

Language laboratory serves as cells of communicative english language teaching in Bihar: A case study of Jai Prakash University Chhapra

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Abstract

This research paper presents particular in nature and peculiar in use of the various performances of the language laboratory cell serving for equipments as the store – house, brain – house, kitchen room, and the engine of the communicative English language teaching for the learners and the teachers. The research paper establishes the strong bond between the language laboratory and the students providing various modern beneficial audio – visual aids, their proper settings and use, leading cautiously and creating such an environment as an inseparable situation making successful for the learners to meet their target as shortly and chiefly and conveniently as possible. For the purpose of successful achievement of the goals the descriptive and analytical approaches have been endorsed. The learners of the two groups of the same college were selected for investigation. The learners ten in number studying English Honours course were selected for the first group and they were provided facility to study English Honours in general class only. In the second group the ten selected students from the same course were provided facilities for attending both of the general classes of English Honours and the language laboratory for their practical purposes. The students of both of the groups were tested by using the questionnaire methods and their opinions were recorded. On the basis of the recorded opinions of the students of both of the groups the importance of the language laboratory was assessed for the purpose of the findings of this research paper. The findings so obtained were discussed about the beneficial role of the language laboratory. It was found that the language laboratory is such a well maintained class with systematically well-arranged useful and essential modern equipments that can fulfill the purpose of communicative English language learning students in the age of globalization to be fully fit for the proposed purposes of research programme. The language laboratory easily improves the four essential skills of English language skills which are listening, reading, speaking and writing. The listening and the speaking skills are enough for fulfilling the target of communicative English language teaching, anywhere and in any situation. This research paper recommends at last that the language laboratory is very important for the English Language learners who can get their language skills improved and the proficiency of spoken English is enhanced soon as standard as the English speaking people have.

Keywords: communicative english teaching, language laboratory, equipments

Introduction

The English Language is taught in all colleges under Jai Prakash University, Chhapra as the General Course, Sub-Sidiary Course, and the Honours Course. The interested students to English language adopt any of these courses studying in university or colleges. Though English language has been taught in colleges since the establishment of this university in 1990, the proficiency of English language of the students, specially communicative English language, is too weak for them to express their ideas in this global language. The basic reasons of the listening and speaking skills to have been weak is the practice which the students do not do seriously after the general class teaching. The practice by experiment makes the learners perfect and practical. This type of practical knowledge of communicative English language is possible merely by the audio – vidual equipments easily available in the language laboratory. The curriculum of English language in colleges under this university is very high and profitable in all respect but its practical aspects are neither in use nor in practice. In this regard D. Salobin expresses his opinions:- Students need intensive activities to attract they practice listening and speaking in and out of their classes. “ He further says, the only linguistics materials that can figure in language production are stretches of speech that attracts the

child’s attention to a sufficient degree to be noticed and held in memory. In this way English language learning can be made as easy as the learners don’t feel any problems to learn in a short period. This is only possible to popularize the importance and role the language labs. Among the English language learning learners and the teachers. In this way the problems of communicating English language teaching and learning can be solved. There is a matter of regret neither the university nor the colleges have established language laboratory. Even in the age of globalization Jai Prakash University Chhapra in Bihar is deprived of language laboratory which plays a vital role to make communicative English language easy to know, learn, and face all situations all over the world. It is the language laboratory which is the merely means to solve the problems of the communicative English language teaching and learning by providing the possible available modern audio-visual equipments such as computer, tv sets, internet, smart phones, already stored in the labs. Prof. Rajendra Mahajan and Dr. Ritu Sharma refers the importance of the language labs., “ Modern language labs.in general offer the text, images, audio and video can easily be integrated., teacher can alter materials to fit their requirements, learners can record their own voice and play back the recordings. “

