

**Democratic and Popular Republic of Algeria
Ministry of Higher Education and Scientific
Research**



**Naama University Center
Institute of Letters and Foreign
Languages
Section of English**



**The Role of Language Laboratories in Improving Student's
Language Skills**

**Case Study Of 2nd Year LMD Students Of English
At Salhi Ahmed University Center**

Dissertation Submitted to the Department of English as a Partial
Fulfillment of the requirement for the degree of Master in Linguistics

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Academic Year:2022-2023

Dedication

First of all, I owe a debt of gratitude to my affectionate parents, ' El Mokhtar' 'Radia' , for their understanding and endless love, those who taught me the value of education and supported me to realize who we are today. My parents, who are my source of inspiration and encouragement.

To my dear brother Boualem Zakaria And lovely sister 'Ikram' and cutest niece ever 'Soulef' who have been supportive, caring.

To Youssra who makes the world a better place, just by being in it.

To my friends and to everyone who helped me...with all my love I dedicate this precious work.

Feryel.

DEDICATION :

This work is dedicated to : The sake of Allah, my Creator and my Master, My great teacher and messenger, Mohammed (May Allah bless and grant him), who taught us the purpose of life And to our parents who have never failed to give us financial and moral support, for giving all our needs during the time we developed our system and for teaching us that even the largest task can be accomplished if it is done one step as a time. We dedicate To my brothers and sisters and sister's kids Sara Malak Mohamed Riadh, Youness and Nihal. This Project to My partner Benyacoub Feryel To all my classmates, speccially Zeghib Houari and Benaissa Salah Project.

Mohamed

Acknowledgment

Above all, we thank Allah for the accomplishment of this work, for giving us ambition, determination and strength to finish it.

At the very beginning, I benefited greatly from help, advice and encouragements of my supervisor: Dr Chikh Imen .She was a source of guidance and wisdom for this research work. We have been incredibly lucky in the readings and comments we have received from her.

We would like to thank all the teachers and students who participated in this research paper for their contribution and cooperation.

Thank you to my committee members, Dr Fatmi Faisal and Dr Bousebha Nadia for Your encouraging words and thoughtful, detailed feedback have been very important to me. Thank you to the interviewees, who so generously took time out of their schedules to participate in my research and make this project possible.

Last but never least, our appreciations go to all our teachers from our first day in the university until now without exception. To whoever taught us

Abstract

This research paper examines one of the most controversial topics in foreign language teaching which is language laboratories. The main objective of this paper is to highlight the importance of the use of language laboratories in improving the four skills of language and to show the big role of language labs in the teaching and learning processes. The present paper consists of two chapters. The first chapter is a theoretical one and the second one is a practical one. This study relies on an interdisciplinary approach which combines both the quantitative and qualitative approaches where two questionnaires have been distributed to second year students and teachers from the English department at the university centre of Naama. The results show that the use of language laboratories effectively improve the teaching and Learning processes.

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GENERAL

INTRODUCTION

General Introduction

Humans have always needed language in all aspects of life. As the world has developed, it has become increasingly necessary for people to learn more than one language. Mastering a foreign language requires mastering four skills: productive skills (speaking and writing) and receptive skills (listening and reading). Actually, the relationship between these skills may seem complex due to the fact that each one of them is supportive to the other. In fact there is no denying that each of these skills has noticeable impact on foreign language teaching.

In today's world, technology becomes an essential aspect for creating an effective learning environment for foreign language learners. In this vein, Chapelle and Sauro (2017) affirm that "technology has in fact become more integrated into language learning and is well on the way to becoming a normal part of everyday practice" (p.21). Besides, the use of teaching aids plays a vital role in teaching and learning processes and also in developing learners' language skills including the language laboratory as an effective educational environment.

The objective of this study is to demonstrate the effectiveness of the use of language laboratory to improve the English language's four skills as to determine the role of using the language laboratory in the teaching and learning processes. In order to achieve these objectives, two research questions have been raised :

1. Is the use of a language laboratory able to improve the students' language skills?
2. What are the benefits of the use of language laboratories in the teaching and learning processes ?

In order to find convenient answers to these research questions, two hypotheses have been suggested :

1. The language laboratory is able to improve the students' skills effectively through activities and equipment.
2. Language laboratories can be considered as valuable tools for language learning through its activities which help students to improve their language abilities.

In order to validate the suggested hypotheses, this study relies on the use of both qualitative and quantitative research approaches to describe the role of language laboratories in

improving language skills based on questionnaires, distributed to the sample population of students and teachers from English department at the University Centre of Naama.

The students have been requested to answer the questionnaire composed of three sections with fourteen questions, seven multiple choice questions, three yes/no questions and four open questions. The thirty-four students are chosen randomly from second year level while the teachers have been requested to answer the questionnaire composed of three sections with nineteen questions, nine multiple choice questions and ten open questions.

This present study is divided into two chapters. The first chapter includes the theoretical background which will treat the main issues related to language skills and teaching aids as it sheds light on the use of language

Laboratories, its features, its activities and its benefits. The second chapter is a practical one which deals with the data collection, analysis of data and interpretation of the findings.

CHAPTER ONE :

Literature Review

Chapter One: Literature Review

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1.1. Introduction

Teaching and learning a foreign language is a complex task through which teachers employ different methods and approaches. One of these methods is the use of aids or tools that facilitate the teaching and learning processes including language laboratories. Earlier, laboratories were concerned only with scientific issues and classes, but recently, language laboratories appear with different equipment in order to facilitate the teaching process and to improve the students' skills and levels. Accordingly, this chapter introduces students' language skills that should be improved throughout learning English. It moves then to deal with language laboratories, its tools, activities, characteristics and benefits as it highlights some scholars' ideas about the main topic.

1.2. Language Skills

Language skills are the abilities that learners can acquire while learning a new foreign language. These abilities are skills which help students to exchange their thoughts or ideas. There are four skills, listening, writing, speaking, and reading; considered as fundamental aspects of the English language learning. According to Jeremy Harmer, these four skills are divided into two categories: productive and receptive skills. (See Appendix A)

1.2.1. Productive Skills

Productive skills, also called active skills. This category refers to the user who produces language. According to Harmer, the productive skills are totally different from the receptive skills in many ways. The aim of productive skills is to reach a communicative purpose rather than practicing language for specific points. Productive skills refer thus, to writing and speaking abilities.

1.2.1.1. Writing Skills

They refer to the production of language in a written form, it is considered as a way of communication. In this regard, Harmer (2007) claimed:

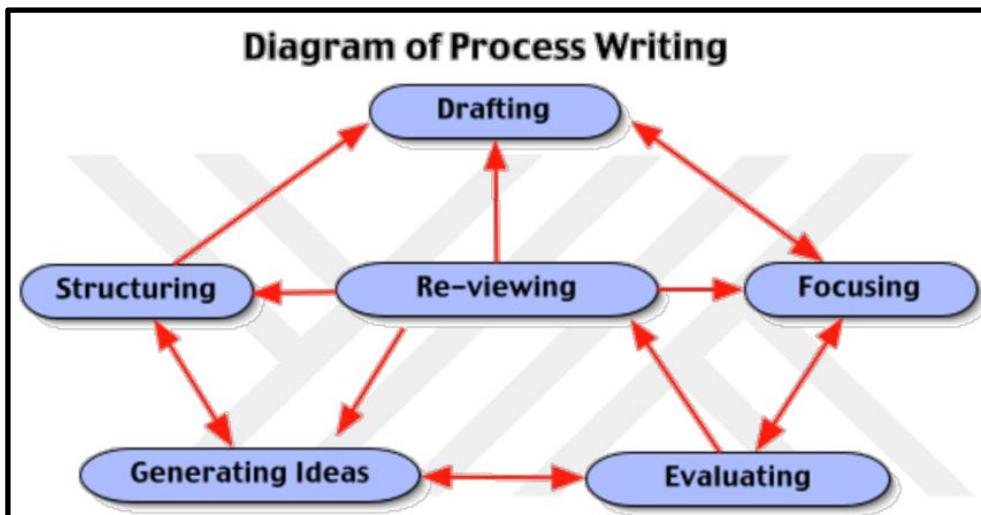
“writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message (...) Writing is an integral part of a larger activity where the focus is on something else such as language practice, acting out or

(2007, 330)

Hence, many students assume that writing is the most complex process to deal with.

In addition, Harmer (2001) mentioned the White and Arndt's process writing model which is composed of the following stages:

- Drafting
 - Structuring (ordering information, experimenting with arrangements, etc)
 - Reviewing (checking context, connections, assessing impact, editing)
 - Focusing (that is making sure you are getting the message you want to get across)
 - Generating ideas and evaluation (assessing the draft and/or subsequent drafts)
- when the teacher asks his students to write, he should deploy all his usual roles (controller, organizer, assessor, prompter, participant, tutor, and observer). (2001, 258)



Figures01: The White and Arndt's process writing model.

In other words, Writing is a number of steps: first Drafting in which the writer gets his idea down on paper ignoring if it is perfect. Second is structuring: once the writer is getting thoughts out, he starts organizing his idea in a coherence paragraph then there is reviewing after organizing a paragraph the writer have to check-in for grammar and spelling errors as well as he will make sure that his ideas are clear and well supported, The next step is focusing on the main idea and finally is generating ideas and evaluating them in order to reflect what the writer wants to reveal. Thus, in order to have well organized successful piece of writing, the student should follow these steps.

