

## UTILIZATION OF LANGUAGE LABS AMONG THE FACULTY MEMBERS AND STUDENTS: A STUDY OF SRI MANICKAM COLLEGE OF EDUCATION, PUDUKKOTTAI

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### **Abstract:**

*This paper analyzed the Utilization of language labs among the faculty members and students of Sri Manickam college of Education, Pudukkottai. Now-a-days schools and colleges are converting their classrooms into multi-media classes which are used as language labs through internet based instructional materials to improve speaking skills.. Now it is being questioned if language labs are still necessary in our times. In this study, the researcher aims to investigate student's attitude towards usage of language labs. The sample consisted of, 80 students and 20 faculty members. Survey method was used to collect the data. Percentage analysis was used to analyze the data. It was found that students utilize the Language labs more than the faculty members.*

### **Introduction**

The last few decades have seen an exponential growth in the use of technology for language learning and teaching purposes. Researchers have focused on the benefits of emerging technologies and teachers as users are adapting their teaching process as well as the institutes to create a technology enhanced user-friendly classroom atmosphere. For facilitating a better English learning environment and setting, language laboratories are used for English students of non-native countries so that they can feel the atmosphere of target language.

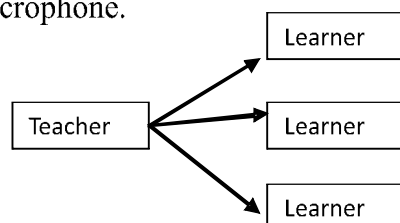
Language labs have become the common ground for all teaching methods and been embraced by many institutions because they are seen as the effective aid for developing communicative skills combining fun and education. Private colleges started teaching through internet based instructional materials using smartboards in the classes.

Language labs are a teaching room equipped with electronic and mechanical devices to aid foreign language learning through internet. There is facility for recording and reproducing voice. In the beginning, the lab consisted of tape recorder, amplifiers, headphones and microphone to aid fast learning using other learning aids also. Then microprocessors were added which controlled different functions like communication. Computers are used now-a-days as multimedia players in the language labs.

### **The system of language lab**

#### **The system console**

It is the teacher's desk which controls all the operations. The console (teacher position) is electrically connected to a number of rows of student booths containing a tape recorder and headset with boom arm microphone.



**Cubicle of the system**

There are sound proof compartments for learners. The learner receives programmes from the console or booth and records it. He receives an utterance, there is a pause and he has to give response and then compare his response with the right one that he receives from the console.

**Source of the system**

The sources include recorded cassettes and also dubbing, that is, recording of a programme from the console on the master tape.

**Operation**

Once the master program had been transferred on to student recorders, the teacher would then handover control of the decks to the students. By processing the record key in the booth, the student would simultaneously hear the playback of the program whilst being able to record his/her voice in the pauses, using the microphone. This is known as an audio active comparative system.

**Advantages of the Language Lab**

It provides equal opportunity to all the students to hear the instructor irrespective of the place where they are seated. It also provides the privacy that encourages the shy students to speak without hesitation. Attention on subject is increased, resulting in better retention of the concepts. Furthermore, it develops the listening and communication skills, since they hear correct pronunciation through their headphones. The students' progress also be monitored regularly so that teacher can provide feedback based on individual pace and ability. Finally, the students can learn the lesson at their own pace thus allowing the classroom as student-centered-approach.

**Literature Review**

The history of the language labs dates back to 1880s after the tin foil phonograph was invented by Edison but they reached its peak in 1960s when Behaviorism was the most influential theory guiding educational practice (Peterson, 1947; Levy, 1997).

