very important to become skilled at the new Language.

The present researching work is justified itself if we take into account that there are difficulties in the teaching-learning process, for that reason is necessary to use methodology that help students to develop a good listening and speaking skills of the foreign language through the use of the technology.

The Universidad Nacional de Loja with the objective to have a relationship with the society has designed a system that permit to the students put the practice the knowledge learned in the classroom.

This researching work is orientating to analyze the use of the language laboratory that has the English Language Career, and the career involves a humanistic, critical and creative education which is able to propose alternatives of solution to the problems of the social reality, with the objective to give a good educative service and for that reason the fulfillment of the mission, vision, and institutional goals.

Since the **scientific** point of view, it is important to carry out this research project because we will get enough information to give some theoretical elements that will let us state some alternatives of the solution to the problematic found around the use of the English language laboratory and its influence in the development listening and speaking skills inside the English language teaching learning process.

Seeing as the **educational** point of view, It is so important to develop the present project because the use of the English language laboratory is an important process that works together with the teaching because it help the teachers increase in their students' the ability to use the technology to develop their skills.

The present research is also pertinent, because it is a theme that can help the English teachers to solve many problems around the teaching of the English language through an introduction of different techniques and instrument that let them to gather enough information to know the real level of knowledge of the students in the use of the English language laboratory to learn the English language.

Finally it is also a previous requirement for me, in order to get the Bachelor's degree in Sciences of Education, English language specialization and It also have the enough resources to carry it out, in the period established in the time table.

d. OBJECTIVES

1. GENERAL OBJECTIVE

1.1 To analyze the conditions of the English laboratory use in the development of the listening and speaking skills among the students of the 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

2. SPECIFICS OBJECTIVES

2.1 To identify the academic infrastructure that teachers use to develop the listening and speaking skills in the English laboratory among the students of the 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

2.2 To determine the listening and speaking characteristics in the English laboratory among the students of the 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

e. THEORETICAL FRAME.

1. English Language Laboratory

1.1 Definition: “A Language Laboratory is a room in a school, college, training institute, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc. And the language laboratory is an audio or audio-visual installation used as an aid in modern language teaching.”¹

Modern language labs play a vital role in 21st century language learning, and



bear little resemblance to the archaic labs of the post-World War II era. In fact, for students who are part of the video game, internet, and modern language labs play a major role in grabbing student attention and keeping students motivated to learn.

“English Language Laboratory has a clean interface, is easy to use and teach in 23 different languages. The instructions and translations are in your native tongue, whether it’s Spanish, Italian, German, French, Chinese, Japanese, Danish or something else.”²

¹<http://www.language-laboratory.com/>

²<http://www.languagelab.in/>

However, it will increase your vocabulary, improve your pronunciation and develop your grammar skills.

1.2 History of the English Language Labs: “The origin of the English Language Laboratory can be traced as far back as 1877, when Edison invented the tin foil phonograph. In the 1920s, radios were used for foreign language instruction. Movies, tape recorders, televisions, video recorders, digital recorders and computers gradually started playing their role.”³

The practical use of the English language labs began in the 1950s, when tape recorders with two tracks became popular, new teaching methods in the English language labs evolved.

During the 1970s English language labs became unpopular because of the expensive repairs needed to the open reel tape machines resulting from student misuse, wear and tear etc. and the change in the language acquisition theories from linguistic accuracy to communicative fluency.

In the 1980s English language labs revived with the advent of the personal computers. Computer Aided Instruction (CAI) and Computer Aided Language Learning (CALL) gained importance with multimedia PC based labs.

These digital labs allow students to record their voice and teachers to control student positions. They are becoming more and more complex and sophisticated,

³<http://www.language-laboratory.com/>

integrating the latest technological innovations to enable students and teachers to improve the quality of the English language teaching and learning.

The International Association of Language Learning Technology, the European Association for Computer Assisted Language Learning, and the “Language Laboratory Association of Japan are some of the professional organizations whose members provide leadership in the utilization of instructional technology for teaching and learning of languages.

The first development of computer-assisted language learning (CALL) software programs can be traced back to the early 1960s, namely the Program Logic for Automated Teaching Operations (PLATO) project. Developed at the University of Illinois, it was among the first computerized foreign language teaching systems.”⁴

PLATO was mainly used for grammar and vocabulary drills, and translations. Since then, the impact of Information Technology (IT) on language teaching/learning has increased quickly to include the present day’s wide range of software programs, language learning websites and linked audio-visual program activities.

Lessons and exercises are recorded on a cassette or computer so that the students are exposed to a variety of listening and speaking drills. This especially benefits students who are deficient in English and also aims at confidence-building for interviews and competitive examinations.

⁴<http://www.language-laboratory.com/>

The English Language Laboratory sessions include word games, quizzes, extemporary speaking, debates, skits etc. These sessions can also be conducted with the help of internet where many websites provide online practice sessions.

1.3 What is a English Language Laboratory?: “In general, for any subject matter, a laboratory differs from a regular classroom by providing students and teachers with the tools they need to facilitate hands-on practice with the subject materials. This differentiation applies to physics labs, to chemistry labs, and to language labs.”⁵

➤ **What does hands-on practice mean for language learning?**

In a language laboratory, students do not play a passive role:

- ✓ Students listen to and watch multimedia materials in which native speakers of the target language are talking in an authentic context.
- ✓ Students record themselves and listen to themselves speaking the target language.
- ✓ Students converse with their fellow students in pairs or in groups using the target language.
- ✓ Language labs facilitate a broad range of activities that involve students in reading, writing, listening, and speaking the target language.
- ✓ Modern Communicative Method teaching styles:
- ✓ Multi-path and differential materials that challenge every student.
- ✓ Blended learning approaches involving multiple content types and sources.
- ✓ Pair work and small group work that encourage sharing and interaction.

⁵<http://www.languagelab.in/>

1.4 Language Laboratory Advantages:

- **Acoustics:** English Laboratory provides an opportunity to all learners to hear the instructions. Each learner can listen to the lesson material at a level set by the Instructor and also receive guidance from the teacher. Individual headsets give the students the accurate and correct pronunciation.
- **Developing Listening Skills:** We know that listening skill is very important aspect in language learning. English Language laboratory helps learners to develop good listening skills. Learners hear the correct language patterns all the time through their headsets.
- **Privacy and Effective Learning:**“Individual headsets provide learners with a psychological privacy. They promote not only speaking ability but also effective learning. It encourages the students to speak so that the mute and shy people including other students get benefit from it. They can practice the sounds according British pronunciation which help them to speak with correct pronunciation.