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1.2.1.2 Speaking Skills

Speaking ability is the most important skill, it is about expressing ideas, thoughts, and feelings and exchanging information orally. It can be defined as the use of verbal and non-verbal symbols orally. Penny (2000) states:

“Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested to speak.” (2000, 117)

Actually, speaking is the most visible and tangible way to demonstrate knowledge of language, and all the foreign language learners are interested in it because it is the most practical skill for communicating with others and expressing themselves. However, this doesn't mean that the other skills are not important but speaking is considered as a supporting skill for the other language's skills and we cannot have or develop strong listening, reading or writing skills without having strong speaking skills.

1.2.2. Receptive Skills

This category depicts the users of language as passive ones, they receive only. According to Jeremy Harmer (2001)

“receptive skills are the ways in which people extract meaning from the discourse they see or hear”. (199)

The aim of teaching receptive skills is to help learners to develop the necessary skills to understand and interpret spoken or written materials. The receptive skills include thus, the listening and reading abilities.

1.2.2.1. Reading Skills

They reveal the ability of decoding and understanding written texts. This ability affects and improves the writing and speaking skills. In this context, Harmer (2001) claims that:

“While students are reading we can observe their progress since this will give us valuable information about how well they are doing individually and collectively, and will tell us whether to give them some extra time or, instead, move to organizing feedback more quickly than we had anticipated.” (213)

Reading is somehow a reflection about the student's progress, it is even related to other skills so the teacher can evaluate the students' levels and decide what is the next step in the learning and teaching processes. Many scholars claim that the reading ability is related to the other skills. According to this idea, Geoffrey Broughton C. Brumfit says:

“reading is a complex skill, that is to say it involves a whole series of lesser skills”. (1980, 89)

Moreover, Allan Davies and A.G Widdowson (1974) divided this ability into three stages:

- Decoding refers to recognizing characters and symbols as the same or as different aspects.
- Structuring means combining written characters to make words, phrases and sentences meaningful.
- Interpretation indicates matching words and sentences as sounds with their meanings.

On account of these three stages, decoding is the essential and fundamental stage because no one cannot read without distinguishing a word.

1.2.2.2. Listening Skills

These abilities are generally known as passive skills and they are about understanding the meaning and getting information just by hearing a language speaker.

Michael Rost (1994) cites different components of listening skills:

- Discriminating between sounds.
- Recognizing words.
- Identifying stressed words and grouping of words.
- Identifying functions (such as apologizing) in conversations.
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situations) in order to construct meaning.
- Using background knowledge and context to predict and then to confirm meaning.
- Recalling important words, topics and ideas.
- Giving appropriate feedback to the speaker.
- Reformulating what the speaker has said. (p. 142)

Hence, listening is an active process that involves more than just hearing. This ability is composed of four main stages; receiving, understanding, evaluating, and responding. Receiving requires paying attention to the speaker's words and nonverbal cues, and interpreting them in context. The second stage, misunderstanding in which determines the context and meaning of the words that are spoken. Then, the evaluating stage, where 6 listener assesses the value of the information received and the last one is responding as an important part of the listening process because it helps to ensure that communication is effective.

Listening is the same as reading and it affects other skills. In this vein, Harmer (1998) states:

“Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress.” (p. 89)

In fact, listening can help learners improve their speaking skills in a number of ways. For example, listening to native speakers can help learners: Improve their pronunciation by listening to how native speakers, Develop a natural rhythm ,Understand stress patterns ,Expand their vocabulary and Improve their grammar.

1.3 Teaching Aids

They are tools used into classrooms in order to enhance students' learning and motivation. In the same context, Jeremy Harmer (2001) claims: “As language teachers we use a variety of teaching AIDS to explain language meaning and construction, engage students in a topic or as the basis of a whole variety” (2001. 134)

In this context, teachers always use teaching aids in the classroom because it facilitates the process of teaching, and also it is interesting for students. It is useful and necessary because it offers a set of Benefits. First, it helps them Remember and listen permanently by providing them with a visual representation of the material they are learning. In addition, it can motivate students and enhance their interest since it is different from the traditional methods and more enjoyable. Besides, teaching aids are changeable depending on the learners' needs. Moreover, teaching aids can facilitate the processes of teaching and learning a new foreign language by making the material more accessible and understandable for students.

1.3.1 Types of Teaching AIDS

Teaching aids are Material that are used to help teachers provide the necessary information during lessons and that seem to facilitate the learning process .the old one was only about visual one but thanks to technology anew types have been developed

1.3.1.1 Visual Aids

They are used to provide vision. They can be presented in the form of charts, maps, flashes, pictures and white or black boards. There are three most common visual aids:

1.3.1.1.A The Board

The board is a surface on which one teacher or learner can write and draw using chalk or dry-erase markers. It is one of the useful visual aids. RV White (1985) defines it:

“The blackboard is your most important visual aid. Most classrooms have either a blackboard and a chalk, or a whiteboard and a felt-tip pen. The board can be used for presenting drawings, diagrams and language. It is important to develop skill and technique in using the board”. (1985,40)

Jeremy Harmer added, it is: “The most versatile piece of teaching equipment”. (2001, 137) It is generally used for many purposes, Harmer refers to its components in his book *The Practice of English Language Teaching* as notepads, explanation aids, picture frame, public workbook, game board, notice board.

Besides, boards are versatile teaching aids that can be used in a variety of ways for many purposes. Beginning with, it is a flexible option for teachers and even it is easy to be used. It is relatively inexpensive. Teachers can use blackboards and whiteboards to help students participate in activities, such as correcting the teacher's mistakes or playing word games in order to improve the students’ skills and help them to learn in a fun and engaging way. Also, it can be used to explain concepts or drawing diagrams or tables. Furthermore, board is used to introduce and memorize new vocabulary words since writing this word in board help students to see and hear clearly and sometimes teachers give and write the phonetics and intonation of words, which can help students to pronounce them correctly.

1.3.1.1.B The Overhead Projector

The overhead projector (OHP) is an image projector that uses a transparent sheet by a light source to project an image onto a screen or wall. It is used to demonstrate materials. Jeremy Harmer claims that: “overhead projectors are extremely useful pieces of equipment since they allow us to prepare visual or demonstrating materials, they require little

technical knowledge, and usually are easy to carry around". (2001,136)

1.3.1.1. Pictures and Images

A picture and image is a visual representation of an object, person, or scene. It can be used as a teaching aid to help students learn in a variety of ways. Actually, it is the most famous and used Aids in general. They can be drawn or collected from books, newspapers, magazines in order to facilitate the teaching process. In 2001, Harmer stated that pictures can be used in different ways and for different purposes: drills, games, understanding, lamentation, prediction and finally discussion.

1.3.1.2 Audio Aids

They are teaching tools that bring the natural language of native speakers into the classroom. There are two main common audio aids:

1.3.1.2.A Audio Cassette / Tape Recorder

An audio cassette/tape recorder is a teaching aid that can be used to record and playback audio. It improves receptive skills, specifically listening which improves the speaking ability. Audio aids can be used for a variety of purposes but recording what teacher and students present is the major one.

Michael Chan (2004) indicates that:

The use of audio tape is essential in the oral skills classes for receptive skills development. The tape plays in the easiest way for students to listen to a variety of speakers, a variety of topics in a variety of genres, dialogue, interviews, lectures, stories, songs and poems. For productive skills, the recorder is currently the most accessible piece of voice recording equipment. (2004,138)

Audio tapes allow students to listen to a variety of speakers, topics, and genres. The presentation of a variety of foreign languages can help students to improve their listening comprehension and their ability to produce language themselves.

1.3.1.2.B Language Laboratory

A language laboratory is a room equipped with audio or audio-visual materials in order to teach and learn foreign languages. It was one of audio aids in the beginning but now with use of computers and new equipment it became an audio-visual aid. The word language Laboratory is used for the first time in 1930 By Ralph Waltz and it was weird because the word laboratory

was always related to the scientific subject and researchers. But it became commonly used by 1946 and even used in many universities.

1.3.1.3 Audio Visual Aids

Audio visual aids evolve both sense of vision as well as hearing. There are two most common audio visual aids:

1.3.1.3A Video Tapes

These aids bring the word to the classroom. They are so important and useful by students in the classroom. Michael Chan (2004) states:
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Videotape is a step up from audiotape. First of all, playing recorded tapes provides the audiovisual information that helps students observe, understand and imitate oral communication, from language expressions and sentence structure to lip shape, facial expressions, gestures and distance between speakers, not to mention other cultural, behavioral and sociological aspects of language.
(2004, 254)

In today's world, Audio tapes are becoming less popular while video tapes are still widely used. It is a valuable teaching aid that makes the learner able to see and to hear the speaker, and this can help students to better understand the target culture and language by providing them with visual cues.

1.3.1.3.B Computers

Computers are teaching aids that can be used to enhance the learning experience for students. They can be used to deliver instruction, provide assessments, and create interactive learning environments. They are considered as new aids that can be used in teaching through references, teaching and testing programs, e-mails, web-sites and word processors.