The language labs.serves as the power house and so

produces the sound energy by the audiovisual aids, which like the engine is propagated for listening purpose that is decoded by the listeners and is spoken by them to communicate their ideas whenever and wherever is needed. This research paper will help the students of Jai Prakash University Chhapra to improve their communicative English language to be as expert as the English to highlight their own and Indian glory. In the same way describe Amina Adamu and Mukhtar Umar, "In the theatre and performing arts, the role of LL especially in music listening and the recitation of lyrics create a cycle of engagement in which students constantly self-observe, self-judge, self-regulate, and self-monitor techniques. These are encouraged as the components of contemporary pronunciation pedagogy. -----
 ---The trained students of Robotic Engineering have a role to play with their training in stress, intonation, word accent and rhythm. They can train their robots in especially voice recognition of the target language.

Literature Review

Definition of Language Laboratory

The language laboratory like other laboratories of natural sciences is a particular class room where the language learners and teachers of English language perform their practice of producing sound, its communication, by the help of the audio visual equipments stored there. The learners learn how to produce sound and propagate it in the correct pitch and right frequency for appropriate pronunciation of words by using right accent and producing pleasant rhythm and creating correct intonation like the first English language learners and speakers. The learners become practical natural in their every atmosphere of life anywhere in this vast global environment. The language laboratory is the equipments store house where all International phonetic alphabets are produced, pronounced, propagated and promoted to the highest rhythmic intonation of frequency.

Brief Historical Sketch of Language Laboratory

The century of the 1600s and the 1800s is marked for the drastic development of communicative English language with the use of chalk & slate, pencil, the calculator, and the typewriter. This is the glory of the development of science and technology not only in communicative English language but also in all areas of natural sciences in all respect. The 19th century became the better successful successor of development by producing as is prescribed by M.B. Nawaila, S. Kanbul, & R. Alhamroni, "The introduction of projectors, radio, mimeograph, slide ruler, videotapes, photocopiers, computer the ending of the century witnessed the introduction of internet and the interactive white board "Firstly the laboratory was meant only for science and technology. It is stated by Leone, 1962; Peterson, 1974; & Saettler, 1990, p.187, "The first laboratory was established at the university of Grenoble in 1908." Further Delcolque, et al, (2000) adds, "The first audio device welcomed is the photograph, and have immediately adopted other advances in audio technology such as magnetic tape, and digital media. "The development of science and technology provided opportunity enough and encouraged the scholars to think deeply and technically in all fields of all faculties. It was 1960s which became the golden period for the development of the language laboratory. In this connection Hocking expresses his views, In 1967, by 1962, there was a massive increase in the number of labs.at the secondary

level since 1958.

The 20th & the 21st centuries are the most glorious era for the development of science and technology, Specially in English language. M.B. Nawaila, S. Kambul, & R. Alhmroni describe the development of English language depending on different sources which are summarized below, "The 21st marked the era of globalization which makes learning a foreign language of utmost importance English, being the language behind most technological and scientific developments, economics, administration, literary works and popular entertainment comes first (Graddol,2006)^[3]. Teaching English Language has been there for a long period of time and its significance is ever increasing which lead (Graddol, 1997)^[4] in his study suggesting that by 2000 English learners will reach a billion and doubled a decade later. Considering a wide spread and advancement of English language around the globe, English is considered as first language in countries like Nigeri, India and in some places as the second. English language teaching has always been related to technology (Shinghal, 1997). During the past decades, laboratories were being used for teaching and learning English language at various institutions. The laboratories were equipped with radio cassette player, a headphone and a microphone. Despite the fact that these laboratories are a positive step but the process was most of the time found boring and tedious by students (Shinghal, 1997)."