Students can be supervised individually by the monitor so that their doubts can be clarified easily. In theory classes, the students usually stop speaking when teacher communicates with an individual learner but in a lab they will

continue working without interruption. The students can improve their language skills effectively by listen the material in the lab.”⁶

- **Overcoming Shyness:** The use of the English Language learning system encourages learner to talk freely and lose their shyness when talking in front of the people. Lab systems tend to make students more anonymous.
- **Attention and Concentration:** The language lab allows the learner to listen to the program individually; each individual learner’s attention may be focused on the program material being studied. The attention and concentration to students by lab make them to learn more things.
- **Oral Testing:** The students can test their voice by producing the sounds. The testing will make the students to speak without fear and to bring the students on one path which focus on learning English.
- **Record and Comparing:** The learners have the ability to record their own voices along with the master stimulus. Each learner can be working interactively on different segments or be working with completely different program material.
- **Role Playing Exercises:** All advanced modern language learning systems incorporate, instructors can generate a variety of exercises structured around role-playing. Learners can be grouped together in small numbers and hold conversational practice with each other.

⁶www.eltweekly.com/.../59-article-english-langua.

- **Teacher monitoring:** “Since the instructor is not concentrating on producing the next question or drill, he/she can concentrate more on the student responses.”⁷

1.5 Types of the English Language Labs

- ❖ **Audio System English Language Lab:** “The Audio System Lab consists of a central tape recorder connected to a number of headsets or earphones through which the students can merely listen to the audio program when the central tape recorder is played.”⁸

The multi-media home theatre system speakers are used to facilitate listening in a large class. Pre-recorded cassettes can be used for this purpose. Some of the radio programs meant for school broadcast are also useful. They can be recorded and played, if required.

- ❖ **Audio Active System English Language Lab:** This Lab consists of a central tape recorder connected to a number of headsets fitted with microphones making provision for students to respond orally. The teacher or instructor can respond to the feedback. It is a two way communication.
- ❖ **Audio Active Comparative System English Language Lab:** “This Lab consists of a central tape recorder connected to a number of headsets, separate tape recorders fitted with microphones making provision for students to record feedback. They can use two track cassettes for this

⁷www.eltweekly.com/.../59-article-english-langua.

⁸<http://www.language-laboratory.com/>

purpose. One for the lesson, called the master track and the other to record the learner's response called student track.”

After listening to the recorded pronunciation of words, program, and the listeners may compare their response with the master track. They may repeat the same and get it recorded.

After recording they can playback their recorded material and listen. Thus they can make out their mistakes and correct them. The master track cannot be erased; it stays there for learning and comparison.

- ❖ **Audio Active Comparative System with Controls Language Lab:** “This Lab is almost the same as the Audio Active Comparative System Language Lab but some controls to communicate with the students, monitor or correct them without disturbing others have been added to it.

The teacher can take command of the entire system whenever he/she decides. This Lab enables the students to learn at their own pace and the teacher to direct and monitor any one student or to address all students by stopping their tape recorders.”⁹

This system constitutes the best language laboratory where a student can do these activities: Play, stop, rewind and fast forward the tape at will. Listen to the recorded message individually.

- ❖ **Audio Visual Multi-Media Language Lab:** This Lab the same as the Audio Active Comparative System Language Lab with Controls, but all the modern audio-visual multi-media teaching and learning materials along

⁹<http://www.language-laboratory.com/>

with the recent technological advancements in the field of Teaching Technology are used to make teaching and learning interesting.

A number of books have been written on using modern Education Technology for teaching of English as Second Language (ESL).

“Most of these laboratories became unpopular during 1980s because of the lack of technical assistance, outdated modules of recording, the expensive repairs resulting from student misuse, neglect, wear and tear, expensive tapes and booth maintenance, lack of interest among the teachers, misuse by the students and many other reasons sealed the future of the labs.”¹⁰

But with the advent of affordable multimedia PCs in the late 1990s led to a resurgence and transformation of the language laboratory with software and hard drives in place of reels of analogue tape the Multi-Media Computer Language Labs emerged.

❖ **Multi-Media Computer English Language Lab:** This Lab is the perfect answer for language teaching with modern technology or Computer Assisted Language Learning (CALL).

As most of the PCs have built in multi-media functions, it is very easy to record the voice, dialogue, skit and playback the same. This Lab offers computer-assisted instruction, which gives students an opportunity to work with word processing programs, the internet communication network, and language skill development programs.

¹⁰<http://www.language-laboratory.com/>

- ❖ **Multipurpose Multi-Media Computer English Language Lab:** This is an extended version of the Computer Language Lab which can be used for various other purposes besides language learning.

Social science, other languages, science subjects, art, music, film or any other subject can be taught with the help of available multi-media devices. History becomes a lively subject when films related to history are screened and Astrophysics enchants one and all when the images of the sun, moon, stars and other heavenly bodies, satellites are shown. Mathematics becomes more interesting with live demos.

1.6 The Need for an English Language Laboratory: It is required of any learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. What help one to acquire such proficiency in a language are the process and the method of learning that language.

“Scientific advancements have produced a number of innovative products to assist the learning process. Innovative products such as digital multimedia control, wireless headsets and microphones, the interactive response pad, are very useful for students learning languages for communication. These interactive tools are designed to enhance not only language teaching but also class room grading and distance learning.”¹¹

The English language laboratory is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation

¹¹www3.telus.net/linguisticsissues/lab

of the English language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. The laboratory's collection is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness.

The English language laboratory offers broadcasting, web-assisted materials and videotaped off air recordings in the target language. In short, a learner can get the experience of having interaction with native speakers through the laboratory. Hence, the language laboratory has become the need of the hour in any language learning process for communication.

1.7 Kinds of the Language Laboratory: The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years.

Four kinds of laboratories are being focused on here:

- ❖ **Conventional Laboratory:** “This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it and learn the pronunciation.”¹²
- ❖ **Lingua Phone Laboratory:** This is again a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible. There is also a modernized

¹²www3.telus.net/linguisticsissues/lab

lingua phone laboratory available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the left side and as a repeater on the right side that helps one to record one's voice and play it back for comparison.

❖ **Computer Assisted Language Laboratory (CALL):** It uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a connection to the Internet. These are called Web Assisted Language Laboratories (WALL). The development of CALL has been gradual, and this development has been categorized into three distinct phases: Behaviorist CALL, Communicative CALL and Integrative CALL.

