

## Significance of Language Lab in Teaching Grammar

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### **Abstract:**

*Teachers of languages around the world consider themselves to be educators in addition to experts in teaching language skills. Many modifications in approach and materials have resulted from the shift in emphasis in language education over the past few decades from the study of language as a discipline in and of itself and as an entrée into the literature of another culture to a practical skill in performance. It has sparked curiosity in the nature of language acquisition and highlighted the need for a more comprehensive understanding of the skills that make up language performance. Early developments in teaching methods were based on the need to organise class teaching efficiency as much as possible; soon after, as a result of the influence of new educational aims and theories of teaching and learning, newer methods were designed to foster students' independence. In the traditional approach, learning and teaching were not analysed, and no effort was made to improve teaching.*

**KEYWORDS:** *Importance of Language Lab, Preparation of Teaching Materials, Teaching Method, Analysis, Findings*

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### I. INTRODUCTION

Providing a diverse range of learning resources and opportunities is essential for teaching languages effectively. The goals of teaching languages in the current world are many. These are dictated by the expectations of the student, the educational system, and the teacher's perception of his role. Today's educators are viewed as both environment creators and managers. Learning-oriented instruction is given either individually or in groups. Programs that are tailored to each student's interests and needs are known as individualised education. The language instructor can deliver language in more ways than just speech and paper because to the advent of technology, including tape recorders, slide projectors, overhead projectors, video tape recorders, and even chalkboards. One medium can be substituted for the other.

For many years to come, the Language Lab will remain at the vanguard of the language learning movement. The difficult task of designing and rebuilding such facilities to keep up with rapidly advancing technologies falls on language lab personnel. The equipment that is now known as the Language Laboratory was originally installed in 1924 by Ohio State University speech science specialists for the use of its Spanish language students. It included the capability of individual student recording and playback, the use of spaced pauses for student responses, and a central source for several sets of headphones. There are numerous factors that contribute to the Language Laboratory's effective operation. The kind and calibre of the materials that were recorded, the duration and frequency of the lab sessions, the presence or absence of an experienced instructor or "monitor," the subtle but significant motivating factor, and the extent to which the lab materials were supplemental. Despite extensive research conducted in recent years, there are too many variables at play for studies to draw firm findings. The utilisation of such language laboratories has many advantages since it gives pupils the opportunity to work independently on language drills while having occasional teacher supervision.

Growing knowledge of the various media has led to several advancements in language instruction. The use of the equipment changed with the introduction of computers. Modern electronic computers can control a wide range of devices quickly and precisely. As a result, they can be programmed to present educational materials to individuals or groups of people in a classroom. These resources could include films, tape recordings, and other media, all according to an almost arbitrary complex plan. The ability of a computer to process natural language strings, identify the "meaning" of what is spoken in a particular context, and make complicated "branching" decisions dependent on the results of these processes is crucial for employing a computer as an aid to instruction. The significant amount of exercise and drill work required to acquire language skills—the majority of which necessitates frequent remedial correction and close supervision for optimal learning outcomes—is one of the factors contributing to this decision. An examination of the studies

conducted over the previous thirty years reveals that not much research has been done on college English teaching strategies, especially when it comes to using Language Laboratories. This paper represents an effort in that approach. This is a fresh research into an experimental study on grammar instruction at the college level using a language laboratory.

### **The Necessity of the Research Paper:**

Even though primary and secondary school students are exposed to English and grammatical patterns, their performance at the university level is remarkably low. Even basic concepts are beyond their ability to convey in coherent terms. Even while the teaching community uses a variety of techniques to make grammar instruction effective, it is not particularly practical. The Language Laboratory was made possible by advancements in technology, and this has allowed for the introduction of novel approaches to grammar instruction. Grammar instruction has not made extensive use of the Language Laboratory. It is anticipated that this study will demonstrate how well the Language Laboratory for Teaching Tenses works. It is also anticipated that the study will lead to a diagnosis of the tenses-related learning difficulties that college student's face. With the knowledge gained from the investigation's findings, English language instructors in practice will be able to choose to use Language Laboratory to teach grammar in the language and implement appropriate corrective actions to eliminate the mistakes students make while employing tenses.

