CHAPTER - 4

ROLE OF LANGUAGE LAB IN TEACHING ENGLISH

This chapter gives and comprehensive view of language lab. Several elements are very necessary to study for better understanding of our resource. Which aspect of lab can be used how and how to get optimum benefit of it is discussed here with examples. As discussed in the second chapter for every learner, purpose of learning is different. Strong and weak point of every individual learner is different. Trainer should not apply common study technique for every learner. So now it is must to guide which technique is best for every aspect of English. Learner of English in India learns English as a second language so first of all it necessary to evaluate English as a second language so that we can know some troubles faced by ESL learners.

English as a second language

Most of the population of the world is bilingual. If we observe closely all the students of the world are being taught a second language in their academic subject and English is the most common of it. At the time of learning any languages trainers and learners use language as an object of study and as a medium. The target language is not only about a new code for any concept but learning a new language and culture and new concepts. It is about acquiring a new vision to look the world with a new ways of understanding. English is world highest learnt language as a second language. Perhaps that’s why it is also most researched one as a second language.

In the field of second language learning a popular and very well acclaimed name is Stephen Krashen. He is a professor at the University of Southern California. In the field of linguistic he has given his best contribution. He has devoted his life for finding new concepts in learning second-language, bilingual education. His noteworthy contribution is five hypotheses for second language learning. Recently he has added one more hypotheses that is Reading Hypotheses.

I. The acquisition-learning hypotheses: It is primary and important of all five hypotheses he gave. It is about two ways of learning second language of adults. The first way is ‘language acquisition’ and the second is ‘language learning’. According to
Krashen acquisition is a subconscious process. Like a child, learner is not usually aware of the fact that one is learning language. Learner starts using target language unconsciously. Where as in the second way ‘Language learning’ learner is conscious that he is learning a language. Here learner knows something about language and its rules and his mother tongue also plays its role in it.

II. The natural order hypothesis: English is considered as the most studied language for natural order hypothesis. In this hypothesis the order of language learning is discussed. Any learner’s order of second language acquisition is different from the first language order of acquisition. Here grammatical structure learning is happens before language learning. Even grammar is also taught according to simple to complex order like morphemes or functions words are taught in initial stage. The prominent thing is the order of first language learning and second language learning is different.

III. The Monitor Hypothesis: It supports the fact that acquisition and learning are used in very separate way. Acquisition is required to start the utterances in a second language which ultimately leads to fluency. It suggests that learning means only to monitor or to edit. Utterance can be changed by learning and then acquisition system works. This hypothesis conveys that in the second language teaching, formal rules and conscious learning has a very limited magnitude.

IV. The Input Hypothesis: When this hypothesis was new, it was more time consuming hypotheses than any other. It is more import theoretically and practically. It affects potentially on all areas of language teaching. It answers the question, How do we acquire language? As per Input Hypothesis we acquire language by searching for meaning which leads us to structure. It relates to acquisition but not learning. It suggests that we acquire language by its structure.

V. The Affective Filter Hypothesis: Here affective factors of the second language acquisition process are discussed. It is a concept presented by Dulay and Burt. Affective variables are discussed here in detail. As less interested learners have a very higher affective filter so after giving input they tend to unable to follow the message. On the contrary those learners who are with interest will be more conducive and will perform
better with the same input. Here input is the primary variable in second language acquisition.

VI. The Reading Hypothesis: Here he gives his latest hypotheses. According to it reading the target language is the best way to enrich vocabulary of target language. He had applied his hypotheses on his second language learning and then he came on this conclusion. He promotes target language reading in regular classrooms. He frequently suggests a book named ‘Book Whisperer’ for reading.

**Stages of Second Language Acquisition**

There are several stages of learning any language. Judie Haynes is a scholar who has the experience of teaching elementary ESL for 28 years. She has authored and co-author many books on ELL. She and her son Charles are content editor of the award-winning website everythingESL.net. Judie actively works for NJTESOL/NJBE as a president. She observes a very important and the most common process of second language learning. Every learner who learns English as a second language undergoes through five common stages of language learning. Every stage may differ learner to learner even can stop learning on any stage.

I. Pre-production: In this stage learner is silent who can recognize English language but can’t speak. Learner’s vocabulary is limited up to 500 words in one’s passive vocabulary. That means a learner is able to understand speaker’s speech but can’t speak it independently. It can be called a repetition mode. At this stage visuals may help a lot. Gestures of teachers and related images can clear the basic of it. It is also called a listening period for the learner.

II. Early production: Second stage is a baby step stage for new learner. Here learner starts converting one’s passive vocabulary in to active and develops 500 more words in to passive means 1000 words. Here a learner can answer in one word or can speak common phrases. Learner is generally comfortable with words and phrases which are being exposed daily. Yes no question and short answers are very common at this stage.
III. Speech emergence: When learner reaches to third stage one is been learning English since at least one year. The vocabulary is near about 3,000 words. Now the learner is capable of making short conversations with classmates. There is a possibility of some grammatical errors. Learner can read simple sentences with the help of trainer.

IV. Intermediate fluency: With the experience of one and a half year now learner is able to speak English fluently. It becomes easy at this stage to use complex sentences. Learner is prompt to express feelings and give opinions. Independent reading of common subject is now possible. Sometimes learners translate written details to native language. The difficulty level of all fore skills is higher than above three levels.

V. Advanced Fluency: To achieve this level rigors practice of all four skills of English language is required for approximately 5-10 years. Learner at this stage can think in English and about to get native speakers ability. Learner requires more support material and frequent guidance from expert trainer. Any computerized programme also can be a great help.

Teaching English as a second language can be easier or more difficult is dependable on how closely learner’s mother tongue is related with English. A native speaker of Spanish may find English learning easy compare to a native Indian speaker. Some common problems of ESL in India are syntax error, wrong interpretations of words and improper pronunciation due to mother tongue influence. More over students are used to translate their native language to speak English for Example - 'बड़ा भाई' (Bada bhai) as Big brother. Cultural variety of formal communication also miss guide an ESL learner.

I. Pronunciation

When any new learner starts learning English as a second language one first encounters with a very dissimilar sound pattern. English has some unique sounds which are not in any language. First problem is that the teacher of English is a non native speaker so mostly teacher can’t pronounce the sound properly. Hence learner don’t get chance to listen to the ideal sound so how will he be able to produce the same. For example: If we compare English sounds with Hindi sounds ध in English there are two
sounds similar to it are /θ/ and /ð/. In Hindi there three श, ष, स where as in English there are two sounds /ʃ/ for श and /s/ for स but no sound like ष. On the other side English has there variety in sound /z/ of ‘Zoo’, /ʒ/ sound of ‘Vision’ and /dʒ/ sound of ‘Judge’ and in Hindi only two sounds ज and झ are there.

The magical concept for any new English learner is system of silent letters like K is silent in ‘Know’ and L is silent in ‘Walk’ and ‘Talk’. It is difficult for any new learner to understand that both writing and speaking patterns are different in English. Same letter may be for various sound for Ex in the word ‘Book’ ‘Look’ and ‘Cook’ /oo/ pronounced /u/ but in words ‘School’ and ‘Tool’ it is pronounced /u:/ and totally contradictory to this in ‘Door’ it stands for /o/. Many students also face the problem with syllable structure and feel confused in stressed and unstressed sounds.

II. Grammar

To learn any language one has to learn grammar after getting some command over language. If the grammar is somewhat similar to learner’s first language it is not troublesome otherwise it bonuses back. In English some grammatical points are very queer and very difficult to teach or to understand. Generally, the most confusing aspect of English grammar for Indian students is tenses. To remember sentence structure of various tenses is a challenging task for many students. Various forms of verbs are also difficult to remember. For example

<table>
<thead>
<tr>
<th>Base form</th>
<th>Past tense</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut</td>
<td>Cut</td>
<td>Cut</td>
</tr>
<tr>
<td>Come</td>
<td>Came</td>
<td>Come</td>
</tr>
<tr>
<td>Eat</td>
<td>Ate</td>
<td>Eaten</td>
</tr>
</tbody>
</table>
In the same way it also uncommon to add ‘s’ or ‘es’ after the verb for third person singular.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I play chess.</td>
<td>You play chess.</td>
</tr>
<tr>
<td>Second person</td>
<td>we play chess.</td>
<td>We play chess.</td>
</tr>
<tr>
<td>Third person</td>
<td>He/ She/ plays chess.</td>
<td>They play chess.</td>
</tr>
<tr>
<td></td>
<td>It opens at 9:00 am.</td>
<td></td>
</tr>
</tbody>
</table>

The concept of Gerund can also be in the same cadre for its ‘ing’ varient.