❖ **Multimedia Hi-Tech Language Laboratory:** "There is a lot of software available on the market that can be used in the multimedia language laboratory, for example: *Renet, Aristoclass, Hiclass, Globarina, Console OCL-908W, Histudio MHi Tech, and Online Software.*"¹³

1.8 Role of the English Language Teachers in the English Language

Communication Lab: Some years ago, the role of an English teacher is to teach English lessons and explain the lessons in regional language but in the modern age, English language teachers have expected to play different roles:

- a. As an English teacher, he has to teach the lessons and grammar with full of examples.

¹³www3.telus.net/linguisticsissues/lab

b. As a communication skills consultant, English teacher works out and plans for improvement of students communication skills by introducing new activities like group discussion, debates, situational dialogues or other activities.

c. As a soft skills trainer, he must train the students to give power to them.

“Though we have had students who are quite experienced with computers, we have also had some students who had seldom used a computer; lacked basic knowledge such as how to operate a mouse or open a folder; and lacked the vocabulary, reading, and listening skills to follow instructions for using the computer.”¹⁴

We know that most of the students have the communication problem. Sometimes they do not have adequate language proficiency. Communication and soft skills and ability to learn on their own are very important for those who join the company.

The English Teachers have the responsibility to help the students in overcoming their fears about communicating and to assist students in developing more positive perceptions of communication activities.

1.9 Importance of the English Language Lab: “Globalization has thrown open to engineering graduates unprecedented opportunities. In this highly competitive world one is required to possess hard as well as soft skills in order to be successful at job interviews and in career. Communication skills in

¹⁴www3.telus.net/linguisticsissues/lab

English, the undisputed global language are a prerequisite in the global environment.”¹⁵

It is common understanding that the first language tends to influence the second and subsequent languages. Malayalam and English being of two different families of languages for the Malayalee speakers it is not often easy to master the exact sounds of English.

The intelligibility of English spoken outside the Kerala context is, therefore, a matter of concern. That is why a Language Lab is extremely helpful to students of engineering who should be ready to shape their career anywhere in the world. At our Language Lab students are given a brief introduction to Linguistics and Phonetics. Then they are ready to develop world class communication skills in English using the facilities provided here.

Once they receive a brief introduction to Linguistics and Phonetics they are ready to develop world class communication skills in English using the facilities provided here. The Lab is so well equipped that up to forty students can engage themselves in as many activities at any given time. It is generally understood that students, teachers and other staff communicate only in English.

The lab being an extra facility provided for our students it is made use of before and after regular working hours. Students are free to walk in and master communicative English in a leisurely manner, on their own. We think that it is proper to introduce our students to the American version of English language so we have a computer aided interactive language learning program too at the lab.

¹⁵www3.telus.net/linguisticsissues/lab

A language centre which uses Audio active International languages program to learn French, German, Japanese, and Arabic in an easy, natural and pleasant way is also provided at our language lab.

2. English Laboratory Strategies and Techniques

2.1 Strategies of Teaching/Learning: “Learner can respond at ease for communicative mode of teaching. Communicative method for learning languages combines extensive, high-quality content with flexible and interactive multimedia technology. This comprehensive language-learning method can act as a total solution for self-teaching, as well as a teaching support to formal courses.”¹⁶

Through a wide range of activities, a variety of skills are aimed to develop in a learner. A learner needs to communicate: oral and written comprehension, as well as oral and written expression.

It also addresses the concepts of grammar, lexicon, phonetics and conjugation. In order to achieve this objective, there are three possible Learning Modes:

The **Guided Mode** offers a step-by-step study course. Organized into Learning Paths, this mode focuses on the acquisition of functional language patterns across a broad spectrum of themes. In this mode a learner at lower intermediate level can learn pronunciation, grammar, functions of words and vocabulary by applying and practicing the rules.

The **Free-to-Roam Mode** gives a student the option of learning by topic or by linguistic skill. This mode is particularly useful for students who are at

¹⁶www.articlesbase.com/.../use-of-l... - Estados Unidos

intermediate level of learning and also for teachers who want to familiarize themselves with the content available to them.

“The **Dynamic Mode** takes a student under its wing. By analyzing a student's results, this mode adapts the course of study to ensure that it corresponds to the student's needs and abilities. The activities offered evolve in relation to the student's results and original objectives. Advanced learners can immediately be immersed in an authentic learning context through the various dialogues and videos, which illustrate everyday and professional life.”¹⁷

Subsequently, students will address concepts of grammar, lexicon, phonetics and conjugation they have previously met in context, allowing them to understand and retain these notions.

Finally, in order to reinforce the knowledge they have acquired, students will be asked to apply it in a practical context.

All the modes can be applied for the learners of the same class according to their abilities and capabilities. Thus individualized learning can be encouraged, through using the cultural texts, images, maps and corresponding activities.

Many of the strategies that are useful for English language learners are effective for differentiating instruction for other students as well:

- ✓ **Listening:** Speak slowly, distinctly, and write down key terms, anyone who has learned a foreign language in class, then traveled to a country where

¹⁷www.articlesbase.com/.../use-of-l... - Estados Unidos

the language is spoken, has noticed that it is difficult to understand natives because they seem to “talk too fast”.

What seems normal speed to a native speaker is extremely fast to a language learner or to a student with a hearing impairment. The addition of the complex terms and concepts of science can make learning even more difficult.

✓ **Visualization:**

- a. **Emphasize visual literacy;** it is often said that math and music are universal languages that can be read regardless of one’s primary language. Although these claims are debatable, it is clear that an English speaking student can read and understand an equation in a Swahili textbook. In addition, they can also interpret pictures, and with minimal linguistic skills, can interpret charts and graphs.

Visual literacy, or the ability to evaluate, apply, or create conceptual visual representation, is relatively independent of language, and is therefore invaluable to learning science and English simultaneously.

- b. **Graphic organizers;** “graphic organizers are diagrams or maps that show the relationship between new and existing concepts, thereby facilitating integration of new and familiar ideas. They require minimal language and are therefore helpful tools when teaching science to English language learners.”¹⁸
- c. **Manual video control;** science videos often introduce a variety of new terms and concepts, most of which even native speakers never remember.

¹⁸www.csun.edu/science/ref/.../teaching-ell.html

Use the bookmark and video clip features to return to precise sequences for review. Use the step-frame, slow motion, and replay features to focus student attention on key concepts.