Warschauer and Healey (1998) assert that it is more appropriate to call the language labs as Integrative Computer Assisted Language Learning (CALL) environment after 1990s, the aim of another study by Yarar (2005) was to explore the effect of computer assisted language learning on the students' achievement in learning English grammar. The study was conducted with 58 Students from a primary school. During the practice phase of the study English plus (New Generation) course software was used. Results showed that in teaching English grammar computer assisted language learning is effective. Several studies on language labs have found that students generally have a positive attitude towards computer technology in the language classroom and such technology has a positive effect on language learning achievement. For example, In yau and Cheng's study (2012) about students' confidence showed that integrating technological components in their courses enhanced students confidence in language learning however, Walker and white (2013) gave us the new term Technology Enhanced Language Learning (TELL) since computers are not only component for language labs: tables, Kinect games, software programs are also in the spotlight. In a study revealed in 2015, Manurung found that the implementation of contextual internet based instructional materials improves the speaking skill of the students. Similarly, Oz(2015) stated that Turkish EFL Students have positive attitudes towards Foreign Language Learning and integrating CALL applications into language learning process.

**Objectives**

1. To find out the level of utilization of Language labs among the faculty members and Students in terms of background variables.
2. To find out the significant difference between faculty members and students in the Utilization of Language labs and its dimensions.

**Hypotheses**

1. There is no significant difference between faculty members and students in the utilization of Language

labs and its dimensions.

- There is no significant difference between PG students and UG students in the utilization of Language labs and its dimensions.

### **Title of the Problem**

Utilization of Language labs among the Faculty members and Students: A study of Sri Manickam college of Education, Pudukkottai.

### **Method Used for the Study**

The investigator used the survey method to find out the utilization of Language labs among the Faculty Members and Students:

### **Population and Sample**

The population consists of all faculty members and students of Sri Manickam College of Education, Pudukkottai. The investigator used the simple random sampling technique for selecting the sample from the population. The sample consisted of 80 students and 20 faculty members.

### **Statistical Techniques Used**

Percentage analysis was used to analyze the data

### **Analysis of Data**

The level of utilization of Language labs among the Faculty Members and Students in terms of the background variable

**Table 1: Level of Language Labs among the Faculty Members and Students in Terms of the Background Variables**

Variable	Sub-variable	Low		Moderate		High	
		N	%	N	%	N	%
Status	Asst. Professors	5	25	9	45	6	30
	Students	20	25	35	43.75	25	31.25
Gender	Male	17	26.15	32	49.23	16	24.61
	Female	8	22.86	18	51.43	9	25.71
Designation	Tamil Asst. Professors	2	40	2	40	1	20
	English Asst. Professors	1	25	2	50	1	25
	Subject Professors	3	27.27	6	54.54	2	18.18
	U.G students	18	36	24	48	8	16
	P.G students	6	20	18	60	6	20

### **Findings:**

It is inferred from the above table that 45% of Asst. professors and 43.75% of students have moderate levels of utilization of Language labs.

49.23% of male members and 51.43% of female members have moderate levels of utilization of Language labs respectively.

25% of Asst. Professors and students have Low levels of utilization of language labs respectively.

30% and 31.25% of Asst. professor and students have high level of utilization of Language [abs respectively

24.6 % and 25.7% of male and female members have high level of utilization of Language labs respectively.

25% of English professors, 18.18% of Tamil Asst. Professors, 16% of U.G students and 20% of P.G students have high level of Utilization of language labs respectively. It revealed that English Asst.

Professors used the Language lab more than that of other subject staffs. So the need of language labs in English is very important.

It is inferred from the table that the level of utilization of Language labs by the students is greater than the faculty members. And also utilization of Labs by P.G Student's is higher than U.G Students.

### **Conclusion**

The language laboratory is a very helpful tool for practicing and assessing one's speech, testing in four skills, learning at their own pace without teachers. At the same time, it is raising the motivation, reducing the fear and it makes students feel comfortable. In this study, most of the participants agree with the idea that it is very helpful to study English in the language labs. It appears that students think the language labs are beneficial in their language studies. They also want to spend their time there. This result is in tune with Yang's study carried out in 2001. Both studies show that students have positive perceptions on using language labs in language education. Students can record and access their performance to make sure that they are paying attention to all aspects of phonetics such as pronunciation, accents and stress etc. As strong communication skills are essential in almost all of the professional careers, language labs can help in acquiring this important skill.

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