He is running. → Continuous Present tense

Running is good for health. → Gerund

If we talk about ‘Articles’ it is the uniqueness of English language. There two types of articles 1. Definite article – ‘The’ and 2. Indefinite article – ‘a and an’. These articles are used according to the sounds before the articles. One more odd variety of articles is it although there are three options there are a possibility of no articles. Or ‘Zero article’. There is no option of articles in learner's native language causes more complications in learning English as a second language.

III. Vocabulary

The most difficult thing to learn any new language is to learn vocabulary of target language. As a person already has the fix mindset for native vocabulary, it becomes difficult to make space for the vocabulary of target language. There are many words which are also there in his native language and target language. Word ‘Bas’ बस Hindi language means to stop and ‘Bus’ in English in a vehicle. There are many such examples which troubles ESL learner. Phrasal verb means combination of two words used together. In 21st century it is widely popular due to the use of technology. Switch off, switch on,
turn on, turn off are some popular example. It can also be used with any relevant word with it as, ‘Switch it off.’ In many cases a single word is used differently and the combination of two words gives different meaning. If we take word ‘Charge’ for example it has various meanings 1. Power or authority 2. A tariff or tax for particular service 3. An accusation 4. Electric charge, and if we use it with different words it gives various meanings for instance ‘In charge’ ‘Take charge’ ‘Charge ship’ ‘Charge sheet’ ‘Charge of’ ‘Surcharge’ etc.

English language is a global language so it is used differently in different country the popular difference is between American and British English. In both the countries some words are different for same meaning. For greetings and formal talk ‘Hello’ is used in British English and ‘Hi’ in American English. Even some spellings of same words also doffer in both the countries as ‘colour’ in British and ‘color’ in American. When a speaker speaks reaches at the stage of English usage one has to experience with the verity of preposition. There is big confusion regarding the usage of preposition and importantly very few teachers can explain it satisfactorily. When we expose any learner to the use of technology for learning English one comes across slang language. At the same time this slang language is prohibited in formal use. Buddy, guy and dude are used for a person or a friend but formally it is not allowed. These words prove as unnecessary learning for ESL learners. Learners are exposed to many new words and meaning but don’t get chance to apply these words in real life. This type of vocabulary becomes passive vocabulary.

IV. Four Skills

The most important aspect of ESL is teaching and learning all four skills of English with sufficient significance. In learning each skill the objective of learning differs. Mostly this aspect of ESL is ignored by many teachers or they can’t manage it the sequence to teach these skills at right time. It is proved that the sequence of teaching all four skills is also important. It must be initiated with Listening followed by Speaking after some time. After enough practice of both these skills a learner can be exposed to simple Reading. Writing can be acquired at last stage. If we change the sequence of teaching any of the skills it can’t give expected result. Let us see all four skills separately,
Listening: The skill of listening is very difficult to provide in non English speaking countries. Mostly in schools of India the first skill taught is writing, which is totally reversed. The problem faced in teaching this skill can be the lack of training to English language teachers and their competence level to speak. It is observed that very rarely learner is exposed to listening skills for sufficient time. If the teacher is using English wrongly or the pronunciation is wrong the learner speaks wrong English.

Speaking: The speaking skill comes after listening. If the learner is not exposed to listening skill for enough time, learner will be less competent in speaking skill. The most effective way to teach speaking is drilling. As the teacher speaks so the learner will repeat. If the learner is committing mistakes teacher has to rectify it and correct the error. After some hours of drilling practice learner should be asked to speak simple sentences, make questions and requests. To provide learner with a chance to speak in the class is the best way to improve speaking skill.

Reading: Third skills to acquire is the reading. Sometimes it becomes difficult to start reading at initial stage. Simple words of English may confuse a new learner with its pronunciation like the word ‘To’ is pronounced as /tu/ and the word ‘Go’ is pronounced as /gau/. The difference between British and American English again becomes obstacle for the learner. New learners reading speed word per minute is very less. To fasten it one requires constant practice. Unlike speaking this skill is not controllable for teacher. When a learner tries uncontrolled reading one may find unfamiliar words and get confused.

Writing: Writing can be divided in three parts 1. Read and write 2. Listen and write and 3. Independent writing. To learn this skill one has to start with the first one. At intermediate stage second one is preferable. Second one is more difficult than the first one. At advance level the third one can be taught but it needs much more care and guidance. It is observed that many expert speakers and learned people commit mistakes in this skill. Here a learner has to apply ones all the knowledge about English. This makes writing a meticulous task for both a teacher and a learner.
English taught in India is ESL and most of the learners find it difficult as there is no surrounding of English around him or her. In India English is taught at two levels academics and other than academics. At academic level students and teacher are more interested in syllabus completion and less in skill development. At other academic learners are learning English with a specific task of spoken fluency or business success. Learners are of various educational back ground and different age group. Interest level of every student may differ at both the level. In schools it becomes the most difficult to handle the Large of number of students. In rural area the size of class can be of 60 to 70 per class which is unmanageable for language learning.

**Role of Language Lab**

Teaching English in English speaking countries is comparatively easier than teaching it in other countries. With the advancement of computer technology it remarkably reached to common people. In the preliminary stage computer was used for science and engineering purpose. When it entered to teaching learning process it changed the scenario of education drastically. It made possible to simplify many aspects of language teaching. Teachers can bring out the facts and rules of language to students in an easily graspable manner. It provides education + entertainment means edutainment. Now language teaching is more result oriented. Day by day language lab is getting more and more technological support and delivering more output. If we consider the report of world economic forum technology has changed the scenario of teaching learning process but there is a need of some guidance to handle the technology. Teacher if heaving the facility without any training related to use of IT can’t perform well.

“The three reasons that the knowledge base is so limited and scattered are each related to a different piece of the puzzle: inputs, process, and outcomes. The first reason is an overemphasis on access as a key objective of technology policies in education. The second reason derives from the methodological challenges that the investigation of the teaching
and learning processes poses, in particular in relation to the role that technology plays in the improvement of student outcomes. The final reason is the poor understanding of what the issue about the effects of technology in education really is and how to address it.” (Dutta 136 / 137)

By this unit we will try to solve some teaching issues of using language lab for teaching English as a second language. If we discuss its role in teaching English, it can be explained as under.

I. In Teaching LSRW Skills

Listening: A learner speaks what one listen. A child develops one’s listening skill according to the surrounding pronunciation. That’s why we find different tone and pronunciation in common language. Dialects refer to a term which means various pronunciation of a common according to place. A same word is pronounced differently. Wednesday in pronounced /wɛdnezdi/ in American countries and /wɛnzdi/ in British countries. So people speak what they frequently listen to. Most of the English speaking people in India speaks the word ‘Bowl’ as /bɒuːl/ ‘Potato’ as /poteto/ ‘Onion’ as /ˈɒnɪən/ when its correct pronunciation is chronologically /ˈbʊəl/ /ˈpəˌtɛtəʊ/ and /ˈɑ̃ˈjø̃/.

Lab is foremost useful in teaching listening skill. Listening is the basic skills for language learning. It is a receptive and active skill. Learner receives information via this skill. According the science this is the only skill which a human start developing before birth. Good listening practice leads to good command on remaining English skills. In traditional language class listening skill is mostly neglected. Sometimes it is avoided due to large number of students or lack of facility. Generally very less importance is given to language skill development while syllabus designing. Even skillful teachers are unable to justify the need of students due to human limitation and less technical support. These limitations can be overcome by the use of language lab.
In lab teaching starts with listening skills. Teacher starts giving instruction in English. Here the number of students is limited as per the number of the computers, mostly thirty to thirty five. In language lab a headphone is connected with each system which makes the listening process enjoyable and productive. First of all it becomes easier to listen the target language in slow speed. In Lab learner can start with the listening skill by listening simple words and simple sentences. More importantly these audio recording is done by expert so there is no chance of mispronunciation. The expert committee checks every minute detail before software launching and the end user gets the accurately spoken audio. Here it is also possible to listen a same sentence again and again until a learner gets it completely where as in traditional class it is not possible.