1.4. Language Laboratory

According to the American heritage dictionary, “language laboratory is a room designed for learning foreign language and occupied with tape recorders, video classic recorders, or computers connected to monitoring devices in leveling the instructor to listen and speak to the students individually or as a group.” (The fifth edition of the

American Heritage Dictionary, 2000) In addition, Caesar (2006) defined language laboratories as

“teaching tools requiring the implementation of well-constructed tasks based on students’ needs.” (2006, 217)

Language laboratories are rooms designed for teaching a foreign language. The word language laboratory has been used for the first time in 1930 By Ralph Waltz for scientific purposes but later it has been included within recent studies related to educational purposes. Nowadays, it has become widely used at universities. Besides, they are spaces with technological equipment used to facilitate the teaching and learning processes. Mambo (2004) affirmed that:

Language laboratories are environments designed to enhance foreign language learners’ skills. Generally equipped with analog and digital hardware, and software (tape recorders, videocassette recorders, or computers), they provide practices in listening comprehension, speaking (listen and repeat), with the goal to reinforce the grammar, vocabulary and functions (grammatical structures presented in class. (2004, 02)

Language laboratories are equipped with audio- and audio-visual aids, as well as software in order to facilitate the teaching and learning processes. It provides opportunities to practice listening, speaking, reading, and writing. In addition, Jeremy harmer (2001) mentioned that

“the modern language laboratories have between ten or twenty booths each occupied with tape, headphones, microphones, and now computers”. (p. 141)

1.4.1.Characteristics of Language Laboratory

Harmer (2001) presents three special characteristics of language laboratory that mark them from other aids:

- ❖ **Double track:** in which the student can listen to the original record and at the same time records what he says.
- ❖ **Teacher access:** Language Laboratories have the same special equipment for students and teachers but for teachers there is what we call a console which makes teachers able not only to listen to what students record or listen to but they can even talk to them. In addition, modern laboratories allow teachers to work freely with students so he/she can work with them individually, in pairs, or in groups, and they even give the teacher the ability to manage and manipulate all the screens.

- ❖ **Different modes:** here, the teacher can work with each student or each group in a different manner with a different exercise. Harmer (2001) writes: “since teachers can group students mechanically, each pair or group can be given different materials to work with” . (2001,142)

Julian Dakin (1973) refers to the main different opportunities of language laboratories from normal classroom. He mentioned that each learner to work at his own pace, on his own material, and receive individual attention from the teacher can be more effective than traditional teaching methods, which often require all learners to work at the same pace and on the same material.

1.4.2. Language Laboratory Activities

Language laboratory offers many activities. Harmer (2001) summarized them in some points:

- **Repetition:**

Students or teachers can repeat the same record several times till they are sure that they can pronounce it correctly.

- **Drills:**

It functions in the same manner of repetition but the difference is that students have to work out what to say based on cues before the tape voice gives the right answer.

- **Speaking:**

Language laboratories are the best place to practice speaking in addition to repetition and drills. Students can discuss with each other and answer questions from other students or even to the tape recorder.

- **Pairing, double-plugging, and telephoning:**

According to Harmer, students can describe objects or people to others to identify, or they can give directions and finally they can make telephone conversations with the person who answered.

- **Parallel speaking:**

Jeremy Harmer states that Adrian Underhill (1994) gave two examples of parallel speaking. First, simultaneous imitation when the teacher says a phrase or sentence, and the students repeat it immediately after, by "double track" system, where the teacher's voice and the students' voices are both recorded simultaneously. This leads student to hear their recording and compare it by the teacher's pronunciation.

Second one is delayed imitation: the teacher records a story or poem in sections. The students listen to each section and then repeat it. Once the students have repeated all of the sections, they can record their own version of the story or poem. This allows the students to practice their pronunciation and intonation.

- **Listening:**

Jeremy Harmer states that language laboratories can be used to successfully perform many listening activities, such as note-taking, dictation, comparing different accounts of the same event, and answering comprehension questions. Students can also listen to original recordings or recordings made by other students, or watch and listen to videos.

Reading:

Students' activities give students the ability to read, such as answering questions or even when teachers give their students articles or books to read.

- **Writing and correct writing:**

Students can have different writing activities; they can write on their computers and the teacher can correct them from his console privately.

1.5 Language laboratories equipment .

Language laboratories are equipped with a variety of equipment that allow students to practice their language skills in a simulated environment. the most common equipment used in language laboratories is divided :

1.5.1The Student's Equipment

Booths are small semi-private enclosed spaces where learners sit to receive and listen to the lesson directed by the teacher. According to Jeremy harmer (2001)

” the modern language Laboratories has between ten or twenty booths, occupied with tape deck, headphones, microphones, and now computers”.

The old language laboratory composed from A central control unit, A set of student stations and A set of audio materials: (cassette tapes, CDs, or digital files) (See Appendix B)

In modern L.L, each student workstation consists of a computer, a headset, and a microphone. (See Appendix C)

1.5.2The Teacher's Console

The teacher has the same equipment as the students but with one major difference called console, a small tool that makes the teachers able to manipulate all the students' screens.

Stack (1971) defined it as: “a desk-like control center containing one or more tape decks (sources) to play tapes to the whole class ...”. (1971, 06) (See Appendix D)

A teacher console is a control unit that is used by a teacher to manage a language laboratory. It typically consists of the following components:

- ❖ A monitor: This displays the audio and video materials that are being played for the students.
- ❖ A control panel: This allows the teacher to control the playback of the materials, as well as to monitor the students' activities.
- ❖ A microphone: This allows the teacher to communicate with the students.
- ❖ A speaker: This allows the teacher to play back the students' recordings.

The teacher console allows the teacher to see which students are listening, speaking, and participating in the activities. In addition, it provides feedback to the students on their pronunciation, intonation, grammar, and vocabulary. Also, it makes the teacher able to communicate with the students, either individually or in a group.

1.6 Benefits of Language Laboratory in the Teaching and Learning Processes

Language laboratories provide many benefits for both teachers and students. First, it facilitates oral and acoustic activities for students and makes them clear and easier. Second, it develops the listening skills through micro heads equipment so students can listen carefully. It can also help to get the attention and interest of students through screens of computers. In addition, it helps teachers too, to control and monitor their students either working individually, in pairs or in groups. These language laboratories offer teachers a variety of activities so they can change the activity according to their students' needs.

In The practicing of English Language Teaching book, Jeremy Harmer (2001), cites five main advantages for language laboratories

- Comparing: language laboratories make comparison easy so students can compare between the original record and what they say they can even repeat the original record whenever they need.
- Privacy: here thanks to the headphones and the screen, each student can work in private and even teachers can correct each student individually so they are free to make mistakes.
- Individual Attention: teacher can correct each student individually from his console and he/she can manage each student's activity.

- **Learner Training:** language laboratories help students to practice their skills especially the listening and the speaking ones because of the equipment, it even helps them to train the comparison between the original record and what they pronounced.
- **Learner Motivation:** the learner can be motivated because language laboratories offer him/her a variety of activities which suit their needs. Language laboratories, hence, offer the learners autonomy and responsibility about their own learning.

Language laboratories can be a valuable tool for language learning. They offer a variety of advantages, such as Students can receive immediate feedback on their pronunciation and intonation, which can help them to improve their fluency. They can learn new vocabulary words through exposure to audio and video materials. Students are more likely to stay motivated when they are actively engaged in the learning process.

1.7. Conclusion

Learning and teaching any foreign language is always related to improving the four skills including listening, speaking, writing, and reading. This chapter shows that language skills are divided into two main categories: productive and receptive skills. Accordingly, teachers use teaching aids in order to make learning more engaging and effective and also to enhance the students' motivation . language laboratory is one of this teaching aids. These laboratories are effective tools which facilitate classroom engagement and provide active interaction between students and teachers.

**Chapter Two: Data
Collection, Analysis And
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2.1. Introduction

The first chapter highlighted the literature review and the theoretical background of the four language skills that each student may enhance and the teaching aids used in language laboratories through different activities. The chapter included even the characteristics and the advantages of language laboratories presented by different theorists from a variety of books and articles. Besides, this chapter will deal with the practical study of the research that concerns data analysis and discussion of the findings. This research's plan is divided into two questionnaires: the first one is destined for teachers in order to gain information about how students act when using teaching aids during their learning sessions especially in language laboratories and to get an idea about students' levels and the second one is addressed for second year English language students from Salhi Ahmed Naama University Center, to check their language abilities and to prove the role of language laboratories in improving these abilities.

2.2. The Sample of the Study

The first participants of this study are five teachers of the English language specialty of both genders: three females and two males with different academic degrees. They are all teachers from the English department at Salhi Ahmed University Centre of Naama. We have chosen them to get more information about the main topic, because they are teaching oral expression and phonetics modules, and they are always using the language laboratory during their teaching sessions.

The second participants of this research are thirty-four second year English students, twenty-four females and ten males who chose English language sciences by their own. Their ages are between 19 and 43. We have chosen this level because they study different modules in the language laboratory and they are capable to estimate their levels.

2.3. Description of the Teachers and the Students 'Questionnaires

2.3.1. Teachers' Questionnaire

The teachers have been requested to answer the questionnaire composed of three sections with nineteen questions, nine multiple choice questions and ten open-ended questions. These teachers are in charge of oral expression and

phonetics modules of different levels at the English department, University Centre of Naama. The first section was about personal information, composed of six questions about gender, academic degrees, the modules taught and the teaching experience.