✓ **Interpersonal strategies:**

- a. **Group projects & cooperative learning;** Many of the activities in this book employ group work and cooperative learning. Such activities provide opportunities for students to exchange, write, and present ideas. Projects use a variety of skills that work together to increase understanding and retention.
- b. **Partner English learners with strong English speakers;** the best way to learn something is to teach it. Partnering English learners with strong English speakers benefits both. It may be particularly beneficial to pair English learners with bilingual students who can translate laboratory and activity procedures. Develop your seating chart so English language learners are sitting near the front of class and adjacent to bilingual students who can assist them.
- c. **Thinks Pair Share;** students learn to speak English by speaking English, but it is often counterproductive to ask English language learners to read passages or give descriptions to the entire class. Students are often uncomfortable by their minimal science knowledge and English skills, and public exposure may make them more painful and reserved.

By contrast, English language learners are often eager to share their ideas in their new language with their peers. The think/pair/share strategy gives all students the opportunity to practice English by explaining science concepts.

d. **Encourage participation;** “many English learners come from countries in which student participation is not encouraged. They may be reluctant to speak, not only because of their lack of proficiency in English, but also because of they are uncomfortable in an environment where they are asked to share their ideas. A positive and supportive environment has a significant influence on student comfort level, participation, and encourages them to express themselves.”¹⁹

✓ **Structure:**

a. **Consistent routines;** English learners are freer to concentrate on new concepts if they are familiar with classroom routines.

b. **Road map to science;** English language learners benefit greatly from a “road map” that shows where they are in the science curriculum. Use organizational structures when teaching earth and space science, biology, chemistry, or physics to English language learners.

c. **Outlines;** provide students with a copy of your lecture/discussion outline. This will help ELL students know where you are, and where you are going with your lesson.

d. **Relate to prior knowledge;** make use of student background knowledge of science concepts. Discover what your students already know about a given topic and build upon this knowledge.

¹⁹www.csun.edu/science/ref/.../teaching-ell.html

✓ **Demonstrations:**

- a. **Clear, procedural steps;** the science laboratory can be a confusing and potentially dangerous setting for English language learners. Present procedures clearly using flow charts, pictures, and outlines.
- b. **Model laboratory activities;** demonstrate activities in front of class to ensure that English language learners can see the procedures before engaging in an activity.
- c. **Pictorial guide;** provide a visual reference to glassware and other materials used in experiments and activities. Review safety symbols and post them in the room and in the lab handout.

✓ **Reading and Writing:**

- a. **Journaling;** students become better writers by writing. Require English language learners to keep science journals in which they write lecture notes, new terms, and responses to prompts.
- b. **Science reading comprehension activities;** cloze and jigsaw are two techniques for developing and accessing reading comprehension, and can be used when making formative assessments of language and science learning.

✓ **Instruction:**

- a. **Wait time;** “teachers are often uncomfortable with silence and either calls on the first student to raise their hand, or answer questions themselves, thereby short-circuiting the thought processes of most students, particularly English

language learners who are trying to translate terms while formulating an explanation.”²⁰

Let students know that you expect all to be mentally engaged, and for this reason you provide wait-time sufficient for the majority to develop an answer before calling on any individual.

b. **Analogies;** Use analogies to relate new concepts to previously learned concepts.

✓ **Vocabulary:**

a. **Language based science games;** reinforce vocabulary with Science Bingo, and concepts with Science Pictionary. These games require minimal spoken language and provide an excellent review of science vocabulary.

b. **Picture glossary;** one of the best ways to learn the vocabulary of a new language is with pictorial flash cards. A picture of the concept is on one side while the term in the language to be learned is on the reverse. The student learns to correlate concepts directly with words, eliminating the need for translation.

c. **Common lexicon;** people construct understanding by integrating new ideas with pre-existing knowledge. Ask students what they already know, and then develop a common classroom vocabulary that can be used to develop new understandings.

d. **Root words;** “knowledge of Greek and Latin prefixes, suffixes, and roots can greatly enhance student understanding of scientific terms and facilitate a better understanding of English and other European languages.

²⁰www.csun.edu/science/ref/.../teaching-ell.html

Approximately 50% of all words in English have Latin roots, many of which are shared with Spanish, French, Portuguese and Italian. Learning scientific root words thereby helps one understand the vocabulary of a variety of languages, particularly English.”²¹

- e. **Mathematics translation;** English language learners find word problems much more challenging than symbolic math problems. The English language is exceedingly complex, with numerous nuances that must be learned. Students need to be able to translate common words to math symbols, natural language to algebraic expressions, and algebraic expressions to natural language. The activities in this book help students develop such skills.
- f. **Word wall;** Post new vocabulary terms on the wall in an organized, grouped manner. For example, you may wish to post new biology terms in columns according to the level of organization.

2.3 Classroom Techniques:

2.2.1 Language Lab Techniques: “The language technology laboratory at Asakinah Center serves our students in many ways. The center allows learners to increase their training hours suiting their language practice needs at their convenience.

The laboratory provides programs that help develop and increase vocabulary, syntax revision of rules, listening, pronunciation, grammar and other English language skills. It provides a wonderful opportunity for serious students to practice and continue to learn.”²²

²¹www.csun.edu/science/ref/.../teaching-ell.html

²²<https://catalyst.library.jhu.edu/?q=%22Laboratory+Techniques.>

The lab is also extensively visited throughout the session in order to provide our students with the opportunity of exposure to a variety of instructional videos, and language media designed to enhance our students' listening skills, pronunciation, and grammar comprehension. Carefully crafted and professional media activities, produced mainly by American native English speakers, help to motivate and keep students' interest in learning.

2.2.2 Techniques for new Students to the Language Lab: “We encourage students to get confidence in listening to English by reminding them not to try to understand every word and to concentrate on the message. This first session can help reduce students' worries and anxieties and get them accustomed to working in the language lab.”²³

Every lab session begins with a song, which is enjoyable. Popular songs in English are played on cassette. As soon as the students enter the lab and put on their headphones, they begin singing together with the music. Although this warm-up activity lasts only about five minutes, the students feel happy and a pleasant atmosphere is created in the lab. Students are motivated to do more challenging listening practice.

After the song, students are introduced to the pre-listening activities, which prepare them to achieve the most of their time in the language lab. One pre-listening activity is to look at pictures and discuss them. These pictures contain vocabulary related to the main activity.

²³eca.state.gov/forum/vols/vol41/no3/p44b.htm

As a predicting activity, the teacher can give students a list of comprehension questions based on the listening passage or some information about the topic and speaker. This helps them guess what they will hear.