After basic practice of slow listening learners try to work on listen and compare with picture. Learner listen to a word learner tries to match it with the correct picture. The software also provides audio description for any picture and learner follows the instruction like to underline any object or to write names under certain characters. These activities exposes learner to expended listening. This stage is very initial stage of listening, so learner is often provided the picture with the audio to have a visual support. This lays a strong foundation to language learning.

The most useful exercise at advance stage is listening comprehension. It is extended listening activity in which learner listen to short audio, conversation, advertise, speech. After listening this one has to answer MCQ or fill the blanks and submit answers. Software indicates correct and incorrect answers. If any answer is incorrect learner has given chances to listen to the audio again and correct answers. Listening with purpose makes the learner an active listener and improves one’s listening skills. It also develops vocabulary by projecting synonyms in various ways. This way learner gets a strong foundation of English on which a strong building can be structured

- Proactive Lab Teaching: Listening skill can be divided mainly in two types 1. Active listening and 2. Passive skill. In the first one listener is involved in the listening and in second one learner is not attentively listening and at the end one is unaware about many points discussed. Lab forces learners to be active listener. Trainers who are using
lab can get optimum result for listening practice by regular listening practice. If we set listening practice in logical order learner can develop one’s listening skill faster.

(1) Repeated practice of listening common sentences used in daily life opens the floor. It also motivates learners to give simple statements.

(2) Next listening practice is by showing short videos with subtitle in group. With this learner can get support of visualization. Learner can easily understand new words and cultural concepts.

(3) Now we can shift to audio played at slow speed. Grasping speed of beginners tend to slow so at slow speed they can grasp the word as well as pronunciation. For beginners group listening activity is more productive. If trainer plays an audio commonly in class, learner can discuss if any difficulty is there. Any missing detail can be supplemented by students or trainer.

(4) After this practice trainer has to move for the audio of routine dialogue. This is the type of asynchronous listening. Learner is now capable to understand simple statement so one learns how to answer or how to ask question. Her learner also learns raising and falling tone and stress pattern of speech.

(5) Now it is the right stage to expos learner for extending listening. Here we can check learner’s listening skill by giving listening comprehension. In this level one learners punctuation, pitch and pause.

**Speaking:** It is productive skill as while speaking learner is involved in action and conscious in communication. Language speaking requires mainly two abilities 1. Ability to use language and 2. Ability to pronounce properly. For the first ability one requires proper knowledge of grammar and vocabulary. For the second, one needs to know phonetics. In traditional class the second most avoided skill is speaking skill. In a class with large number of students, it is very hard to motivate them for spoken practice. Grammar can be practiced while writing but pronunciation can’t be practices easily. As we know in English language there many homophones. If it is pronounced incorrectly it may mar the meaning.
For example if a sentence ‘Her husband is a shopkeeper.’ is pronounced as ‘Her husband is a soapkeeper.’ It will convey a different meaning. Similar examples are

- ‘Pen’ /pɛn/  ‘Pan’ /pæn/  ‘Pain’ /pɛn/
- ‘Live’ /liv/  ‘To Live’ /laɪv/  ‘Leave’ /lɑːv/
- ‘She’ /ʃi:/  ‘Sea’ /si:/  ‘See’ /si/
In language lab it is possible to listen to the accurate pronunciation by the expert. Learner has to repeat the same word or sentence afterwards. By this one can compare one’s pronunciation with expert and can correct mistake if any. In this practice the most beneficial thing is speech graph. Sonic Visualiser Graph (See Image 7) and digital dual track audio recorder allow learners to compare his/her voice as well as graph for accurate pronunciation. In Lab teaching it is possible to teach the difference between every pronunciation. Here words are listed according to similar or different sounds. Repeated practice of similar and dissimilar sounds makes the concept clear.

To teach correct pronunciation and word stress we can use following exercises. In lab we can give following exercises.

EX – The difference between two same words

   (1) communicate  (2) Communication

Words in bold are stressed while speaking.

In any language, pronunciation is a very significant part. If a learner can find incorrect pronunciation then one also can observe one’s pronunciation and improve it. At this stage learner is given task for error finding task.

EX. Listen to the sentence and find the words incorrectly spoken.

 küçük  My Son is an Architect

After listening to the sentence learner find that it was pronounced as

/maɪ/ /sʌn/ /ɪdʒ/ /ən/ /ɑːtɪˈɛkt/

and pointed out the incorrectly pronounced words

Positive response will reinforce learner. This way he will make his knowledge profound that correct pronunciation is → /maɪ/ /sʌn/ /ɪz/ /ən/ /ɑːkɪtɛkt/. By this exercise learner unconsciously improves one’s pronunciation. When a learner is capable to pronounce
properly can be given task for independent speaking. At first level few words can be given for sentence construction.

Instructions regarding diphthongs, fricatives, plosives, nasals can be taught practically. Words can be divided in groups. These segments are known as syllable. When learner practices syllables one can know about stress patterns and divisions of syllables as monosyllabic, bisyllabic, tri syllabic words. Sonic visualizer graph also helps in improvement. (see image 8)

Image – 8 Syllables breakup practice with Sonic Visualiser Graph
Above practice will boost the confidence of a learner and will motivate one to perform better. Now a learner is set to speak without word help. For advance exercise a picture or any table is given for short speech. The learner will observe given task and will speak some sentences round about 20 to 25. Finally trainer can bring the learner to one to conversation. As it is asynchronous task learner has to be more conscious. Any two learners who are at same level can be given task for conversation. By this way speaking skill can be really checked.

- **Proactive Lab Teaching:** We can divide speaking skill in two stages, 1. Repetition and 2. Independent speech production. In first one learner is capable to only listen and repeat or read and repeat. While in second stage learner can independently speak sentences or can give speech. Speaking skill is more subtle and technical. So it
requires more conscious and passions. So step wise teaching can reduce the efforts by both the sides.

(1) For any new learner first and for most necessary exercise is listening to expert’s voice and repeat the same to record it, then compare the recording with expert. This exercise removes Mother Tongue Influence. There are many words which are common in mother tongue and English. In many regions of India they have problems in speaking certain sounds. This exercise helps to know the difference between words of both the languages. For example ‘Hello’ is mostly pronounced as ‘Halo’ in Gujarat.

In this recording tool words are divided according to their sounds so learner can practice the sound in which one needs practice.

(2) Second step for speaking is to show pictures and ask a learner “What is it?” the learner will answer and will start word production. Picture vocabulary can be used for routine words or objects.

(3) Third step is to ask the learner to answer short answering short questions. Now one becomes active to answer and prompt to answer.

(4) After above exercises learner will be able to ask questions. Trainer has to motivate him to ask question relating to daily life.

(5) Giving Introduction can be the next target for a learner. In introduction one will use English with some known words of mother tongue. Words like his/her name, father’s name, name of city etc. It is observed that most of the students are very keen for self introduction. There is a possibility of some grammatical errors or pronunciation mistakes. But to boost up learner’s confidence trainer has to avoid pointing out mistakes directly. Rather it can be corrected by using the same sentence correctly.

(6) Speaking on a simple topic with given words is now possible. After the practice of speaking simple sentences learner becomes confident and can speak independently with little help.
(7) After practicing English for 40 – 50 hours learner can make simple conversation. Here one’s vocabulary is developed and can converse without taking pose.

**Reading:** It is an activity with purpose. The purpose can be getting knowledge, to gain information, for time pass, for fun etc. Anything what we read is an encoded message. The reader has to decode it by one’s knowledge. This skill is a ‘Graphic Motors’ skill. Learner uses visual and psychomotor organs. Reading skill is has many verity of its kind. Generally reading is measured in Words Per Minute. At early stage WPM is very less and by intense practice it can be developed. Mostly in lab students start reading practice with reading instruction. In any exercise one has to read the instruction and then has to follow. If one fails to read the instruction will fail to follow it. In other way reader reads the instruction then decodes it and after understanding it follows signals sent by the brain. To justify the role of reading and how we read is cleared by Namita Roy in her book English Language Teaching.