The second section moves to describe language skills. It includes five questions about the students' attitudes towards their four skills and if they have faced difficulties in achieving each skill, also if the teaching aids affect these skills and how this occurs. The third and last section deals with the language laboratory and it is composed of eight questions. This section aims to reveal the teachers' point of views about the use of language laboratories for their teaching, activities and materials and if this educational environment really supports the students' learning.

2.3.2. Students' Questionnaire

The students have been requested to answer the questionnaire composed of three sections with 14 questions, seven multiple choice questions, three yes/no questions and four open questions. The thirty-four students are chosen randomly but except from second year level because they have extra sessions in the language laboratory. The first section of the questionnaire presents the personal information, composed of three questions about gender, age and if the choice of English was personal or imposed.

The second part moves to describe language skills and it is composed of six questions. At the beginning, it aims to know more about the language abilities and which abilities are the most important to teachers, then it aims to depict the teaching aids and their importance. The third section is composed of five questions that seek to know students' opinions about the use of a language laboratory for their learning.

2.4. Analysis of the Teachers' Questionnaire

Section One

Personal information

1) Gender:

The questionnaire results in the following gender distribution

Options	Participants	Rate (%)
Male	2	40%
Female	3	60%
total	5	100%

Table 01 : Teachers' Gender Distribution.

Out of five teachers, three teachers are females and two teachers are males. They are all exercising as teachers of the English language at Salhi Ahmed University Centre of Naama.

2) Academic Degree:

The question is about the teachers' qualifications and diplomas.

Option	Participants	Rate (%)
Magister	1	20%
Doctorat	4	80%
Total	5	100%

Table02 : Teachers' Academic Degrees

From the table above, we can notice that four teachers have Doctorate degrees and only one teacher has a Magister degree.

3) How long have you been teaching English at the university level?

This question aims to know each teacher's professional experience.

Options	Participants	Rate (%)
Less than 5 years	1	20%
More than 5 years	2	40%
More than 10 years	2	40%
Total	5	100%

Table03 : Teachers' Teaching Seniority.

The table above shows that five teachers have been teaching English for different years, one of them has been teaching for less than five years and two teachers have been teaching English for more than five years and the last two teachers have been teaching English more than ten years.

4) Which modules have you been teaching during these years?

This question is about the modules taught by teachers during their career.

Option	Modules	Rate (%)
First Participant	Written Expression and Translation	20%
Second Participant	Oral Expression and Didactics	20%
Third Participant	Written Expression, Grammar, TEFL, Linguistics and TTU	20%
Fourth Participant	Oral Expression, Written Expression, Modern Education, Neurolinguistics, Sociolinguistics, Linguistics, Research Methodology and ESP.	20%
Fifth Participant	Phonetics and Phonology.	20%
Total		100%

Table04 : Teachers' Instructional Career.

The table shows that our teachers have taught different and various English modules.

5) If you have taught an oral-expression or phonetics module, how many years have you been teaching it?

By asking this question we wanted to know our teachers' experience in teaching oral expression and phonetics modules.

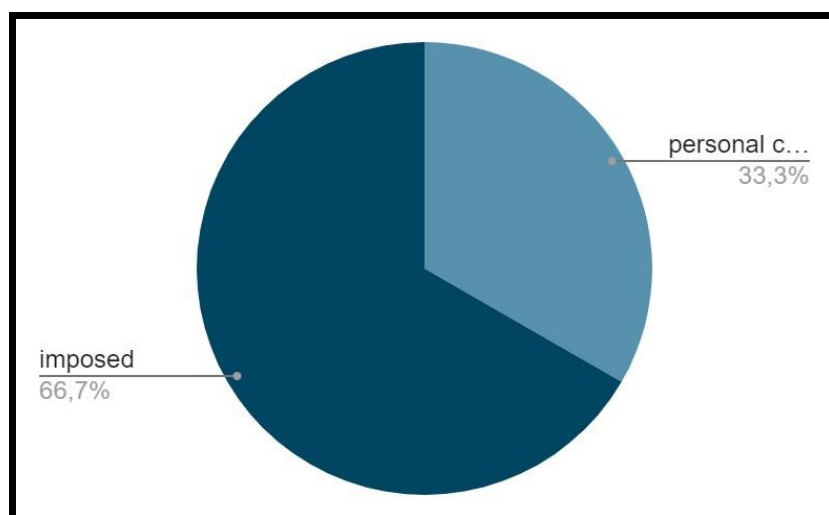
Teachers	Teaching Experience
T.1	07
T.2	01
T.3	03

Table05: Teachers' Experience in Teaching Oral Expression /Phonetics.

According to the results stated above, the scope of years in teaching oral expression and phonetics ranges from one year to more than six years. We have chosen oral expression and phonetics because these modules are the most studied in a language laboratory. The teacher uses equipment like a recorder and headphones in this activity. The language laboratory activity helps a lot in improving these skills.

6) Teaching oral-expression and phonetics modules were personal choices or imposed Decision?

This question aims to investigate if teaching oral expression and phonetics modules were freely chosen or imposed by the administration.



Graph01: Teaching Oral Expression and Phonetics, Personal Choice or Imposed Decision.

The graph above shows that out of three teachers, two teachers claimed that teaching oral expression and phonetics is an administrative choice and the other teacher said that it was a personal choice.

Section Two : Language Skills

1) **As a university teacher, which of the four skills do you think is difficult to be taught?**

The above question tries to find which skills are difficult to achieve for students.

Teachers	T.1	T.2	T.3	T.4	T.5
Language Skills	None	Writing	All of them	Writing / Speaking	Listening, Writing and Speaking.

Table 06: Teachers' Classification of Difficult Skills.

From the results shown in table seven, teachers agree that writing is the more complex skill than speaking and listening and the easiest one is reading. In addition, one teacher claims that there is no difficult skill.

2) **What are the most remarkable problems your students encounter in learning the four skills?**

Since the majority of teachers claimed that more than one skill is difficult, this question aims to find out these difficulties.

Chapter Two : Data Collection, Analysis And Interpretation Of The Findings.

Teachers	T1	T2	T3	T4	T5
Difficulties that concern Listening	Lack of motivation	Decoding messages	No answer	Understanding the speaker	Lack of exposure to the language
Difficulties that concern Reading		Lack the reading strategies	Vocabulary problem		No answer.
Difficulties that concern Speaking		Fluency as they focus on accuracy rather than the transmission of the message	Lack of Vocabulary. Forming sentences and anxiety	Fear of mistakes	Limited range of vocabulary and Lack of outside classroom practice
Difficulties that concern writing		coherently and accurately they focus on the form and neglect the content	Forming sentences and linking them and order ideas	Difficulty with sentence structure and word order.	Limited writing abilities because of the absence of practice.

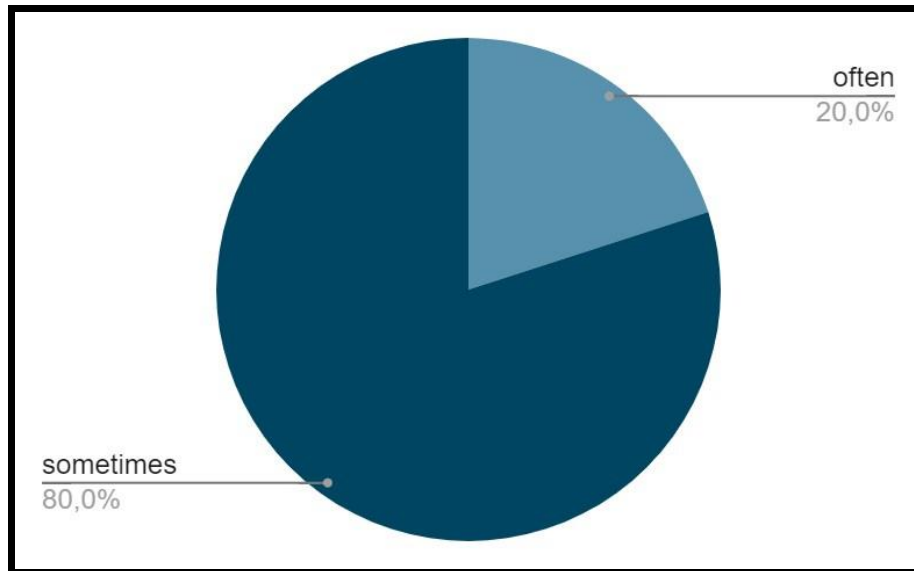
Table 07: Teachers' Opinions Concerning Students' Faced Difficulties in Learning the Four Skills.

Chapter Two : Data Collection, Analysis And Interpretation Of The Findings.

The table above presents the learners' difficulties in detail. So we can notice that the most repeated ones are the absence of practice, the poor vocabulary and the lack of motivation.

3) How often do you use teaching aids in the classroom?

The present question aims to analyze teachers' frequency of using teaching aids in the classroom.



Graph02: Teachers' Frequency of Using Teaching Aids.

From the graph above, we notice that only one teacher said that he often uses teaching aids and the four other teachers said that they sometimes used them. Hence, though it is not used permanently, it is necessary because it facilitates the learning process.

4) What kind of aids do you often use?

This question seeks to know the kinds of teaching aids employed by teachers in the classroom.