While listening to the tapes, students are given different kinds of tasks to perform. They listen to the tape two or three times, depending on the task. Some of the simple tasks are:

1. Students do pronunciation drills to practice stress and intonation.
2. Students are given a set of pictures and have to arrange them in the correct order according to the instructions on the tape.
3. Students complete a worksheet of true/false questions based on information presented in the listening passage.
4. Students fill in blanks in a cloze exercise.
5. Students are given a worksheet with the main points of the passage in jumbled order. As they listen, they determine the correct order, and afterwards they check their work with classmates. This task combines listening and oral discussion.
6. Students are given some important vocabulary from the passage and asked to paraphrase the main ideas using those words. This task combines listening and writing.

After listening to the tapes, students can give oral or written summaries using notes they took while listening. This can be done in pairs or small groups. As each pair or group retells the story or information presented on the tape, the rest of the class listens and corrects any errors or omissions.

Students are required to do listening practice outside of class. Once a week, they are asked to write about it in a chart on the wall in the language lab. In the last ten minutes of class in the language lab, the teacher selects some students to do brief oral reports to the class about what they listened to during the week.

2.2.3 Techniques to improve macro skills of language though Language

Lab: “Among the four macro skills of language learning, listening and reading are receptive skills whereas speaking and writing are the productive skills. These skills can be improved effectively, when the learner learns at his own pace. With the help of the functional tool- Language Lab with Teacher's Console, language skills can be learnt, practiced and evaluated through the techniques followed:”²⁴

- **Techniques to improve listening:** “The primary form of linguistic communication is speech and so listening is the most important receptive and learning skill for foreign language students. An ability to listen and interpret many shades of meaning from what is heard is a fundamental communicative ability.”²⁵

Teaching listening involves training in some ‘enabling skills’ perception of sounds, stress, intonation patterns, accents, attitudes and so on, as well as ‘practice’ in various styles of listening comprehension.

a. Perception / Pronunciation: Accurate perception of the sounds of the language is the first stage which leads to interpretation and comprehension.

When listening to a foreign language, we need to know the sounds, rhythms,

²⁴www.articlesbase.com/.../use-of-l... - Estados Unidos

²⁵www.articlesbase.com/.../use-of-l... - Estados Unidos

tunes and stress patterns of that language. All the pronunciation work which we do will benefit the students' listeningability.

b. Phonetics: The sounds of the English language can be written down using the International Phonetic Alphabet (IPA) which is used in all Longman dictionaries. Use of minimal pair perception exercises (ship/sheep, ten /then) helps students learn the sounds of English. It can be well practiced on pronunciation exercises with the help of software or by using CDs in language lab.

c. Interpretation: We listen to interpret meaning. Most of the exercises which students will do focus on listening comprehension, which is, interpreting meaning from spoken language.

d. Listening to words: In written language, there are convenient white spaces between words. Whereas spoken language is a continuous stream of sound. The learner has to pay attention to understand the meaning of words spoken.

➤ **Techniques to improve speaking:** “Students' speech evaluation is possible through the digital recorder modules in language learning software. Students' audio recordings can be scored or saved for later evaluation. The Teachers can Record their own voice notes that students can hear later as they review their work.”²⁶

a. Group Discussions & Role Plays: The students on different workstations can be grouped and put into random pairs or groups to participate in role plays and group discussions.

²⁶www.articlesbase.com/.../use-of-l... - Estados Unidos

Teachers can listen directly or intervene as when required to control, monitor and evaluate the process. It can also be recorded and saved for later evaluation.

b. Digital Recorder: This software module allows students to experience interactive multimedia programs while simultaneously recording their own voices for practice.

Using this, students feel like they are interacting with a live native speaker and they can increase their comprehension, vocabulary and speaking skills. By adding subtitles, reading skills are also increased. Quizzes and tests can be prepared by using text, graphics, video and audio materials. These quizzes are graded automatically.

c. Voice Recognition Technology: This technology is integrated into the Pronunciation module of the software. Using the built in microphone on your computer, the learner will be able to repeat words after they hear from a native speaker through computer speakers. The software will analyze their pronunciation and compare a waveform representation of the native speaker's pronunciation with a waveform of their pronunciation. An accuracy scale on the screen will display their voice match to the native speaker on a scale of "Bad", "Acceptable", and "Good".

3 Introduction of the technology In Language teaching/learning:

“Emerging technologies make it practical to approach learning in ways that have been advocated by scientists, theorists, and educational psychologists for years.

Advanced information technologies such as virtual reality, visualization, digital modeling, digitization, simulation, games, virtual worlds and intelligent one by one tutoring systems dramatically enhance teaching and learning of elusive concepts by translating abstractions into real world contexts and providing customized instruction and individualized assessments.”²⁷

To realize the full potential of this technology and to ensure its pervasiveness in all institutions of learning and training, we must undertake a long-term, large-scale effort to research, develop, test and disseminate tools for building advanced learning systems.

At a time when technology-enhanced learning tends to be associated with Internet based applications like the World Wide Web, it is important to remember that non-Internet technology tools remain very useful aids for the language student and teacher.

Language software for the personal computer or lab network is becoming more flexible and powerful, both in the types of media it can include and in design features that give users more options. Authoring programs continue to allow teachers to create customized materials for their classrooms.

Advances in computer networking have increased the power, flexibility, and interconnectedness of desktop computer systems and the equipment available for use in the lab or resource center setting, and it has also made possible the use of networked software in the classroom.

²⁷www.articlesbase.com/.../use-of-l... - Estados Unidos

3.1 Software for Language Learning and Teaching: A wide variety of non-Internet software is available for foreign language teachers and learners. Comprehensive reference works such as "Lexirom" provide access to dictionaries, encyclopedias, and atlases on a single CD-ROM.

Commercial basic language programs such as "Triple Play Plus!" use interactive games and conversations to teach words and basic phrases and use speech recognition technology to allow users to record their speech and compare it with a model.

Teachers and students of grammar, stylistics, and translation may find a concordance program such as "MonoConc" helpful in searching texts for vocabulary and grammar usage. For example, a Spanish-language news article downloaded from the Internet could be analyzed with a concordance to display every instance of the word (could) in order to give examples of usage in context. Examples of other useful software packages based videodisc programs that emphasize the oral comprehension, oral production, and nonverbal characteristics of face to face, interaction.

Finally, it has Integrated Writing Environment, software for networked computer classrooms, has six modules, each designed to address a specific task or stage of producing a piece of writing.