“In reading, the major emphasis is on the identification of sound, symbol correspondences so that students perceive in graphic form, the meanings with which they have become familiar in oral form. Reading is an integrated part of language study, not a specialized activity. Reading helps the student to coordinate their eye movements, to link symbols they are accustomed to hearing to those they see in print, to recognise grammatical units, to learn the spelling of a statement through the signals and symbols used in it.” (Roy 34)

Some general reading techniques are reading the lines, reading between the lines and reading beyond the lines. In Skimming reading reader just read for the sake of reading or browsing through it. This type of reading gives just outlines of the text. The learner reads only introduction, titles and subtitles for getting central idea. The second type is Scanning reading. When any particular information is required without knowing about the summary, learner selects this type of reading. While searching particular words from dictionary or finding any particular address we use Scanning reading. Critical
reading is a thorough reading for getting full information. To interpret any detail or to evaluate it critical reading is very important. It is about careful examination every minute detail of selected reading portion.

At initial stage in reading learner can read with some help of listening. It is easy to read simple words with fewer letter. Simple exercises of filling blanks or matching pictures with description are fit for learners at this stage. At this stage learners commit some mistakes in interpreting words. Mostly the early reading practice is silent reading. Here it is difficult to identify pronunciation mistakes. One possible way is read a text message and to answer it. In most of the software sending test message in group is provided. This promotes reading. Reading comprehension task is the most helpful exercise to develop reading skill. The passage is given for reading and then one has to select correct answers. After reading twice or three times one can get the maximum correct answers. This way in one exercise the maximum reading practice happens.

• Proactive Lab Teaching: Reading skill is a receptive and passive skill. Reader is less conscious during reading. If learner is reading silently trainer can never know what one reads. So the best way can be reading aloud. Stephen Krashen also talks about reading practice in reading hypotheses. For ESL learners reading skill is must to acquire. This skill one can practice any where any time. At the early reading practice the reading is loud reading so the trainer can mark learner’s mistakes relating pronunciation, pitch, pose, tone etc. After enough practice of reading aloud learner should practice silent reading without even lip movement. The probable steps to learn reading easily are

(1) Primarily controlled reading can be given like listen and repeat type of exercises so learner can get error free reading experience.

(2) Simple instructions and notices can be given to read like ‘switch off your mobile’, ‘No entry’ ‘stand in queue’ etc. These will motivate the learner to read notices carefully in daily life.

(3) Third can be puzzles of one word substitution. For example
› I am orange. I have green leaves on my head. I am favorite of rabbit. I am good for eyes.  **Carrot**

› Your brother’s son is your  **Nephew**

(4) Next step is to provide short paragraph for reading comprehension of six to seven lines. Here some practice is of reading sentences can be of great help for extended reading.

(5) Now a learner can read a long paragraph with speed and can identify errors. A trainer can give error correction exercises after 40 – 50 hours of lab training.

**Writing:** Writing is a productive and active skill. It is also a psychomotor skill. In today’s context writing is mainly typing. Writing requires careful selection of words, proper knowledge of grammar and sentence construction. Writing is based on learners thinking process. Writing first emphasizes vocabulary, idioms and grammar. Second is applying the knowledge practically and checking the result. Third is to emphasize to write to express the thing in a simple and logical way. After a very long practice one can make one’s writing perfect and every word irreplaceable.

This is very less used skill for communication. If anyone has the option of oral communication will not prefer writing. As a result now writing is used for formal communication. Written communication becomes a document hence utmost care should be taken care while writing. Any minor mistake can be a permanent one. In most of the writing prescribed format must be followed. The writing must be brief, clear and accurate. One must write keeping in mind the target audience.

When we want to train any learner through lab it becomes any easy task for a trainer. As trainers need not to check every one personally the incorrect answers are shown by computer. To give writing practice to learners there is can be verity of exercises. The most popular and easy is gape filling from brackets. At next level there can be fill
missing details. In lab it is possible to practice two skills together as one has to write after listening audio or reading. Sometimes we can have practice for movie review after showing any video. After observing video one can be asked simple questions. There will be independent writing.

When a learner is comfortable in simple writing one can be asked to try error finding. In this exercise some errors related to simple language rules are made. If the learner is competent one will point out mistakes. This exercise will be the same as finding incorrect pronunciation. At advance stage learner will be able to write any paragraph with some supportive words. This exercise will check ones language knowledge as well as vocabulary power and proper arrangement of sentences. In formal writing letter writing, report writing or email writing must be the target. If learner can put their thoughts properly it will be effective writing. It may come to the top when one can write resume affectively.

- Proactive Lab Teaching: Teachers are more beneficial by lab in terms of writing skill. It is a tedious and time consuming task. Computer checks every small error perfectly and give correction instantly. It is also possible to mark any learners repeated mistakes and can give remedial teaching. To improve writing speed many exercises are available which provides task completion in time limit. Here we must remember that writing in first language and writing in second language is very different. Writing is the last skill to achieve. It is native language also it is very difficult to get good command on writing. Lab helps a lot in teaching writing according to the need of learner.

The exercises are very live and user oriented. In any unit when a learner is learning about any topic which is of routine life. After some listening and reading practice any writing task is given so any learner can manage one’s thoughts and vocabulary. Mostly tasks are based on personal experience and general interest. If we can give creative and fun infusing writing task learner will surely develop his writing skill. We can start writing with one word answers or filling blanks and then following steps can bring this task home comfortably.
(1) Before starting writing practice learner can be given rearranging scrambled sentences.

For example

Learner will arrange it as

After some practice of sentences learner can be given scrambled paragraph.

Ex. Read following scrambled steps of making lemon juice and rearrange it in correct order.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Add some salt and sugar.</td>
</tr>
<tr>
<td>2</td>
<td>Serve it in two glasses.</td>
</tr>
<tr>
<td>3</td>
<td>Filterer it.</td>
</tr>
<tr>
<td>4</td>
<td>Stir it well.</td>
</tr>
<tr>
<td>5</td>
<td>Cut a lemon.</td>
</tr>
<tr>
<td>6</td>
<td>Take two full glasses of water in a jug.</td>
</tr>
<tr>
<td>7</td>
<td>Squeeze it in jug.</td>
</tr>
<tr>
<td>8</td>
<td>Take an ice cube in two glasses.</td>
</tr>
</tbody>
</table>

(2) The very first and simple exercise in writing is to give practice for capitalization error. Generally learners don’t know it as it is not highlighted in grammar. Some sample exercises are

Ex – 1 → Q – What is your name?

Ans. – Hello my name is Mohan.

→ Q – Where do you live?

Ans. I live in Rajkot.
I will come at 9:00 pm. (ask question for time)

When will you come?

(3) In this same sequence next come punctuations. For a good writing, punctuations are very necessary. Mostly learners know about full stop and not about any other. So exercises with various types of punctuation will lead them to a perfect writing.

(4) Now learners can shifted to writing personal details. Like write self introduction, or hobbies and writing about family detail or educational detail.

(5) At this level learner is ready to write a brief detail on any topic independently. So we can give task like write about usefulness of computer, mobile technology or importance of sports in 150 words.

(6) When any learner can write independently it is a time to teach how to remove unnecessary words and how to make our writing slang free. Some common spelling errors may also be corrected. For this exercise we can give exercise like

Ex – 1 \(\rightarrow\) Remove unnecessary words and rewrite the sentence.

Q – How can uneducated people who have never attended school can vote for better education!

Ans. – How can uneducated people vote for better education!

Ex – 2 \(\rightarrow\) Select proper words to fill in the blanks.

Everyone ________ me is married. (accept / except)

Meet the _______ of our school. (principle / principal)
II. Overcoming human limitations

Lab is an untiring teacher. With the use of language lab can overcome human limitations. Any teacher can teach up to certain limit. As we know that in every educational institute working hours are fixed after certain level of teaching trainer gets tired which affects teaching learning process as well. With a computer that is not a problem. It is a tireless teacher. It can perform with the same accuracy and efficiency throughout the day. A human needs refreshment but computer completes task after task. Sometimes trainer may be on leave with personal or medical reason but if the institute has language lab the vacuum can be filled easily. The problem of job shift of any teacher can also be handled by the institutes.