Method

The methods, the descriptive and analytical, were selected for the collection of data from the texts available easily to meet the target of this research paper. The texts which were written about the importance of the English language laboratory specifically full of materials of basic communicative English language teaching and learning were selected and collected for easy reference. The English language honours learning students at Lok Mahavidyalaya Hafizpur, Baniapur Saran, under Jai Prakash University, Chapra were selected as samples for the purpose of this research paper. The session (2019–20) was decided for starting of this research paper. The whole session was divided into four sub-sessions scheduled for three months each group of learning students who were ten in number in each group. The learners of communicative English language of each group were given the same opportunity equally. But the learners of the Lp group were facilitated to attend the language laboratory for their practical purposes of the course of English language which they were taught in the general classes. The learners of Communicative English language of the NLB were not provided to attend the language laboratory. As there is no established language labs. Either in Jai Prakash University Chapra or in its colleges. So the computer system and the headphones were merely facilitated to the learners for English language practice to improve listening and speaking skills of the communicative English in particular and to all the four English language skills, listening, reading, writing and speaking in general. There is a matter of surprise and interest that none of the selected students had attended any laboratory before this opportunity. So the students had to pass the pretest before the course started. In the pretest they were taught the importance of both language laboratory and the communicative English language teaching every general and practical life. The improvement of the students of each

group was tested and recorded. They were tested all the four skills of communicative English language in each sub divided academic session and their performance was recorded separately. Their performance of learning communicative English language recorded separately was evaluated by the English language experts. The result was prepared and declared at last.

Results / Findings

The marks obtained by the students of both sides were recorded in the tabulation tables to evaluate their performance regarding the four skills of communicative English language teaching by using statistical process. On the basis of the percentage of marks calculated with reference to the marks obtained by them in each and every test taken by the teacher at the termination of each test their performance was judged separately. The marks obtained by each student of LASP group in the tests which were taken from beginning of the course to the final test is cited below in table No -01

Table 1

No. of students of LASP Group	1	2	3	4	5	6	7	8	9	10
Marks obtained before starting the course or Pre-test										
Listening Skills	10	12	10	06	15	18	11	12	05	07
Reading Skills	40	20	25	16	19	30	39	60	35	70
Writing skills	48	60	38	70	34	60	55	70	72	60
Speaking skills	20	30	12	07	30	45	50	60	50	40
Marks obtained in the first trimester										
Listening skills	22	20	25	18	26	25	20	24	12	10
Reading skills	50	32	40	30	30	40	50	62	45	72
Writing skills	50	62	45	71	41	62	60	73	73	62
Speaking skills	25	35	17	10	35	50	55	65	55	50
Marks obtained in the 2 nd trimester										
Listening Skills	25	25	30	30	35	40	32	40	20	20
Reading Skills	50	35	45	40	38	48	55	65	55	75
Writing skills	50	62	50	72	45	65	65	75	75	65
Speaking skills	30	40	22	20	40	55	60	70	55	55
Marks obtained in the 3 rd trimester test										
Listening skills	35	40	40	45	40	45	38	50	35	38
Reading skills	55	45	50	45	45	50	60	65	60	75
Writing skills	60	67	62	78	60	70	73	78	80	74
Speaking skills	45	48	38	38	50	62	65	80	70	75
Marks obtained in the 4 th trimester or final test or post test										
Listening skills	50	60	62	60	62	61	50	55	50	50
Reading skills	63	60	62	80	67	60	69	78	80	85
Writing skills	75	81	84	85	80	81	84	85	90	86
Speaking skills	60	60	50	48	60	90	80	95	90	95

The marks mentioned in the table cited above refer the performance of the four skills of English language of the students of communicative English language teaching on basis of the facilities provided them through the class room and the language laboratory teaching. For the evaluation of their performance in each English language skill, descriptive statistical process was used and the tabulation table was preferred for calculation.

On the basis of the calculation of obtained marks in each English skill in all four tests and evaluation of the performance on that basis, each and every student was found doing better performance in each succeeding test in the manner summarized below,

Listening skill performance from the beginning is >>>>>in the final test.

Reading skill performance from the beginning is >>>>> to

the final test.

Writing skill performance from the beginning is >>>>>to the final test.

Speaking skill performance from the beginning is >>>>> to the final test.