- **Authoring aids:** Authoring tools are software programs that assist teachers in creating and managing computer-delivered instructional modules and exercises; they are a useful resource for teachers without programming skills who wish to create custom materials.

These authoring programs are becoming more sophisticated, incorporating multiple media resources, flexible feedback mechanisms, and in many cases a database system for tracking user performance.

- **Electronic communication:** Communication is at the heart of language teaching and learning. Contact with speakers of the target language has always been encouraged, but has not always been easy to achieve, particularly in recent years when letter writing has not been a favorite activity of young people.

But **electronic communication** is a less formal medium than paper-based letters and students are therefore more likely to want to correspond with partners overseas.

They know that they can edit their **email messages**, **blogs** and **wikis** in response to comments from their teacher and they know that their messages will reach their target audiences in a matter of hours rather than days.

- **Information on the Web:** The advent of the **World Wide Web** in 1993 was undoubtedly the biggest breakthrough in the dissemination of information, but it is not always easy to find what you want.

Although Web pages may look very like their paper-based counterparts, they are quite different because of the **hyperlinks** that they contain and the ability to navigate backwards and forwards between pages and sites at will with the click of a button, achieving a similar result as you would by consulting a number of different books at the same time, but in a more efficient way.

It does provide opportunities for teachers to publish their teaching materials and for students to publish their own work, which can either be available for the entire

readership of the Web or, via a password, for a pre-determined audience who will understand the provenance of the work and provide appropriate feedback.

- **Software:** Software programs are also available for more specialized instructional purposes. In "The Rhythm of French," audio, video, animation, and speech recognition technology are used to teach pronunciation and phonetics.

Software is the collective term for computer programs, it also known as **applications** and contrasted with **hardware**, which describes the computer itself and the other bits and pieces attached to it.

- **Interactivity:** All software can provide the user with various levels of **interactivity**. The interactivity might only involve the user in making choices from a menu which determine the route that they take through the software.

Higher levels of interactivity might influence what happens next in a much more detailed way. For example, by selecting a certain response the student might be able to change the course of a dialogue.

The fact that the contents of the software are not displayed in their entirety the first time that a student uses it encourages the student to go back to it several times to discover what else there is to do.

- **Feedback:** One of the most important aspects of interactivity is that of **feedback**. In an evaluation of a number of software packages produced by the most important feature of the various packages that was highlighted

by students was the ability of the software to provide immediate feedback in direct response to the students' input.

One of the packages evaluated, **GramEx**, focused on French and German grammar:

The students agreed that **GramEx** was an efficient learning tool. They felt that it helped them to return to basics as far as grammar was concerned. They referred in particular to the fact that it was a more efficient use of time than working with a text book, not least because of the speed of correction and readily available explanations.

Feedback is an important concept in the application of new technologies to language learning and features in a number of the ICT4LT modules, in which the distinction between **intrinsic feedback** and **extrinsic feedback** is discussed.

Unfortunately, there is now a discernible trend, especially in Web-based materials, to provide very little feedback, apart from a "right" or "wrong" response or a tick or a cross next to the chosen answer. Many modern CALL packages appear to place more emphasis on presentation rather than meaningful interactivity.

- **Multimedia CALL:** The power that enables you to produce multimedia materials, to communicate with people all over the world, and to receive multimedia materials from websites worldwide, has also enabled software developers to incorporate a number of features which distinguish

computer-based language learning activities from those based on more traditional media.

3.2 Language lab systems: The language lab is sometimes seen as a means of providing in class and independent access to analog audio, usually in the form of audio cassettes. Among the features that enhance this traditional audio component in today's labs are the capacity to "bookmark" challenging segments of a tape so students can return to them later and the capacity of response analyzers to automatically generate student test scores following completion of an exercise or test.

For some time now, the language lab has been expanding beyond its historical focus on audio, in order to take advantage of the new technologies and to respond to the needs of today's teachers and learners, the lab systems being marketed today by companies such as ASC, and allowing incorporation of multiple media resources such as CD-audio, satellite, and video into the lab, with the potential for several groups of users to have access to these different resources simultaneously.

These systems may also be adapted to include computer stations at some or all lab positions, like:

- **The Virtual Language Lab:** As I define it, a Virtual Language Lab is a fluid suite of assistive technological tools, determined by methodological goals and applications that comprise a support system that helps me and my colleagues to meet college and departmental goals while working within the geographical and financial limitations of our school.

The Virtual Language Lab is a portable, digital space that is liberated by the individuality of learners and teachers and finds expression in pluri-dimensional, multi-channel technological applications.

- **Networked multimedia:** More and more language departments are exploring a computer-based alternative to the traditional means of multimedia delivery. Audio and video can now be digitized and placed along with software on video-capable file servers.

In this system, different segments of a video or audio clip may be accessed by multiple users simultaneously from their computers. Another advantage is that it is no longer necessary for single computer stations to have a dedicated videodisc player or other peripherals; students at any networked station in the lab may access multimedia resources directly on the server.

This server-based setup means that teachers and learners in remote locations with network access can use instructional materials. Smart classrooms, which are set up to display video, videodisc, and computer output to a room full of students, allow faculty to incorporate networked lab resources into their regular instruction.

- **Internet:** The emergence of the **World Wide Web** (now known simply as "the Web") in the early 1990s marked a significant change in the use of communications technology for all computer users. Email and other forms of electronic communication had been in existence for many years.

In 1993 brought about a radical change in the ways in which we communicate electronically. The launch of the Web in the public arena immediately began to attract the attention of language teachers.

Many language teachers were already familiar with the concept of hypertext on stand-alone computers, which made it possible to set up non-sequential structured reading activities for language learners in which they could point to items of text or images on a page displayed on the computer screen and branch to any other pages.

The Web took this one stage further by creating a world-wide hypertext system that enabled the user to branch to different pages on computers anywhere in the world simply by pointing and clicking at a piece of text or an image. This opened up access to thousands of authentic foreign-language websites to teachers and students that could be used in a variety of ways.

A problem that arose, however, was that this could lead to a good deal of time-wasting if the Web was used in an unstructured way and language teachers responded by developing more structured activities and online.

Davies lists over 500 websites, where links to online exercises can be found, along with links to online dictionaries and encyclopedias, concordances, translation aids and other miscellaneous resources of interest to the language teacher and learner.

In its early days the Web could not compete seriously with multimedia CALL on CD-ROM and DVD. Sound and video quality was often poor, and interaction was slow. But now the Web has caught up.