If we think from learner’s point of view, many a time it is observed learners hesitates to ask a same question to their trainers. They feel ashamed or they might be afraid to ask question openly in class and they don’t get chance to ask questions personally. Sometimes the behavior of teacher or the behavior classmate is responsible for that. This is the reason why they don’t know the usage of many language aspects. When we use language lab, all the queries can be solved personally at a time. There is no chance of hesitation or insult so learner can ask questions any time. Every learner is not quick learner or scholar but in general class teacher can’t help these students much. Some learners get the point after more and more repetition. A teacher can’t do it every now and then but a computer is an untiring teacher. Lab can repeat any topic until the learner understands it properly.

In any traditional Indian class it is very difficult to manage number of students. An average number of students in class is 40 to 50. For any teacher it is difficult to answer many questions at a time. Even many students forget their question till the teacher answers other student’s questions. According to Seema Mohanty a faculty at engineering college “Moreover, English language teaching in India today still mainly depends upon the chalk and talk method. Therefore, it is extremely difficult, if not impossible, for the teacher to give special attention to each student in such big classes.” (Mohanty 66) ‘Every head thinks differently’ is very relevant for any class. Any point can be different for some brains but can be easy for others. In limited period of time it is impossible to
justify the lesson. In lab it is possible to get the solution of any question any time. In lab teaching it is possible to manage multiple learners and justify their need at a time. Well structured software gives hint to achieve correct answer, positive reinforcement for correct answer and explanation for incorrect answer.

As a human we know that ‘No one is complete’. How so ever scholar any trainer is but fell short in one or the other area of one’s subject. There is no end of getting knowledge. Hence to answer questions of all subhead is difficult. Any detail information of grammar or phonetic can’t be answered by every trainer. For any unknown question one will refer to the expert of particular doctrine. Like how to pronounce the word ‘Psychology’ can be answered by any general trainer but why it is pronounced so can only be answered by a phonology master. In the same way a linguist can’t answer questions of formal writing.

As computer has a very huge capacity to store knowledge which can be expanded any minute detail related to English can be stored. This stored information can be useful to any learner or even trainers. Any grammatical rule can be explained after any related question. Learner can also acquire phonetic related help when learner gets confused. If learner does not know meaning of any word can see the dictionary. In latest type of lab ‘WALL’ one can get solution of any question on Google or can get help of any expert online. This way a very sound knowledge support can be developed in lab teaching.

Generally it is not expected from any teacher to be biased with any learner. But in many cases it is observed that learners become victims of partiality or prejudice. The first bias that most of the non English student face while learning English is colour bias. Natives generally try to prove their self superlative by any way. The other bias observed is gender bias and age bias. In regular class teachers have their favorites. Those who serve them or follow every command become their darling. Students of same cast are mostly given more marks or helped in other way. Teacher may have their favorite but computer don’t. The problem of bias can be solved by lab teaching. Student can learn freely and can learn confidently. At the time of learning and at evaluation they can get neutral result. A bias free environment can be generated in teaching learning process. A trust can be generated in learners.
The biggest limitation of any human kind is time constrain. It is impossible for any person to work continuously for hours and hours. A trainer can’t teach for hours but a computer can do the job tirelessly. As English is a global language most of the learners learn it as second language. It is not their main track learning so they opt for it as a part time or extracurricular activity. A student learns English mostly other than study and a business person goes for English learning after one’s job. To match the timing which is suitable for you and for others also is very difficult to match. Due to this problem many interested people avoid to learn English. This question can be answered by language lab training.

To solve this issue a common tutorial session can be arranged. For example we can set tutorial on Articles on Monday and on Tuesday and Wednesday lab practices can be arranged. Here the assigned tasks will be about simple exercises of Articles. During these two days learner can check one’s knowledge and on very next day that is Thursday again in tutorial can get the queries solved. Here the trainer will teach exceptions of Article and on Friday and Saturday again learner will get more difficult task. In this way Lab can save human hours as well as gives a chance to learn at suitable time. Students and working people can get the opportunity of learning English with language lab facility.

A globally faced problem pertaining to English is shortage of English teachers. There is a large number of learners willing to learn this link language. It is observed that working class who learns English their motive is to get a good job. Students learn it to make their study smoother. Hardly any student learns it to teach so a teacher with systematic knowledge of English is not available even in city areas. Many countries invite English teachers to their countries with a good package but still they don’t find teachers according to their need. Some existing English teachers can’t serve as per the need of time as there many latest concepts in ICT in ELT.

The trend of using VLE (Virtual Learning Environment) for language learning is very wide these days. It is a web-based learning system. Its function is to replicate real-world learning with integrated virtual equivalents of learning. Trainer can assign lessons and can evaluate learners virtually. On the other hand learners can submit homework and
check their marks through the VLE system without going to school. It also involves parents actively as they can view school news and important documents. It is also known as ‘Learning Beyond Boundaries.’ It helps trainers and academicians to bring teaching learning out of the class. Hence learning can take place anywhere and anytime. Learning also can be personalized by learners. The Frog Virtual Learning Environment is very popular example of VLE.

- Proactive Lab Teaching: This issue can be answered by installing English Language Lab. Computer can store all necessary detail and can present when required. Any teacher with little knowledge of English can handle it if required. Adult learners with some basic knowledge of English can take training on their own. That’s why English Language Learning is in great demand. All the educational institutes with computer lab can easily install Language Lab. In most of the software levels are being provided from elementary to advance level. In any other special demand software can be designed according to prerequisites. This can be the best use of technology. Technology can’t replace human but it can work as a supplement that is for sure.

III. Learner Centeredness

Desired result can be gained by suitable inputs. As we have discussed that every person has individual requirements regarding English learning. It is not possible to address the need of individual learner in a general class. On the contrary it is also known that best result can be achieved through personal teaching and guidance. In this way it is possible to get unforeseen result in very less time duration. Most of the mobile phone making companies and electronic appliances making companies provide user friendly devises in order to get good feedback. In the same way we can customize the teaching process on English through Language Lab. It can be productive in many ways to both trainers and learners.
Types of learner

We can divide learners in mainly four categories according to their learning style. It is true that different strokes for different folks. Every learner receives information from a common source but they process this information in different ways. There are four main cognitive learning styles of learners

a. Visual learner
b. Auditory learner
c. Reading / Writing learner
d. Kinesthetic learner

To identify the type of each learner and give them teaching accordingly is possible. Each preferred learning style has methods that and has different ways for teaching. All the types of learners can get benefit out of language lab.

a. Visual Learner: This type of students have a visual strength. They frequently ask for demonstrations. For them learning through descriptions is very easy. They can memorize words by sight and often can remember faces of people but can’t remember their names. They are very fast and good at imaging things. They can organize thoughts well and present them systematically. Videos are very supportive to teach any complicated detail. The problem of this learner is that easily get distracted by movement or action in the classroom. Most of the learners are visual learners.

Visual learners were sidetrack learners in traditional English class. There is a limitation of trainer and test book that every concept can’t be taught through visual support. It is a fact that visual memory is a very sharp memory. If a learner can see any image can remember it for longer time. In order to teach vocabulary with pictures, lab can give good result. When we show picture of ‘Orange’ and speak it learner directly catch the image. If we want to teach daily routine we can show pictures of activity and name of the activity. They will be able to grasp it properly. This way it removes the translation process of a learner and makes learning faster.