### **The goals of the current investigation are as follows:**

- To investigate Dicto-comp's efficacy as a testing instrument.
- To investigate how well Language Laboratories teaches tenses
- In order to investigate how well Language Laboratories teaches the present perfect tense
- To investigate Language Laboratory's efficacy in teaching the present perfect continuous tense

### **The following Expectations Form the Basis of the Current Study:**

- The results of this study should demonstrate how well Language Laboratory teaches college students how to use tenses.
- It is anticipated that this study will demonstrate how useful Dicto-comp is as a testing instrument.
- It is anticipated that this study will demonstrate how well language laboratories teach present perfect tense and present perfect continuous tense to college students.

The results of this study will also help college English instructors make judgements and learn more about whether using Language Laboratories as a teaching tool is appropriate for teaching English.

### **Limitations of the Study:**

The present study has the following limitations:

- The study is limited to Under Graduate Students of Andhra Pradesh State, first-year students.
- The study's scope is limited to evaluating Language Laboratory's efficacy in teaching tenses alone.
- Since the study focusses on the efficacy of using Language Laboratory in teaching tenses, particularly present perfect tense and present perfect continuous tense, an analysis of the tenses errors committed by the students has not been conducted.
- Due to the fact that this study is experimental, a sizable sample size was not obtained.
- Due to time constraints, many constructs could not be chosen.

It necessitates choosing a suitable experimental design, choosing a sample for the proposed experiment, creating tests to determine the sample's unique tenses-using abilities, and creating suitable teaching materials for the Language Laboratory. In this study a sample of students from First year graduate students, Andhra Pradesh State, were selected and a pre-test was conducted to measure their entry level behavior in the area of uses of tenses. There were two equivalent groups created from the sample. Group B serves as the controlled group and Group A as the experimental group. For a total of eight hours, the experimental group is exposed to educational resources via Language Laboratory. A post-test on the proper usage of tenses is then given to both groups. Lastly, the significance of the experimental group mean and the Student t test result are evaluated in the context of the comparison.

### **Preparation of Pre-Test tool:**

An exam is a tool used to gauge the candidates' ability. When choosing the test items, the following considerations are made:

- The objectivity of the appraisal tool
- Instruction that is unambiguous and clear

➤ The exam drafts are sent to a group of English professors for review and feedback. There are 100 students, both male and female, enrolled in the course. There are 30 men and 70 women among them. By giving a pre-test, a sample of sixty students was chosen to form two-equated groups.

#### **Selection of testing items for the Pre-Test:**

While making selection of the testing items for the pre-test,

- A number of standard books on grammar.
- The elementary and secondary school textbooks that are required by the Andhra Pradesh government to determine the list of instructional materials.
- A panel of experts was consulted

#### **Selection of the Test items:**

By putting the students in error-provoking scenarios, the pre-test aims to assess the entry-level behaviour of their knowledge regarding the usage of tenses. It paints a picture of a learner's language growth in the particular field of grammar as well as his learning challenges at a given moment in time.

A straightforward method for restricted writing is dicto-comp. It is possible to select locations that cause errors as test items. These are included in a brief monologue. The assignment requires the students to listen to the monologue and write an exact replica of it. If the student has already learnt the material, it will be stored in his internal memory and, should he listen to the monologue, he may be able to recollect it while writing. However, he has not mastered the thing; instead, he would omit or swap it. Dicto-comp was thus added as a testing instrument.

#### **Selection of teaching items:**

Thus far, only grammatical tenses have been taught. The laws of each tense separately and how to use them are taught by English teachers. When taught in integration, a few tenses are easier to understand. When it comes to teaching integrated tenses, not much has been written or done.

#### **Two Tenses Join Together to form Integrated Tenses**

For Example

The Past Continuous Tense and the past tense

- When I was walking on the road, I saw an accident.

The past perfect continuous tense and the past tense

- I had been playing cricket, when I saw the accident.

The past perfect tense and the past tense

- When I reached the station, the train had already left.

The present perfect tense and the present perfect continuous tense

- Ramesh has been batting for twenty minutes. So far, he has scored 10 runs.

A foreign topic would be one that included every integrated tense for the research area. Therefore, for the experimental investigation, the present perfect tense and the present perfect continuous tense were selected.

#### **Use of teaching materials:**

The following items are part of the teaching materials that have been prepared for the Experimental group to utilise in the Language Laboratory to teach tenses:

- Choosing lesson materials based on the situations in which the Present Perfect and Present Perfect Continuous tenses are employed.
- Preparation of necessary tools for teaching the items selected.