Teachers	T1	T2	T3	T4	T5
kinds of teaching aids	Visual aids: board, pictures, OHP, ..	Visual aids: board, pictures, OHP	Audio aids : audio-cassette, the language laboratory	Audio aids : audio-cassette, the language laboratory	Audio-visual aids: (video tapes, computer)
			Audio-visual aids: (video tapes, computer)	Audio-visual aids: (video tapes, computer)	

Table 08: Types of Teaching Aids Used by Teachers into Classrooms.

Out of five teachers, two teachers claim that they used visual aids in their sessions and the other two teachers used both audio and audio-visual aids and the last teacher said that he uses only audio-visual aids.

5) Do you think that teaching aids are necessary in teaching the four skills?

This question investigates if the teaching aids are necessary and helpful in the teaching and learning processes.

Response	Yes	No
Participants	5	0
Rate	100%	0%

Table 09: Teachers' Attitudes Towards the Necessity of Using Teaching Aids in Classroom.

From the table above, we can understand that all teachers agree that teaching aids are necessary in teaching the four skills.

Section Three: Language Laboratory

1) What do you think about the role of a language laboratory?

Through this question, we want to have teachers' personal evaluation of the language laboratory's role.

Role of language laboratory	It is an effective teaching aid	It is boring	It is interesting and motivating	It is needless
participants	3	0	2	0
Rate	60%	0%	40%	0%

Table 10: Teachers' Evaluation of the Language Laboratory's Role

The table shows that the majority of teachers (60%) affirm that a language laboratory is effective and the other teachers (40%) affirm that it is interesting and motivating. We can even notice that no one of these teachers said that it is a boring learning environment.

2) Do you know all the functions of a language laboratory and what they stand for?

It is well known that the language laboratory offers several and different activities and functions, so this question seeks to discover the teachers' knowledge of the lab functions

Response	No	Yes
Participants	2	3
Rate	40%	60%

Table 11: Teachers' Knowledge of the Lab Functions

The table above reveals that three teachers (60%) reported that they know all the lab functions and what each switch stands for, while the other two teachers (40%) gave negative responses to the question.

3) Where do you prefer teaching?

Chapter Two : Data Collection, Analysis And Interpretation Of The Findings.

The present question aims to know the place where the teacher prefers teaching.

Response	Classroom	Language Laboratory	Both of them
Participants	0	4	1
Rate	0%	80%	20%

Table 12: Teachers' Preferred Places to Teach.

The above table shows that the majority of teachers (80%) prefer teaching in language laboratory and only one teacher (20%) prefer teaching in both classroom and laboratory

4) What type of activities do you use to help your students improve their performance' abilities?

This question attempts to know the most used activity by teachers in the language laboratory.

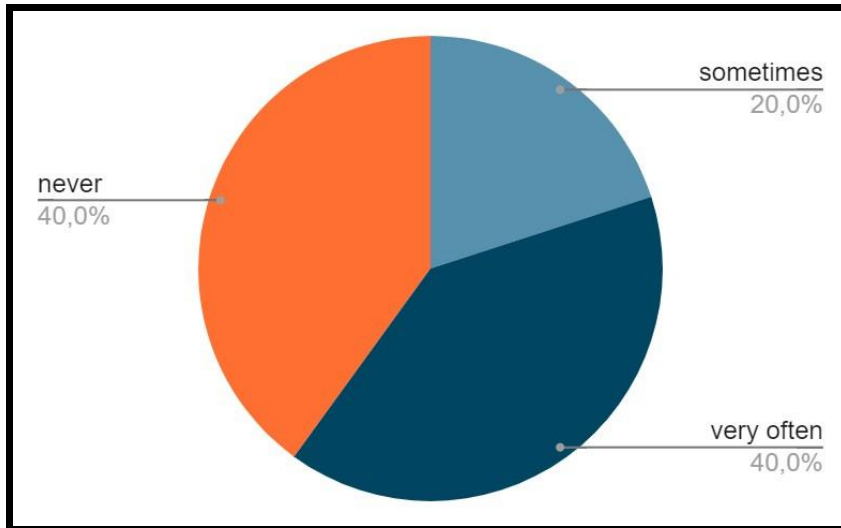
Teachers	T1	T2	T3	T4	T5
Types of activities	-Reading paragraph. -writings paragraph -Discussing topics.	-Interaction. -Question exchange. -Debate.	Different activities and discussion	MCQs / true and false	Pronunciation exercises

Table 13 : Types of Activities.26

From this table, we can see that there are many activities that can be done in the language laboratories to improve the four skills.

5) How often do your students complain about the difficulty of the taped materials and The activities that you provide in the language laboratory?

Since the teachers and the students use different taped materials and activities that are provided in the language laboratory, this question tries to find out the frequency



of students' complaints.

Graph 03: Students' Frequency of Complaining about the Difficulty of the Taped Materials and Activities.

Out of five teachers, two teachers (40%) claim that students very often complained about the difficulty of using taped materials through their learning. Two other teachers (40%) said that their students never complained about it and the last teacher said that his students sometimes complained about their use.

6) According to you, how language laboratories help you to improve your students' skills?

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This question tries to gather more ideas about how can language laboratory improve the students' language skills:

Teachers	T1	T2	T3	T4	T5
Response	Practicing language skills in the laboratory is beneficial since students are exposed to authentic materials and listen to native English speakers.	Better training Better equipment knowledge	It can improve listening and speaking skills very well.	It offers additional support for learners since the majority of them are digitized learners (they prefer learning using ICT tools)	The materials and equipment are the main reasons to improve language skills.

Table14: Teachers’ Opinions about the Use of Language Laboratories.

The table shows the teachers’ opinions about how language laboratories improve language skills. Besides, each teacher presents different ideas.

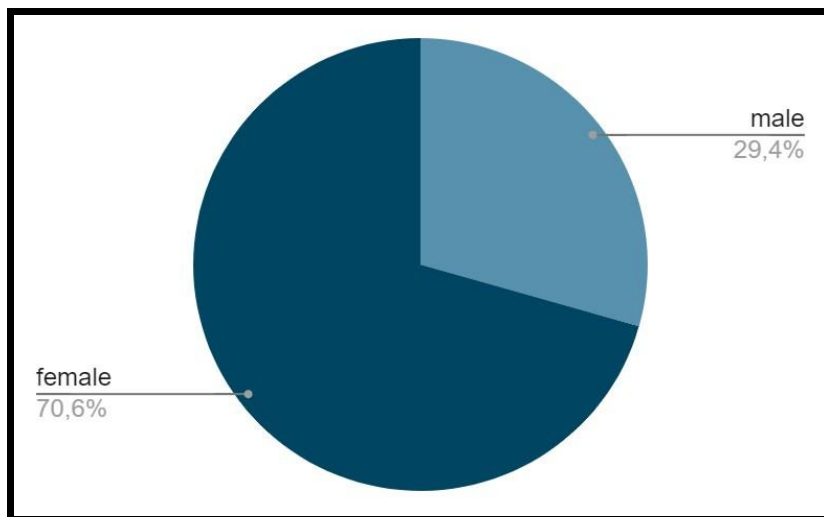
2.4.1. Teachers’ Questionnaire Discussion

The questionnaire above dealt with five English language teachers from the English department at University Centre of Naama with different educational backgrounds, teaching experiences and instructional careers. We deduce from the results obtained, the following points:

- The majority of students still face difficulties in improving and learning language skills. This is why the teacher puts more attention to it, otherwise these difficulties are due to the lack of motivation and lack of practice.
- Teachers Affirm that they use teaching aids from time to time and that they are very important tools in the teaching and the learning processes. In addition, teachers can use different teaching aids in each session according to their students' needs.
- Also, all teachers agree that a language laboratory is an effective teaching aid and that it is interesting and motivating. Recently, teachers prefer teaching in a language laboratory because it offers many functions and activities that facilitate their jobs since each language is occupied with technological tools.

2.5. Analysis of Students' Questionnaire

Section One: Personal Information.



1) Gender:

Graph 04: Students' Gender Distribution.

The graph above shows that 70.6% are female participants (24 students) and 29.4% are male participants (10 students). The students were selected randomly from second year English language level.

2) Age Distribution

Responses	Younger than 20 years old	Between 20_25 year s old	Between 25_30 years old	Between 30_35 years old	Between 35_40 years old	Older than 40 years old.
Participant s	4	7	19	2	1	1
Rate	12.1%	21.2%	57.6%	6.1%	3%	3%

Table 15 : Students' Age distribution

From the table, we can notice different ages between the participants four students are younger than 20 years (11.8%), seven students are between 20 to 25 years old (20.6%), nineteen students are between 25 to 30 years old (55.9%), two students are between 30 to 35 years old (5.9%), one student has between 35 to 40 (2.9%) and the last one is older than 40 years old (2.9%). Most of the 'aged' students are workers too.

3) Your choice of studying English was personal or imposed?

This question aims to know whether the choice of students to study English was desired or imposed.

Response	Personal choice	Imposed
Participants	33	1
Rate	97%	3%

Table 16: Students' Personal/ Imposed Choice to Study English.

The table shows that the majority of students chose freely to study English (97.1%), only one student said that studying English was an imposed decision(2.9%).Actually, this rate is very beneficial for us because it is their

personal choice so they are motivated to learn more and improve their language abilities.