In lab they get best teaching as there are many images and graphs or charts are provided for learning. Every exercise is supported with visual support. These students are
good observers they can even notice the colour and other detail minutely. For them picture description exercise proves ultimate one. Dr. Ramji Dass Wadhwa notes that “A survey of the development of educational practice and procedures reveals that the use of audio-visual aids, or multi-sensory aids, has always been an integral part of good education.” (Wadhwa R 136)

When these type of students work in language lab there is no scope of distraction. They can concentrate on their work as they work in personal cubical. They make a chart of any information and remember it so they can learn faster as step wise learning exercise are given. Colourful images and detail helps them in quick learning as their colour sense is very strong. If they want to recall anything, they can just recall it by watching the image again. Teacher can provide movie review exercise personally to them by video broadcasting. This way visual learner get best opportunity to learner and trainer can teach them satisfactorily.

b. Auditory Learner: Those who have a strong sense of listening are Auditory Learners. They fill comfortable when teaching aurally teaches any topic. They also fill delighted when teacher takes aural exam. Their common activity is to record any lecture and listen to them at their free time. They like listen to dialogues and discussions. They perform better in role play and other oral activities. As ‘Visual learners’ remember faces of people but not names ‘Auditory Learners’ often remember names but forget faces. They are not good readers they like to solve problems by talk. They discuss study materials in their study group or they read out loud in your own words.

As we have discussed in listening skills that lab can help the best in regards to listening practice. ‘Auditory learners’ get full benefit of audio lessons. Dual track digital headphone helps them in both listening consciously and learning vocabulary through audio. They even can record their own voice and can listen to it repeatedly. This way they also develop their spoken skill. If they don’t want to read books learner can be provided audio books in option. In language lab there is an option of ‘Audio Broadcast’. Through
this option trainer can broad cast any audio recording to any particular learner according to one’s level and interest. To feed the demands of ‘Auditory learners’, teacher has this additional option. Trainer can replace reading comprehension exercises with listening comprehension.

**c. Reading and Writing Learner:** This category of learner is mostly active and self interpretive. They learn by their experience. So in lecture they prefer to take note of everything rather mere listening or watching. It is observed that they underling words while reading any new text. These type of learners are always in search of printed study material or books. During lectures they take notes of new words or unknown facts and keep their self busy. They perform their best when they do it their self of make notes of their self. Sometimes they like to doodle to remember new things. They are very quick at organizing their ideas on paper.

To cultivate interest of this type of learner trainer can use lab thoughtfully by providing more reading practice. They must be adviser to keep a notebook and pen with them every time so that they will be active readers. Trainer must give them error correction exercise in initial stage.

For Example

→ Find out error from below given statement and rewrite it with correction.

**Question**

raman play badminton everyday.

**Answer:**

raman play badminton everyday.

**Correction:**

Raman plays badminton everyday.

After some practice of sentences they can be given paragraph for error correction. In second stage they must be given reading comprehension exercises. They will perform better in this and will learn faster. Good readers can correct errors quickly as their reading is very active. For reading and writing practice they can be given précis writing exercise where both the skills can are targeted. Even they can be motivated to write an essay on any comfortable and with spell check option errors can be self corrected.
d. Kinesthetic Learner: This type of learners learns by real time involvement in learning process. For them notes of lesson and vocabulary is less important than doing it practically. While learning they focus on its practical usage. They are performers hence they are very active and energetic. Constant movement is their strong point so teacher has to keep them engaged physically and mentally. It is very difficult for them to concentrate in lectures. In theory they often request for study breaks. If special attention is not given to ‘Kinesthetic learners’ they disturb other students of class.

- Proactive Lab Teaching: In lab every learner works separately so trainer can handle ‘Kinesthetic learners’ easily. They enjoy their learning with practical involvement. In almost all exercises they learn by doing and following. Listen and speak, read and correct mistakes, drag and drop are some advisable activities for them. The better way to teach intermediate learner is get them engaged in dialogue reading or writing according to given situation. For advance learners role play is very fruitful activity. It keeps them engage and brings their skill up. They can also learn by giving guidance to beginners. A group of ‘Kinesthetic learners’ can help visual learners by dramatizing any concept.

Self paced learning

Speed of every learner is different. In traditional class teacher has to deal with the mass so they can’t focus on class. The tool for knowledge imparting is common blackboard / whiteboard. Hence the teaching topic and teaching speed is also common. A teacher teaches according to syllabus and given time. Teacher can’t change the syllabus and has to stick to common learning level. According to syllabus if the topic is ‘Articles’ teacher will teach it irrespective of how many students already knows it. All students of class; brilliant students who knows the topic and challenged students who are totally vacuumed all are sailing in a same boat. Those who already know can’t proceed and those who require more time can’t take time. In developed countries now learner centered teaching learning process is well accepted. “In the United States, the computer was viewed a mechanical tutor which never grew tired or judgmental and allowed students to work at an individual pace.” (Mark 57)
Proactive Lab Teaching: If we wish that all students can learn at their own speed we must switch over to Language lab. All the problems discussed above can be solved by level wise lab teaching. We can divide the syllabus according to levels like Beginner, Intermediate or Advance learner. Before enrolling the student a placement test can be conducted and place the learner according to the ‘can do’ level requirements. If a learner wants to appear in any English oriented exam the syllabus can be taught easily by topic selection, if any learner’s demand is speaking one can get optimum speaking practice. Young learners can learner according to their ability. So by the usage of lab all the type of learner can learn at common place and can proceed at their speed.

IV. Teaching of grammar

If we ask any person who has learned English before ten years that what was the first topic of your English class one will commonly answer ‘Tenses’. According to majority of learners grammar is the base of any language. If one has sound knowledge of grammar one can use the language well. A myth relating to grammar is it is required for written language only. No grammar rules apply to spoken language. Few experts also believes that grammar is important but on secondary stage. Importance of grammar is accepted everywhere but teaching grammar is a long term process. Any learner can’t master all topics of grammar in one’s entire learning process as, for every real time usage one needs different aspect of grammar. A learner could hardly practice any concept and new one is waiting. Many times it is observed that making mistakes in English use is common. According to Michael Braganza

“Common errors in English could create difficulties for the readers. Even the established writers are likely to make some errors of omission and commission and they might not be aware of those errors. In order to write good and perfect English, one has to be careful in grammar, sentence formation and thoughts.” (Braganza 9)
Grammar stands for rules and principles to use any language well. Habit formation and practice is more important than preaching grammar rules. Constant use of language is fundamental idea to learn grammar. Fortunately teaching grammar through language lab can be an easier way. It can justify the teaching of grammar and makes the learning enjoyable. There are several ways of teaching grammar effortlessly. The most popular exercise is teaching grammar through games. (see image 10) learner is motivated for one’s correct answer with a car race game. In stage – 1 learner starts playing stage – 2 when learner get’s out in stage – 3 one will get questions and after giving correct answer again can play game. Grammar teaching is teaching about language but not teaching the language. The best way to teach grammar is to teach it by real life situation and practical usage. If a person knows parts of speech it is not sure that one can speak fluently. For good English, practical implementation of articles, propositions, tenses and other grammatical units is required. Like merely memorizing a dictionary doesn’t makes one fluent speaker of good writer knowledge of grammar only can’t produce any English expert.
Proactive Lab Teaching: If you have language lab as a companion grammar learning will become fun. With a very brief guidance of any selected topic of grammar learner is given a game to play. For every correct exercise one will be allowed a game to play. If game gets over by any chance one has to again complete set of exercise. Grammar can be taught by its practical usage in life. Like if we want to teach simple present tense trainer can teach it through a unit designed on ‘Daily Routine’. In real life situation students can check their knowledge. For this the most famous program of its time is ‘Sam in the city’ where student is involved in every activity actively. Learner is in a situation that we design and gets response according to every action and statement.

One of the most confusing topics of grammar is prepositions. Generally students can’t understand the concept of preposition and if they understand it they get confused to select proper preposition. Theoretically it is too tough to teach and learn propositions properly. In lab the task can be achieved with the help of animations and pictures. The minor differences between ‘Over’ ‘Above’ ‘On’ ‘Under’ ‘Beneath’ become clear to learners’ mind when they see pictures and do exercises like this.

Different learners face difficulty in different area of grammar. It is observed that most learners use articles in improper way. Some learners find subject verb agreement difficult and can’t decide where to use ‘s’ and ‘es’ in simple present tense. The most beneficial aspect of lab teaching is, we can find out which area of learner is weaker and can focus on it. When a learner gets log in at the end of every exercise a report of a learner is generated on server and trainer can find out the area of one’s language needs improvement. The next step of a trainer is to form relevant exercises for the improvement.