Sound and video are of high quality and interaction has improved tremendously, although this does depend on sufficient bandwidth being available, which is not always the case, especially in remote rural areas and developing countries. One area in which CD-ROMs and DVDs are still superior is in the presentation of listen/respond/playback activities, although such activities on the Web are continually improving.

Examples of Web 2.0 applications that language teachers are using:

- Image storage and sharing.
 - Social bookmarking.
 - Discussion lists, blogs, wikis, social networking.
 - Chat rooms, MUDs, MOOs and MUVES (virtual worlds).
 - Podcasting.
 - Audio tools.
 - Video sharing applications and screen capture tools.
 - Animation tools - comic strips, movies, etc.
 - Mashup
- **CD-ROMS:** CD-ROM programs such as "Nouvelles Dimensions" use multimedia to provide visual context and textual reference materials to help the learner master listening comprehension techniques.

Games also offer students an opportunity to use language and culture skills to solve a problem or reach a goal; in the adventure program, students watch video segments of the adventure and make choices that determine the outcome, using a Paris map, notebook, apartment guide, telephone, newspaper, and answering machine in their questions.

HYPOTHESES

1. GENERAL HYPOTHESIS

1.1 The lack of physical space, time and academic infrastructure are the conditions of the English laboratory use in the development of the listening and speaking skills among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

2. SPECIFICS HYPHOTESES

2.1 The use of CD's, DVD's, projectors and others are the academic infrastructure used by the teachers to develop the listening and speaking skills in the English laboratory among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

2.2 English fluency, answering questions, give clear messages are the characteristics of the listening and speaking skills among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive way, because the researcher will not have the chance to manipulate the variables of the stated hypotheses, but it will describe the facts as happen in the real world. Also it would permit to apply a survey and the description of the facts in the same way that shows the researched reality to discover the data and the obtained results in the work. To carry out the present researching work is necessary to use the following methods, techniques, and procedures.

2. METHODS, TECHNIQUES AND INSTRUMENTS

2.1 Methods

Methods are the group of planning and structuring procedures that we follow in the researching work, to obtain new knowledge about the social reality.

The scientific method: Any scientific research follows an ordered and complex process which needs a strict procedure to describe the events during the period of observation, so the scientific method is selected because their characteristics seem to be the most appropriate.

This scientific method will let us, to state problem, the general and specific objectives, and based on then, it will formulate the corresponding hypothesis and develop the theoretical frame which will guide all the investigation process.

Descriptive method: It will be used because it will guide to demonstrate the main purpose of the researching work, to describe the problematic that the researcher

found in this educative institution, to describe the variables of the stated hypotheses as cause and effect, and It will describe coherently all the researching work presenting the results and supporting the conclusions.

This method will also serve to describe the strategies and methodological tools that the teachers use in the English language laboratory to develop the listening and speaking skills during the English language teaching-learning process.

Analytic-Synthetic method: This method also will serve to analyze the main result that It would be gotten through the instruments applied in the field work and which will help to prove the hypotheses based on the results of major tendencies. It also will be helpful to analyze the fundamentals of the theoretical frame which will support the verification of each hypothesis.

Explicative method: It will also use in the explanation of all the result that It would be gotten in the field work contrasting then with the theoretical referents. It will let to identify the strategies and methodological tools that the teachers apply into the English language teaching-learning process.

Descriptive statistics: The descriptive statistics would be served to represent the data in table, squares and graphs to get a better comprehension of the information.

2.2 Techniques and Instruments

To obtain the empiric information of the research will be necessary to apply the following techniques and instruments.

A **survey** will be applied to obtain the empiric information about the English language teaching-learning process and to know the use of strategies and

technological tools that the teachers use in the English language laboratory to develop the listening and speaking skills with the students of the English Language Career. It will be applied to teachers and students with a previous elaborated questionnaire, which will contain different types of closed questions about the topic that will be research with indicators that will help to prove the stated hypotheses.

3. PROCEDURES

After to apply the research instruments, the data will be processed through the following steps.

3.1 Tabulating

In the tabulation of the data obtained in the field research It will use the descriptive statistics for the closed questions and unifying criteria from the reason or explanation of every question, and It will contrast the information of the teachers and students which will let to get the right information.

3.2 Organization

After to organize the empiric information taking into account the questions that will prove the first hypothesis and the ones that will help to prove the second one, so which will describe them orderly.

3.3 Graphic representation

After I will **represent** the obtained data in statistic tables will show the data in frequency and percentages, so it will facilitate the interpretation and consequently the critical analysis of every question.

3.4 Interpretation and analysis

Once to have presented the information in tables and graphs, it will be interpret according to the obtained percentages and it will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

3.5 Hypotheses Verification

The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

3.6 Conclusions and recommendations

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

4. POPULATION

The population that we took was 154 students from the English Language Career. As regards to the teachers it will have to work with all the population because they are 10 English teachers and It is necessary to consider that is a small group to our investigation.

The population of the all students and teachers is represented in the following table:

Parallels	A	B	C	Total
Course				
4 th	21	22	15	58
6 th	26	25	-	51
8 th	14	14	17	45
Total				154

g. TIMETABLE

N°	ACTIVITIES	2013																2014																																			
		March				April				May				June				Oct				Nov				Dec				Jan				Feb				March				April				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1	Project Presentation	x	x																																																		
2	Appointment of the teacher advisor			x																																																	
3	Project Checking					x	x	x	x	x	x																																										
4	Project approval											x																																									
5	Appointment of thesis advisor												x																																								
6	Application of the Instruments															x	x																																				
7	Thesis development																x																																				
8	Tabulation																				x																																
9	Elaboration of the tables and graphs																							x	x																												
10	Theme																																																				
11	Introduction																																																				
12	Summary																																																				

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1 Human

- ✓ English Teachers of the “English Language Career”.
- ✓ Students of the “English Language Career”.

1.2 Material

- Office material, books, copies, computer, printer, paper, folders and paper clips.

1.3 Technical

- ❖ Internet, computer, and printer.

2. BUDGET

- Project	400
- Thesis first draft	300
- Thesis second draft	400
- Printing and Publishing	200
- Unforeseen	100
TOTAL ESTIMATED BUDGET	1400

3. FINANCING

All the expenses from the present research work will be assumed by the author.