The performance of the students in all four skills is satisfactory and each of them has performed five to ten times as good as to meet the target of communicative English language at the universal level. This satisfactory performance has been achieved by them by attending the language laboratory regularly. As per the marks obtained by the serial number no. 10 student was 07 only in the beginning test in listening skill became 50 in the final test (fifty)which is seven times as good as the beginning. Similar performance was found in all other English language skills.

Table 2

No. of students of NALSP Group	1	2	3	4	5	6	7	8	9	10
Marks obtained before starting the course or Pre-test										
Listening Skills	18	10	15	12	11	12	05	12	10	08
Reading Skills	35	20	20	15	18	30	35	10	20	16
Writing skills	45	40	65	60	36	40	48	50	60	65
Speaking skills	40	20	30	50	10	60	35	45	10	17
Marks obtained in the first trimester										
Listening skills	20	12	20	18	20	15	15	18	15	15
Reading skills	40	30	30	25	30	35	40	20	20	25
Writing skills	50	45	65	60	36	50	50	50	60	65
Speaking skills	50	25	35	50	20	60	50	50	30	20
Marks obtained in the 2 nd trimester										
Listening Skills	22	15	22	20	25	18	16	18	15	15
Reading Skills	43	35	35	32	32	36	42	25	22	25
Writing skills	50	45	65	60	40	50	50	50	60	67
Speaking skills	55	30	36	52	28	64	50	50	30	20
Marks obtained in the 3 rd trimester test										
Listening skills	28	18	26	20	25	20	20	22	25	18
Reading skills	45	40	40	36	36	38	45	30	30	35
Writing skills	60	60	70	65	50	55	55	58	63	70
Speaking skills	62	36	42	55	35	70	58	52	30	22
Marks obtained in the 4 th trimester or final test or post test										
Listening skills	30	20	30	20	28	25	22	25	30	20
Reading skills	60	40	45	45	40	45	55	35	30	22
Writing skills	62	63	70	65	55	55	60	60	65	70
Speaking skills	70	40	45	60	40	75	60	55	30	35

The table no. 02 shows the marks obtained by the students of NALSP. These are the students who were not provided laboratory attending facilities other than the class room. They were dependent on themselves. So their performance was found not satisfactory. They did not obtain good marks in any of the four English language skills. Their performance in each skill was found only two to three times improvement in each test, which cannot meet the target of the communicative English language teaching.

Discussion

Apropos the above analysis of the result it is obvious that the students attending the language laboratory to learn communicative English language prove themselves expert in the English skills which are essential for communicative English. The Students performance in English language was not satisfactory in the test taken before starting the course. But in the last test their performance in listening and speaking skill was found so much significantly which are very essential for communicative English language. The

analysis also refers that attending modern language laboratory provides the learners so many facilities which make English language learning skills easy and interesting. The language laboratory is essential for teaching English language at all levels of teaching. It is the language laboratory which can serve the purpose of the English language learners. So it is our suggestion not only to Jai Prakash University Chapra, but also to all institutions of all over the world to establish a modern language laboratory so that the learners of communicative English language may learn it skillfully to produce skilful performance in spoken English. The analysis also refers both class room teaching and language laboratory teaching are essential for fast improvement.

Conclusion

The English language laboratory really plays a very important role in the improvement of communicative English language skills like the cells of the body. It, like cells of the body, supplies all essential audio visual equipments which serves as the solution of the English language learning problems, and helps in learning skills of English language. The students can improve their communicative English language learning by attending the modern language laboratory full of all modern audio visual equipments. The students cannot be successful in the fast and highly growing competitions in all areas of modern world without attending the English language laboratory regularly and devotedly. So we suggest the students to attend the highly facilitated modern English language laboratory established in their colleges and university to make themselves proficient in communicative English language teaching to face all situations of modern life in the globe. Hence the English language laboratory is the mother of modern communicative English language teaching and learning.

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