Now the learner will get personal guidance and rest of the class can carry on their work. This way without disturbing any one of the class learners can be guided personally. By constant practice and focused training, improvement can be seen remarkably. Lab helps trainer as well as learners and creates positive learning environment.
V. Immediate Evaluation and Feedback

In any education process evaluation is considered as a parameter of progress. On the bases of evaluation students get admission in the next level. For evaluation and feedback we can say evaluation stands for ‘test’ and feedback means ‘result’. Feedback and evaluation both are a continuous process. Through evaluation learners get to know their development and teacher can work on the improvement of the weak points. It also helps trainer to evaluate one’s teaching methods and techniques. Feedback works as a reinforcement and provides boost up of lead for corrections. In a traditional class this process is very difficult due to limited time and large number of students. These points can be very crucial for development of learner.

- Proactive Lab Teaching: Evaluation of listening skill is the advantage with language lab. In traditional class listening skill is even very difficult to develop so how we can think about evaluation. It is limited to question answers. It is impossible to provide listening task to every student in traditional class. With lab we can evaluate any learners listening skill personally. Trainer can verify listening skill of every single student in no time. With the help of listening comprehension it can be tested and feedback can be given accordingly. Unlike theory class lab gives chance to listen any audio number of time to come to conclusion. To evaluate spoken skill trainer has to deal one to one and give task for speaking. This process is very time consuming and that’s why it is not in use in traditional class. As the lab has the facility of microphone it is possible to record speech of every student and store it.

In other subjects spoken exam is very less important but for every language class it is a must. Due to lab, today it is possible to check oral skill of any language learner. In any international exam of English language it is compulsory to check oral skill of learner. Similarly evaluation of reading and writing skill can be easily done in language lab. Test of Reading and Writing skill is possible in theory class but the question of feedback or result is still consistent. Computer is very quick to response to any set task. Trainer has to prepare a test once and provide correct answers. This test can be used multiple times. This makes English language teaching faster and fastens the output. Trainer can also
select the option of CALT for evaluation. It is Computer Assisted Language Testing and many agencies work for evaluation students. According to the level of learner we can select the format of exam and get them evaluated with certification.

Regular feedback makes teaching sound and effective. If we think about a common English class feedback is possible when learner brings homework. In free time of teacher one checks it and gives feedback. In language lab feedback is possible after every exercise. When learner completes any particular exercise computer gives feedback according to the answer. This provides learner a chance to recheck his knowledge and even can refer to resources. It means learner is getting improvement immediately and step by step. Errors and doubt don’t get lingered to final exam. Language lab is the answer to every problems pertaining to language skills assessment.

VI. Online help

Online help works as a life line. Internet is the biggest source of information. Online help connects learner and trainer to this encyclopedia and the world. When we say online help it is not only limited for computer or internet help. We can chat, converse or correspond with subject expert from all around the world. It is the best option to widen the horizons of knowledge. If a learner is doing speaking practice and wants to record one’s speech and get it checked with his senior friend, it is possible through a mail. Human limitation also can be solved online like if any trainer is not sure about any particular pronunciation can refer to online pronunciation dictionary or can ask any expert teacher.

If we think by the side of trainer on line help is also helpful for him. If the software is not working properly one can direct contact to the software provider. With the help of ‘Team Viewer’ the query can be solved online in no time. Before some years trainer has to wait for the technician but now this problem is also solved. Almost all the language lab software providing companies also provide AMC (Annual Maintenance Contract) it includes free maintenance. The advantage of AMC is that the software also gets updated every year and we get latest information in language field.
Proactive Lab Teaching: If any learner can’t understand any cultural aspect of any country and misjudging any situation or point, one can check the confusing word or term online. For example the question is

Q – 1 Select correct option for following questions

1. The test of [avocado] is ______.
   A. Sour       B. Pungent       C. Salty

In this question learner doesn’t know what is avocado whether it is a fruit or a vegetable. Online help will show the image of this fruit and the query will be answered properly. In the same way for writing if one is confused about selecting proper word online help can help to arrive at the most suitable word.

With E-mail one can join any educational group or can select online alerts to develop area of interest. In today’s world many new concepts come and old concepts vanish. New word like ‘Brunch’ (It is a combination of Breakfast and Lunch) can be conveyed to students before any other resource. With alert option learner or trainer can get in touch with English language oriented groups like ESL, EFL or CALL. New teaching and learning techniques and trends can be shared and implemented quickly. We can also check the authenticity of any software or any university. The most beneficial thing is ELTS means English Language Testing Services. One can go for online exam preparation and online exam of any reputed body like IELTS and TOFEL and get global accreditation.

The option of distance learning is possible through online courses. With this interested person of any age or any class or educational background can completer one’s dream of learning English. As it is online there is no time constrain for learning or for course duration. There is no need to attend classes regularly in any university or institute. It is possible take lessons online at any time. The duration is generalized in hours so at the convenience of learner one can study and give exam. In order to enroll one’s name there is no need to produce any certificate. Learner’s performance in placement test
decides the level in which you are going to be enrolled. Without passport and travelling expanse even one can get degree of certificate with the help of online facility.

VII. Teaching Communication and Soft skills

Communication: Man is a social animal and can’t live without sharing thoughts and ideas. Our need of expression is only possible by communication. It is a set of signals sent by sender to specific receiver or receivers. In short, we communicate to sustain good relation with each other. Generally, communication takes place at various levels. We communicate with animals and machines it is (1) Extrapersonal Communication. When we communicate with our self it is (2) Intrapersonal Communication. When we “feel hot”, the information is sent to brain and we “turn on the fan”. The instruction sent from brain to hand. Here, relevant organ is sender, electrochemical impulse is message and brain is receiver. When we share information among people it is (3) Interpersonal Communication. It includes a few participants who are close to one another. Here, many sensory channels are used and immediate feedback can be obtained. Also, the roles of sender and receiver keep alternating. Interpersonal communication can be formal and informal. (4) Organizational Communication happens in an organization at different levels. Since a large number of employees are involved in several activities it is very responsible task. The last one is (5) Mass Communication. This type of communication is more persuasive in nature than any other form of communication and requires utmost care on the part of sender.

Language lab can be a helping hand for all the types but most effectively we can use in teaching of Interpersonal and Organizational communication. Computerized guidance and human guidance can make you aware about communicative aspects. Sentence construction, vocabulary, pronunciation and grammar help in speaking and writing. After acquiring good language command it is very important to present the message in a formal and meaningful way. Communication is all about how do you say it. If a person can’t convey one’s message properly, the receiver will not respond accordingly. The cycle of communication will remain incomplete. These lessons of communications can be simply taught by various activities in language lab like dialogues and conversation. Listening to speech and expert talk makes the learner aware about
professional and formal language. It gives idea about what to communicate, when to communicate and how to communicate. Power point slides can be useful in teaching some abstract concepts of language like language redundancy and recursive nature of language. Lab plays a vital role in training engineers in communication that’s why language lab is must in every engineering colleges if India.

**Nonverbal Communication:** To teach nonverbal communication is very difficult task in a traditional class. There are number of nonverbal signs and gestures or facial expression which we can’t describe. The expression may differ according to situation and person. Nonverbal communication is very important to teach as words may change in every language but most of the languages have common nonverbal communication. In the time of e-media like Facebook and e-mail there are many emoticons and facsimiles are used for communicating feelings without words.

In face to face communication the message is conveyed on two levels simultaneously. One is verbal and other is non verbal. It is said by Socrates “Nobility and dignity; self-abasement and servility, insolence and vulgarity, are reflected in the face and in the attitudes of the body whether still or in motion”. Non verbal communication is instinctive and spontaneous. Non verbal communication is concerned with body movements (Kinesics), space (Proxemics) and vocal features (paralinguistic features). The verbal components of oral communication carry less than 35% of the social meaning of any situation but 65% communication happens on the non-verbal bases. People react strongly on what they see. So language lab is the most suitable place to teach this topic because it has visual facility.