#### **Selection of teaching items:**

The several situations in which the Present Perfect and Present Perfect Continuous tenses are employed are covered in the assortment of instructional materials. The collection of instructional things served as the basis for the pre-test testing items. Thus, after conferring with the panel of experts, the teaching materials for the

suggested Language Laboratory instructional program were created while keeping in mind the selection level testing criteria.

**Use of teaching Tools:**

The following are among the teaching tools that are being prepared:

- A Digital Language Laboratory consisting of 30 systems for individualized instruction.
- Power point presentation of the reading and listening materials with the listening materials recorded with the presentation.
- Relevant pictures to be used for recapitulation
- Construction of fool proof and non fool proof substitution tables for practice.

**Teaching method:**

The teaching materials are the teaching objects chosen and the teaching aids made for the curriculum in the Language Laboratory. Each instructional unit that the researcher has designed includes.

- A statement of objectives, both general and specific.
- A statement of specific teaching item to be presented.
- Situations to introduce the teaching items.
- Adequate substitution tables for providing practice in instructional patterns regarding the teaching item.
- Grammatical explanation involved in the teaching item.
- Exercises for recapitulation.

**The Instructional Programme:**

Following the creation of the equivalent groups for the experimental study and the preparation of the required instructional materials, the experimental group participated in an educational program conducted by Language Laboratory. For this aim, sixty minutes were set aside after college hours on each working day.

Consequently, the experimental group worked for a total of 8 working days, spending 1 hour a day on the instructional program. For the Experimental group, all instruction took place in the same room at the same time of day.

**Construction of post-test:**

The purpose of the post-test instrument was to determine how well the Language Laboratory instructional program had prepared the Experimental group for the use of the Present Perfect and Present Perfect Continuous tenses following instruction. The instrument was created in the same way as the pre-test instrument and was given to both groups at the same time.

**Scheme of analysis:**

- An analysis of the post-test scores in terms of its average in percentage for both the groups
- The means of the gain scores of the pre-test and the post-test were calculated for both the groups.
- The combined standard deviation of the gain scores of the pre-test and the post-test of both the groups was calculated
- 't' value was worked out. An analysis in terms of levels of significance between the means of the gain scores of the Experimental and the Controlled group has been made and the interpretation provided.

**Procedure of calculation:**

Due to the limited sample size ( $n = 30$ ), the Student t-test formulas were utilised for various computations.

When determining the significance of different outcomes from small samples, the Student t test is typically employed. The following kind, out of the numerous varieties available, is used to determine the experiment's effectiveness.

Testing Difference between Means of Two samples (Independent Samples) (Test 2)

### **A Synopsis of the Research:**

The investigator has concluded the following after evaluating and interpreting the data:

Based on the computation, the experimental group's average percentage of achievement in the present perfect tense is 88.7, while the controlled group's is 25.3. Thus, it can be said that the Experimental group outperformed the Controlled group in terms of present perfect tense usage. Therefore, after being exposed to educational materials through Language Laboratory, the Experimental group made notable progress in learning the applications of the present perfect tense.

When using the present perfect tense, the student's t test value is 13.04. It exceeds the "t" table value of 2.71 at the significance level of 0.01. This validates the above-mentioned conclusion.

Therefore, it can be said that Language Laboratory does a good job of teaching the present perfect tense.

### **II. Recommendations:**

In light of this experiment, the following suggestions are put forth:

- The study has shown that Language Laboratory is an effective tool for teaching college students how to use tenses. It is advised that other language skills be taught at the college level using the Language Laboratory with success.
- As a result of the study, pre- and post-test instruments were created to gauge students' proficiency with the usage of tenses at different times, both before and after training.
- Dicto-comp is a tool that can be used to determine how well students are performing at any particular moment.
- It can be used to identify learners who struggle with understanding tenses.

It is advised that practicing English teachers utilise Dicto-comp to assess their students' proficiency with tenses and determine how well they are learning them.

### **III. Suggestions:**

It seems that the following are some crucial issues that need more research:

- The study found that teaching tenses at the college level using the Language Laboratory is successful. It is recommended that upcoming researchers look into how well Language Laboratory teaches the following other skills:
  - The uses of conditional clauses
  - The uses of other forms of tenses
  - The uses of articles, prepositions
  - The usage of syntactic patterns.
- This experiment may be conducted on the passive form of the tenses, as this study had been done on the active form of the tenses.

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