Section Two: Language Skills and Teaching Aids

1) Which of the following skills do you think is given much importance and attention by your teachers?

The question seeks the students' opinions about the skill which is given much importance and attention by their teachers.

Response	Writing	Speaking	Listening	Reading
participants	12	11	5	6
Rate	35.3%	32.4%	14.7%	17.6%

Table 17: The Importance of the Four Skills.

Twelve participants (35.3%) claimed that speaking is the skill that receives much attention by teachers followed by writing as the second important skill. Reading and listening are described as equal skills which need the same attention. These results somehow confirm the results collected by the teachers.

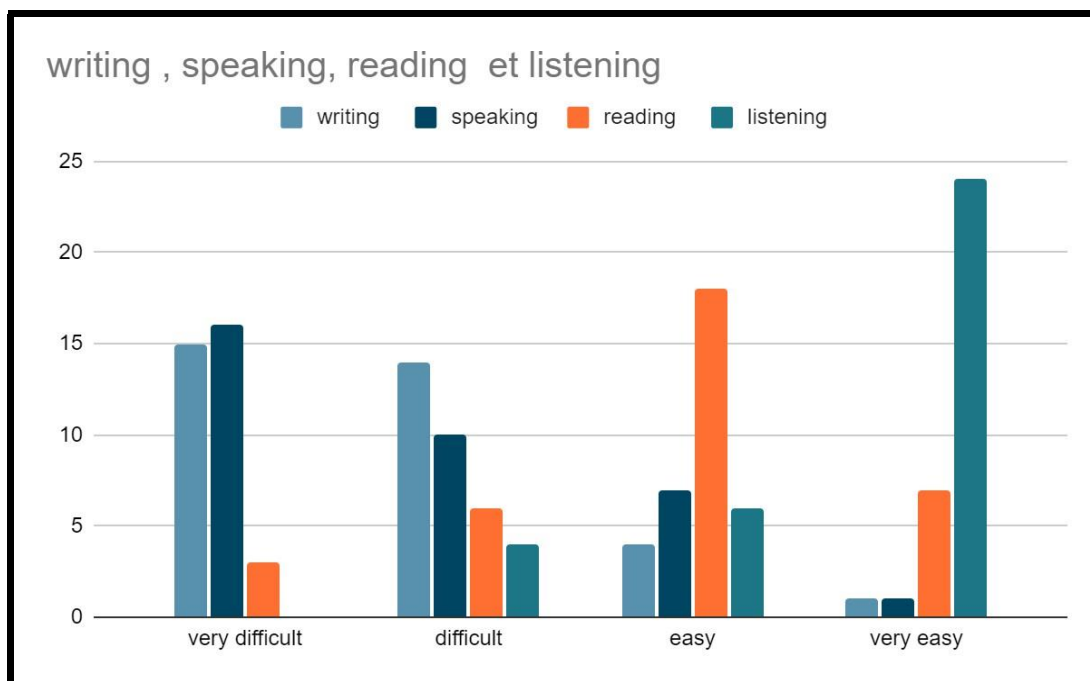
2) As a foreign language student, which of the four skills is difficult (give the order of degree of difficulty, from the most difficult to the easiest)?

This question aims to order the four skills according to their levels of difficulty:

Chapter Two : Data Collection, Analysis And Interpretation Of The Findings.

Degree _____ skill	Very difficult	difficult	easy	very easy	total
Listening	0 _____ 0%	4 _____ 11.7%	6 _____ 17.6%	24 _____ 70.5%	34 _____ 100%
Speaking	16 _____ 47%	10 _____ 29.4%	7 _____ 20.5%	1 _____ 2.9%	34 _____ 100%
Reading	3 _____ 8.8%	6 _____ 17.6%	17 _____ 50%	8 _____ 23.5%	34 _____ 100%
Writing	15 _____ 44.1%	14 _____ 41.7%	4 _____ 11.7%	1 _____ 2.9%	34 _____ 100%
	34 _____ 100%	34 _____ 100%	34 _____ 100%	34 _____ 100%	

Table 18: Students' Order of the Four Skills according to their Degree of Difficulty.



Graph 05: Students' Ordering of the Four Skills according to their Degree of Difficulty.

This led to creating a new table and a new graph about the most difficult skill, by the number of participants and percentages.

skill	speaking	writing	reading	listening
participants	16	15	3	0
Rate	47%	44.1%	8.8%	0%

Table 19: The Final Ranking of the Four Skills in terms of their Difficulty

The tables above and graph indicate that according to students, speaking (47%) is the most difficult skill, followed by writing (44.1%), then reading (8.8%) and finally listening (0%).

3)How often do your teachers use teaching aids in the classroom?

The present question aims to show teachers' frequency of using teaching aids in the classroom according to their students' points of views.

Chapter Two : Data Collection, Analysis And Interpretation Of The Findings.

Answers	Often	Sometimes	Rarely	Never
Participants	10	17	7	0
Rate	29.4%	50%	20.5%	0%

Table 20: Frequency of Using Teaching Aids in the Classroom

The table above shows that 29.4% of the total responses argued that teachers very often use teaching aids in the classroom. Some teachers rarely used them; this is what the proportion of 20.6% reveals. The majority 50% of participants reported that their teachers sometimes used them.

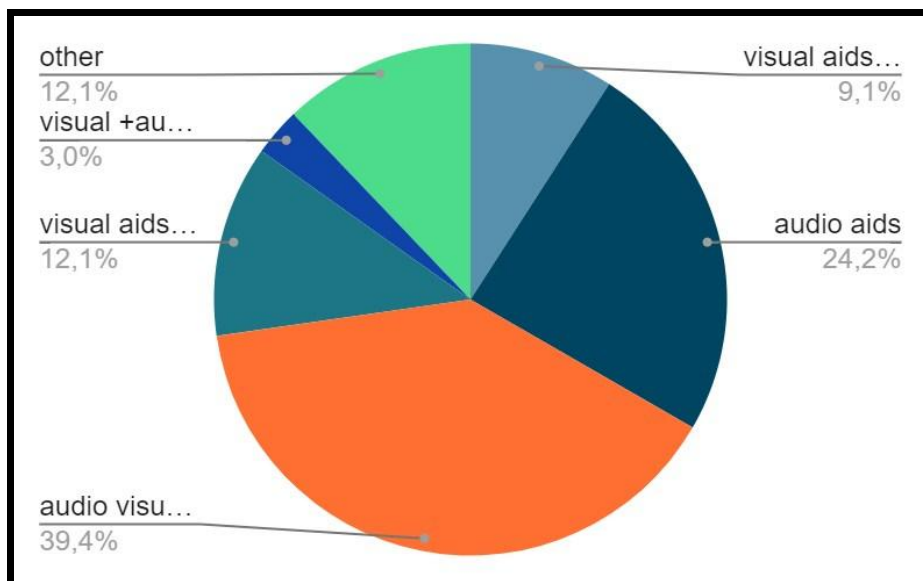
4) What kind of aids do they use?

This question seeks to know the kinds of teaching aids used by teachers in the classroom from the students' opinions.

Answers	Visual aids (board, pictures, OHP)	Audio aids (taped records, language laboratory)	Audio- visual Aids (video tapes, computer)	Multiple choice	others
participants	4	8	13	5 <hr/> 4 (visual aids + audio visual aids) 1 (visual aids + audio aids + audio visual aids)	4

Rate	11.7%	23.5%	38.2%	14.7%	11.7%
				11.7%	
				2.9%	

Table 21: Types of Teaching Aids Used by Teachers



Graph 06: Types of Teaching Aids Used by Teachers.

By collecting the table results, we notice that 13 participants claimed that Audio-Visual aids are the common and the most used teaching aids with a proportion of (39.4%) of the total responses. Then, eight students affirmed that audio-aids are second ones with a proportion of (24.2%). Four students (12.1%) said that their teachers use visual aids in the classroom and five participants (14.7%) claimed that

all the three types are generally used. Five other participants (14.7%) said that they use other aids.

5) Do you think that teaching aids are necessary and helpful in learning language skills?

This question investigates if teaching aids are necessary and helpful in the teaching and learning processes according to students

Response	Yes	No
participants	34	0
Rate	100%	0%

Table 22: Students' Attitudes towards the Use of Teaching Aids in the Classroom From the table above, we can see that all the teachers agreed that teaching aids are very necessary in teaching the four skills that each student should master.

6) To which degree do you think they are helpful?

This question seeks how much the use of teaching aids are helpful.

Response	agree	strongly agree	can't decide	disagree	strongly agree
participants	12	18	4	0	0
Rate	35.3%	52.9%	11.8%	0%	0%

Table 23: Students' Opinions towards the Effectiveness of Teaching Aids

The table shows that teaching aids are very necessary according to the students' opinions. 18 students strongly agreed (52.9%), 12 students agreed (35.3%) and 4 students couldn't decide about their effectiveness.

Section Three : Language Laboratory

1) Have you already studied in a language laboratory?

By asking this question, we aim to see if the student already knows and studies in a language laboratory.

Response	Yes	No
Participant	30	4
Percentages	88.2%	11.7%

Table 24: Students' Experience at the Language Laboratory

Thirty students claimed that they have already studied in the language laboratory and only four students said that they received no session in the language laboratory.