Kinesics can be taught through demonstration or videos. It is the study of the body’s physical movements. We nod our head to say yes or no, we blink our eyes for any specific signal or answer, shrugging shoulders mostly conveys “I don’t know”. Mostly we use waving hands for most of our activities. Learners can easily understand this nonverbal communication by pictures or videos. Posture generally refers to the way we hold ourselves when we stand, sit or walk. The way we sit, stand, or walk reveals a lot about us. New speakers are unknown about how to do communicate with their body. These are some usual signals of nervousness – pacing constantly, bobbing the shoulders,
jingling coins. Gesture is the movement which we make by hands, arms, shoulders, head and torso. Gestures clarify our ideas or reinforce our point. It has been observed that there are as many as 7,00,000 varied hand gestures alone and the meanings derived from them may vary from individual to individual. Gestures should not divert the attention of the listener and distract from your message. Speakers’ gestures should be quite natural and spontaneous. If we describe any action through words it may convey wrong inference to learner and consumes more time.

a. Voice modulation: The art of using our voice in different way is known as voice modulation. It is a part of paralinguistic features. Our voice is your trademark. Paralinguistic features are non-verbal clues that help you to give urgency to your voice.

b. Quality of voice is a uniqueness of our voice which is the gift of a resonating mechanism. It may be rich and resonant, soft and alluring, thin and nasal, hoarse and husky, or harsh and irritating. One can listen to speeches and talks of experts and can make conscious efforts to improve one’s quality of voice.

c. Volume is the loudness or the softness of the voice. Our voice should always project but need not always be loud. You should vary your volume so as to make your voice audible and clear.

d. Pace of speaking of Speaking Rate refers to the number of words which we speak per minute. It varies from person to person and from 80 to 250 words per minute. The normal rate is from 120 to 150 words. How to increase pace and how to slower it is a matter of practice. Commentators fasten their pace when a player hits six or four. It affects the audience. To pass on a peaceful and important message we should take pauses. To make our talk effective we can practice on computer and can record our speech to notice the change.

e. Pitch refers to the number of vibrations per second of your voice. The rise and fall of the voice conveys various emotions. A well balanced pitch results in a clear and effective tone.
f. Articulation is speaker’s knowledge about where to slop, slur, chop, truncate, or omit sounds between words or sentences. If all the sounds are not uttered properly, the flow of understanding gets interrupted and deters the listener from grasping the meaning of the message.

g. Pronunciation is also a part of paralinguistic features which we have discussed this unit earlier in usage of lab.

- Proactive Lab Teaching: In above written points the effective use of lab is already discussed in detail. To teach communication and soft skills lab can be use according to the need of the topic and insight of a trainer. There are various ways to motivate a learner for good use of computer for communication. It can be the personal use of computer to general use like E-mail or social media. Lab can help in both Oral or Written communication. There are many aspects of communication for which there is no option except language lab.

VIII. Teaching Interview skills

If an intelligent learner is good at speaking can make his place in the competitive world. To get a good job one has to clear interview. As finally to get a job it is necessary to perform good in interview. But many scholar students even cannot crack interview at a first attempt. It is observed by Pro. Seema that

“Many Indian students also suffer from low confidence in their use of English because it is not the language they are most comfortable in. This feedback is evident from the written responses consistently given by companies like Mahindra and Mahindra Ltd., Essar Group, Jindal Steel Ltd. and Tata Refractories Ltd. to the Training and Placement Centre of our institute during the recruiting process which takes place every year.”
(Mohanty 66)

Here the proverb ‘First impression is the last impression’ proves true. Every aspect of interview including personal appearance and documentation must be clear to
learner before they complete their study. English becomes Achilles’ heel for many scholar students. language lab is ready to help very creatively and minutely. Looks of a learner plays an important role as ‘people see you before they hear you.’ As you adapt your language to an audience, you should also dress appositely. One also has to prepare a good resume to put one’s detail forward in a very just way. Let’s see how language lab can help in interview preparation.

• Proactive Lab Teaching: Generally we can divide an interview process in two steps Before interview and During interview. First part is about preparing self preparing documents and second can be present all prepared stuff. In many companies Group Discussion is also an important process for selecting any candidate. For this trainer has to train the learner in spoken etiquette and organizing thoughts. For GD we must convey that gathering, discussing and deciding means GD. Group communication means many to many communication. It is useful to Exchange ideas, Collect information, To take a decision, To solve problem and To get feedback.

1. First priority of an interviewer must be to prepare resume. Trainer can give the guidelines by giving points to prepare resume like, Personal detail, Objective, Educational detail, Co-curricular or Extra-curricular activities, Hobbies and references.

2. After completion one can ask students for online help as it is possible to get various formats of resume. Resume can be Chronological or Reverse chronological.

3. Now we can move to appearance which includes clothes, hair, jewellery, cosmetics, and so on. We can show any pictures of clothes suitable for Interview can guide about dos and don’ts of interview.

4. The most apt act to do is arranging mock interviews which can give actual experience of interview.

5. For GD we can start with group talk and teach them traits like before presenting any point introducing one self, How to lead and direct the talk, Rising questions, No negativity etc.
IX. Giving Effective Presentations

After the completion of any course the main aim of a learner to perform well at work place. The use of language is to convey the information effectively and to convince the audience. With care and practice, one can achieve wonders with your oral presentations. Our presentation includes ‘Facial Expressions’ as face is the most expressive part of our body. A smile stands for friendliness, a frown for discontent, raised eyebrows for disbelief, tightened jaw muscles for antagonism, etc. The face sends a series of messages-our facial expressions may show anxiety, recognition, hesitation, and pleasure in quick succession. So it is important to control them.

Next is ‘Eye Contact’ as eyes are considered to be the windows of the soul. We look to the eyes of any speaker to find out the truthfulness of one’s speech, intelligence, attitudes, and feelings. Eye contact is a direct and powerful form of non-verbal communication. Looking directly at listeners builds rapport. The point of ‘Voice modulation’ is also to be taken care of. To practice any presentation we can have practice sessions at Language Lab. Lab can also help in teaching various points of presentation and can help to do it practically. Like

Proactive Lab Teaching: Giving presentation is the final outcome of any language teaching. It is totally about performance so theoretically we can just give brief knowledge of presentation skill but how to work upon it can be taught by practical work.

(1) By practical we can demonstrate that which instrument is the most excellent to select for presentation. It can be OHP, Slide projector, Power Point, etc.
(2) Images can convey our thoughts in best way. In any slide we can use images up to a limit. So which images are the best one we can explain be using images in slides.
(3) How to use animation for slide transaction is very necessary to demonstrate. One point per click is very suitable as audience can’t see nest point and focus on the current point.
(4) Many time beginners read every point from screen. They don’t keep eye contact, which make the presentation dull. The key factor can be given as ‘Talk to the audience not to the screen.’
(5) In some evaluative business presentation use of table and graphs is very crucial to make your point stronger. It emphasizes the importance of presentation.

(6) We can ask them to give presentation on easy and small topics like ‘Pollution’, ‘Education in girls’ ‘Civic sense’ ‘Traffic Problem’ etc this will teach them to prepare slides and how to use microphone and other electronic gadgets.

Warschauer and Healey in 1998 were very hopeful for the development of lab. We can imagine the future of language lab with the reference of their article in State of the art: Computers and language learning.

“We can see that the use of computers has evolved tremendously in the past thirty years—from having students work on computer-fed drills to students’ long-distance communication and collaboration in authentic research and multimedia publication. How do we see the use of computers in the language classroom in the next 30 years? It seems to us that there are two main directions worth exploring: (1) an increased emphasis on electronic literacy, and (2) the increased incorporation of Intelligent CALL into the classroom.” (Warschauer 64)

Today language lab is an indispensible tool for every English language teacher. Language lab works as an effort reducer. Trainer and students gets benefit of easy, effective and quick evaluation. Material and lessons prepared once can be used every time and number of teacher can use it. Trainer can divide learners in various batches and conduct exam throughout the day. Here after giving exam result will be generated automatically. The result will be error free and quick. A learner would be able to get separate score per section. This system can also be helpful for remedial teaching as a trainer can identify the areas where his learners are week. If the role of lab is clear to a trainer one can win the world. By following the steps given for proactive use of language lab one can achieve outstanding result.
References


5. Ibid