“THE CONDITIONS OF THE ENGLISH LABORATORY USE AND ITS INFLUENCE IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS AMONG THE STUDENTS OF 4th, 6th, AND 8th MODULE OF THE ENGLISH LANGUAGE CAREER OF THE UNIVERSIDAD NACIONAL DE LOJA, ACADEMIC PERIOD: MARCH-JULY 2013”

PROBLEMS	OBJETIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>What are the conditions of the English laboratory use in the development of the listening and speaking skills among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013?</p> <p>SUBPROBLEMS</p> <p>What kind of academic infrastructure do teachers</p>	<p>To analyze the conditions of the English laboratory use in the development of the listening and speaking skills among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.</p> <p>To identify the academic infrastructure that teachers use to develop the listening and speaking</p>	<p>The lack of physical space, time and academic infrastructure are the conditions of the English laboratory use in the development of the listening and speaking skills among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.</p> <p>The use of CD’s, DVD’s, projectors and others are the academic infrastructure used</p>	<p>English laboratory</p>	<p>Definition.</p> <p>History of the English language lab.</p> <p>English Language lab advantages.</p> <p>Types of the English language lab.</p> <p>Kinds of the English language lab.</p> <p>Importance of the English language lab.</p> <p>Software.</p> <p>Interactivity.</p> <p>Feedback.</p>

<p>use to develop the listening and speaking skills in the English laboratory among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013?</p> <p>What characteristics have the listening and speaking skills in the English laboratory among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013?</p>	<p>skills in the English laboratory among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.</p> <p>To determine the listening and speaking characteristics in the English laboratory among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.</p>	<p>by the teachers to develop the listening and speaking skills in the English laboratory among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.</p> <p>English fluency, answering questions, give clear messages are the characteristics of the listening and speaking skills among the students of 4th, 6th, and 8th module of the English Language Career of the Universidad Nacional de Loja, academic period: March-July 2013.</p>	<p>Academic infrastructure</p> <p>Listening and speaking skills</p>	<p>Multimedia CALL. Networked multimedia. Projectors.</p> <p>Internet.</p> <p>CD-ROMs.</p> <p>Emphasize visual literary. Manual video control. Encourage participation. Fluency. Comprehending. Interpretation.</p> <p>Listening to words.</p> <p>Understanding the setting. Phonetics.</p>
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UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE DEPARMENT
SURVEY TO THE TEACHER

This survey will be useful to collect data about: **THE CONDITIONS OF THE ENGLISH LABORATORY USE AND ITS INFLUENCE IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS.** I will appreciate you answer the questions as objectively as possible in order to improve the English laboratory.

1. Do you think that is important the use of the English language laboratory to develop the listening and speaking of the students?

Yes ()

No ()

Why.....
.....

2. How often do the students use the English Laboratory to practice the listening and speaking skills during the week?

- Never ()
- Once a week ()
- Twice a week ()
- Three times a week ()

Why.....
.....

3. Do you think the English language laboratory has sufficient number of computers to develop the listening and speaking skills?

- Yes ()

No ()

Why.....
.....

4. Do you think the English laboratory equipment to develop the listening and speaking skills of the students is?

- Excellent ()
- Good ()
- Bad ()
- Outdated ()

Why.....

5. What kind of academic infrastructure do you use in the English laboratory to develop the listening and speaking skills?

- Internet. ()
- CD-ROMs. ()
- Computer program. ()
- Software. ()
- Manual video control. ()
- Projectors. ()
- Tape recording. ()
- Others.....

6. What characteristics do you think are the most important to develop the listening and speaking skills in the English laboratory?

- Fluency ()
- Comprehending. ()
- Interpretation. ()
- Role plays. ()
- Listening to words. ()
- Understanding the setting. ()
- Phonetics. ()
- Others.....

7. What kind of English language laboratory is there in your institution to practice the listening and speaking skills?

- Conventional laboratory. ()
- Lingua phone laboratory. ()
- Computer assisted language laboratory (CALL). ()
- Multimedia Hi-tech language laboratory. ()

8. Do the students have the enough practice to develop the listening and speaking skills in the English laboratory?

Yes () No ()

Why.....
.....
.....

9. Do you think the use of Internet is essential to practice the listening and speaking skills in the English language laboratory?

Yes () No ()

Why:.....
.....
.....

10. What are the advantages of the English language laboratory use?

- Acoustics. ()
- Developing listening skills. ()
- Privacy and effective learning. ()
- Overcoming shyness. ()
- Attention and concentration. ()
- Oral testing. ()
- Record and comparing. ()
- Role playing exercises. ()
- Teacher monitoring. ()



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE CARRER
SURVEY TO THE STUDENTS

This survey will be useful to collect data about: **THE CONDITIONS OF THE ENGLISH LABORATORY USE AND ITS INFLUENCE IN THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS.** I will appreciate you answer the questions as objectively as possible in order to improve the English laboratory.

1. Do you think that is important the use of the English language laboratory to develop the listening and speaking of the students?

Yes ()

No ()

Why.....
.....

2. How often do you use the English Laboratory to practice the listening and speaking skills during the week?

- Never ()
- Once a week ()
- Twice a week ()
- Three times a week ()

Why.....
.....

3. Do you think the English language laboratory has sufficient number of computers to develop the listening and speaking skills?

- Yes ()

No ()

Why.....
.....

4. Do you think the English laboratory equipment to develop the listening and speaking skills of the students is?

- Excellent ()
- Good ()

- Bad ()
- Outdated ()

Why.....

5. What kind of academic infrastructure does your English teacher use in the English laboratory to develop the listening and speaking skills?

- Internet. ()
- CD-ROMs. ()
- Computer program. ()
- Software. ()
- Manual video control. ()
- Projectors. ()
- Tape recording. ()
- Others.....

6. What characteristics do you think are the most important to develop the listening and speaking skills in the English laboratory?

- Fluency ()
- Comprehending. ()
- Interpretation. ()
- Role plays. ()
- Listening to words. ()
- Understanding the setting. ()
- Phonetics. ()
- Others.....

7. What kind of English language laboratory is there in your institution to practice the listening and speaking skills?

- Conventional laboratory. ()
- Lingua phone laboratory. ()
- Computer assisted language laboratory (CALL). ()
- Multimedia Hi-tech language laboratory. ()

8. Do the students have the enough practice to develop the listening and speaking skills in the English laboratory?

Yes () No ()

Why.....
.....

9. Do you think the use of Internet is essential to practice the listening and speaking skills in the English language laboratory?

Yes () No ()

Why:.....
.....

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- Acoustics. ()
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- Attention and concentration. ()
- Oral testing. ()
- Record and comparing. ()
- Role playing exercises. ()
- Teacher monitoring. ()

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