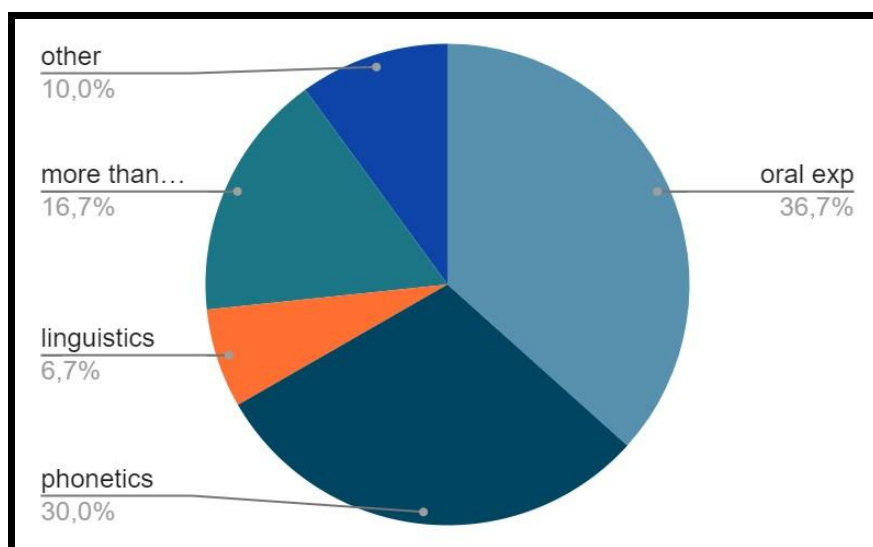
2) If yes, in which courses do you often use it?

- This question aims at determining the courses taught in laboratories

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Response	Oral expression	Phonetics	Linguistics	More than one module	Other
Participants	11	9	2	5	3
Rate	36.6%	30%	6.6%	16.6%	10%

Table 25: Modules Taught in Laboratory.



Graph 07: Modules Taught in Laboratory.

From the table and graph above, we notice that 14 students (36.7%) said that oral expression is the most common module which is taught at laboratories. The second one is phonetics claimed by nine students (30%). The remaining students added that they study other modules in the language laboratory.

3) Do you enjoy these sessions in the lab better than in the classroom?

This question aims to know the students' attitudes towards L.L.

Answers	Yes	No
Participants	32	2
Rate	94.1%	5.9%

Table 26: Students' Opinions Concerning their Studies at Laboratory.

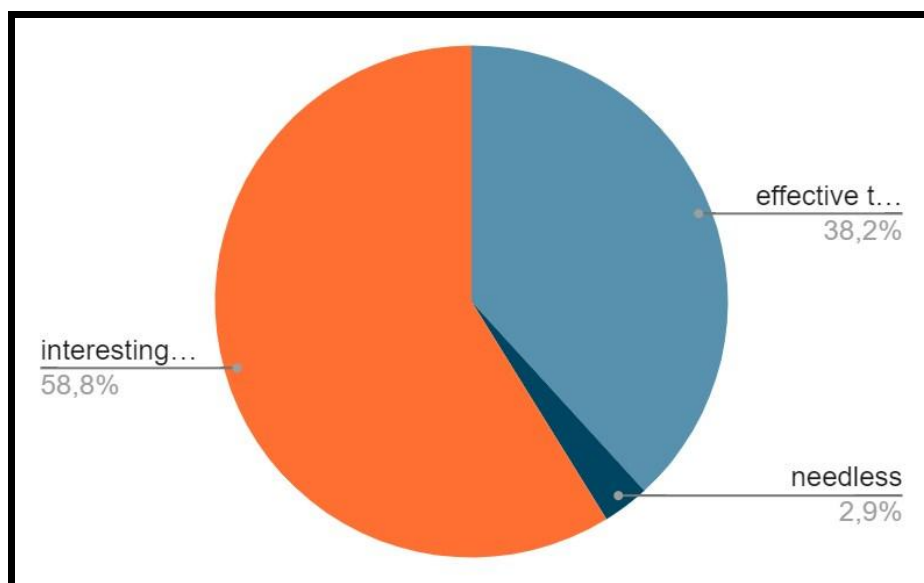
Out of thirty-four students, thirty-two students asserted that they prefer studying in a language laboratory with a proportion of (94.1%) while only four students said that they prefer studying in the classroom with a proportion of (5.9%).

4) What do you think about the use of language laboratory?

This question aims to know students' attitudes towards the use of L.L. through four options.

Answers	An effective teaching aid role	A boring role	An interesting and motivating role	A needless role
Participants	13	0	20	1
Rate	38.2%	0%	58.8%	2.9%

Table 27: Students' Attitudes Towards the Importance of Language Laboratory.



Graph 08: Students' Attitudes Towards the Importance of Language Laboratory

From the table and graph above, we notice that only one student (2.9%) declares that a language laboratory is needless, eleven students (38.2%) stated that it is an effective teaching environment and the rest of 20 students said that it is an interesting and motivating teaching space.

2.5.1. Students' Questionnaire Discussion

The student questionnaire dealt with thirty-four students of second year English language level, of both genders twenty-four females and ten males. We observe from the results obtained, the following points.

- ❖ First, writing and speaking skills are considered as the most complex skills through language learning.
- ❖ Teachers put more effort and attention in the writing and speaking skills and try to improve them more than the reading or the listening skills.

- ❖ Students affirmed that teachers use different teaching aids from time to time in the classroom which push them to enjoy learning through this instructional environment.
- ❖ It is proved that teaching aids are necessary tools in the teaching and learning processes.

Hence, according to students, a language laboratory is necessary in their learning process because it provides them with different learning materials. Students affirmed that they enjoy learning in laboratories and they believe that it is an effective, interesting and motivating educational space.

2.6. Results and Discussion

Both students and teachers' questionnaires allow us to draw up the following points:

- ❖ Language laboratory is an effective teaching tool that can improve the learners' abilities and facilitate the learning and teaching processes.
- ❖ Language laboratory is characterized by its efficient materials and unique activities. Recently, learning has become digitized and students prefer modern methods over traditional ones.

Hence, the benefits of language laboratory can be cited in the following points:

- It provides the availability of listening and tape-recorded materials.
- It helps a lot in understanding different topics.
- It helps students to enhance their listening and pronunciation skills.
- It pushes students to share their ideas easily and to have fun.
- It is considered as a motivating and helpful atmosphere to EFL students.
- It helps students in memorizing words and speech about different topics.

2.7. Limitation of the Study

The current investigation is limited by time, for this reason we could not investigate the role of language laboratories in improving language and its activities in depth. In addition, another challenge faced us in this study was the lack of sources. The limited number of books and articles available made it difficult to complete the study. Future researchers are encouraged to conduct further research on this topic and explore the topic in more details especially about the activities and equipment.

2.8. Suggestions and Recommendations

Chapter Two : Data Collection, Analysis And Interpretation Of The Findings.

Based on our analysis of students' answers and teacher feedback, we will provide recommendations for effective use of language laboratory :

- ❖ The administration is required to provide a language laboratory with all its equipment for foreign language learners.
- ❖ Teachers should use language laboratories to motivate learners, create an enjoyable learning environment, and help students to improve their skills.
- ❖ Teachers are expected to be familiar with all the functions and activities of a language laboratory in order to select the best one for their students' needs.

2.9. Conclusion

The results of the questionnaire show the importance of using teaching aids in language learning including language laboratories which provide a variety of listening and tape-recorded materials, that can help students to understand different topics and 39 enhance their listening and pronunciation skills. Language laboratory also creates a motivating and helpful atmosphere, where students can share their ideas easily and have fun as it helps them to memorize new words and speech about different topics. Overall, language laboratory is conceived as a valuable tool for EFL students because it improves their four skills as it facilitates the teachers' job.

General Conclusion

General conclusion :

Foreign language learners need to be proficient in all four language skills: reading, writing, speaking, and listening. In order to test the hypothesis that laboratory-based language teaching can help university-level English learners develop and reinforce their language skills, we conducted a study. We used two questionnaires, one for teachers and one for students, to gather their viewpoints and perspectives on the items under investigation.

The analysis of the data revealed several key points. First, teachers are increasingly favoring teaching in language laboratories. This is because language learning is now heavily reliant on technological tools, and language laboratories offer many functions and activities that facilitate teachers' jobs. Second, language laboratories are essential in the learning process and are enjoyable teaching aids. They are an effective tool that is both interesting and motivating.

These findings confirm our hypothesis that there is a strong relationship between language laboratory use and language skill improvement. The equipment and activities in language laboratories can help to improve language abilities.

Here are some specific ways that language laboratories can help to improve language skills:

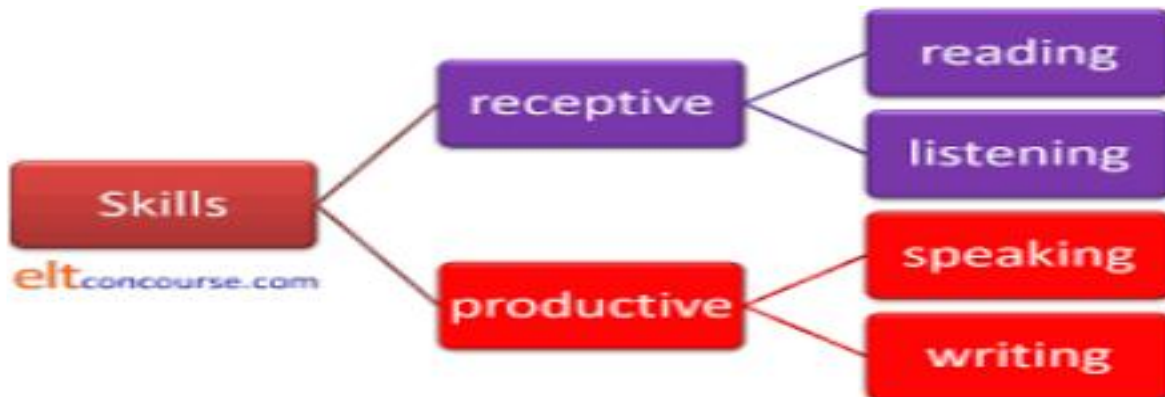
- They provide students with opportunities to practice listening and speaking in a safe and supportive environment.
- They allow students to receive immediate feedback on their pronunciation and grammar.
- They offer a variety of activities that can be tailored to the individual needs of each student.

- They can be used to create a more immersive language learning experience.

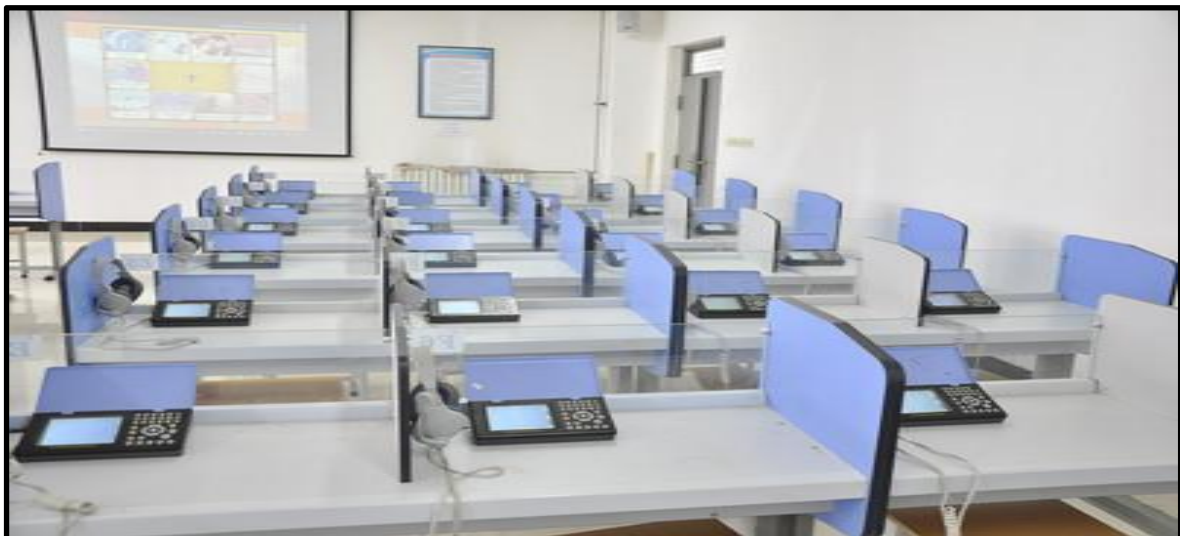
Overall, the findings of this study suggest that language laboratories can be a valuable tool for improving language skills. If you are a foreign language learner, I encourage you to take advantage of the opportunities that language laboratories offer.

List of Appendices

Appendix A:



Appendix B:



Appendix C:



Appendix D:



University Center Ahmed Salhi of Naama
Faculty of Letters and Foreign Languages
English Department

Teachers ‘ questionnaire

Dear teachers,

We are your Master 2 students Benyacoub Feryel and Miloudi Mohamed. We are conducting a research about “ the role of language laboratories in improving the student's language skills ”. We will be very pleased if you could help us and provide us with more information about the topic.

Section one : I need to know more about you please

1)Gender: a_ male

b_ Female

2) What academic degree do you hold?

a- Magister

b- Doctorat

3) How long have you been teaching English at the university level?

.....

4) Which modules have you been teaching during these years?

.....

5) If you have taught oral-expression or phonetics module, how many years have you been teaching it?

.....

Teaching oral-expression is:

A personal choice

B Imposed by the administration

Section two:language skills.

1)As a university teacher, which of the four skills do you think is difficult to be taught?

.....

2) What are the most remarkable difficulties and problems your students encounter in learning the four skills?

Difficulties concerning:

a_ Listening;.....

b_ Reading :.....

c_ Speaking :.....

d_ Writing:.....

- 3)How often do you use teaching aids in the classroom?
 - a- often
 - b- Sometimes
 - c- Rarely
 - d- Never
- 4)What kind of aids do you often use?
 - a- visual aids (board, pictures, OHP...)
 - b- Audio aids (audio-cassette, the language laboratory)
 - c- Audio-visual aids (video tapes, computer)
- 5)Do you think that teaching aids are necessary in teaching the four skills?
 - a_ Yes .
 - b_ No.

Section three:language laboratory.

- 1)Have you experienced language laboratory-as a teaching aid- in your EFL teaching?
 - a_ Yes
 - B_ No
- 2) What do you think about the role of language laboratory?
 - a_ Is it an effective teaching aid?
 - b_ Is it boring?
 - c- Is it interesting and motivating?
 - d- Is it needless?
- 4) Do you know all the functions of language laboratory and for what they stand for?
 - a_ Yes
 - b_ No

Justify your answer:

Where do you prefer teaching?

A)at classroom

B)in the language laboratory

6) What type of activities do you use to help your students improve their performance' abilities?

.....
.....
.....

7)How often do your students complain about the difficulty of the taped materials and the activities that you provide in the language laboratory?

- a- very often
- b- sometimes
- c- rarely
- d- never

8) According to you, how language laboratories help you to improve your students' skills?

.....

I really appreciate your help, thank you a lot my dear teachers

.University Center Ahmed Salhi of Naama
Faculty of Letters and Foreign Languages
English department

Good morning everyone, I hope you are doing well.
We are Feryel Benycoub and Miloudi Mohamed. we are conducting research about the use of language laboratories within the teaching/learning processes.
We will be very grateful if you could answer this questionnaire as a way to gather more information for our thesis redaction.

Students QUESTIONNAIRE

Section one: let me know you please:

- 1)Gender: Male
 Female
- 2)Age:
- 3)your choice of English was:
 - a_ Personal
 - b- Imposed

Section two : is about your language skills :

1)which of the following skills you think is given much importance and attention by your teachers?

- a_ Listening
- b- reading
- c- speaking
- d- writing

2) As a foreign language student, which of the four skills is difficult (give the order of degree of difficulty, from the most difficult to the easiest)

.....
.....

3)How often do your teachers use teaching aids in classroom?

- a_ very often
- b- sometimes
- c- rarely
- d- never

What kind of aids do they use?

- a_ visual aids (board, pictures, OHP)
- b- audio aids (taped records, language laboratory)
- c- audio- visuals (video tapes, computer)
- d- others

Do you think that teaching aids are necessary and helpful in learning language skills?

Yes

No

To which degree you think it is helpful :

a_ I agree

b_ I strongly agree

C_ I can't decide

D_ I disagree

E_ I strongly disagree

Section three: is about language laboratory:

1)Have you already studied in language laboratory?

a_ yes.

b_ no.

2)If yes, in which courses do you often use it?

.....

3)Do you enjoy these sessions in lab better than in classromm?

a_ yes.

b_ no.

4)Do you think, using a language laboratory has:

a_ An effective teaching aid role

b- A boring role

c- An interesting and motivating role

d- A needless role

5)Why? Justify your answer please!

.....
.....

Thank you for your collaboration, we wish you all the best.

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Summary :

Learning a new foreign language has always been associated with the acquisition of four language skills: listening, conversation, reading, writing, and ensuring and facilitating the acquisition of skills. Among these methods, we find the so-called "language laboratory", which is the most common and used.

This research is centered around one topic that is controversial in the field of foreign language education. Where it touches on the subject of the role of the language laboratory in improving and pelletizing the four skills and its impact on the learning and teaching process when second-year students specializing in English language at the University Center Salhi Ahmed in the ostrich. This research consisted of two chapters, the first is related to the theoretical aspect, which in turn centered on the basic information, the four skills, the part and the teaching aids of all kinds, as well as a detailed description of the language teaching laboratories and the enumeration of its benefits. The second chapter is devoted to data collection and analysis. The main objective of this study is to examine and test the effect of the language laboratory as an educational tool in improving and motivating the student to develop language skills with the aim of testing the hypothesis of whether the language laboratory affects the learning and teaching process. The results of the questionnaire presented to the students and professors of the University Center in Naama ultimately confirmed this hypothesis

Résumé:

L'apprentissage d'une nouvelle langue étrangère a toujours été associé à l'acquisition de quatre compétences linguistiques: écouter, converser, lire, écrire et assurer et faciliter l'acquisition de compétences. Parmi ces méthodes, on trouve le soi-disant « laboratoire de langues », qui est le plus courant et le plus utilisé. Cette recherche est centrée sur un sujet controversé dans le domaine de l'enseignement des langues étrangères.

Cette recherche s'est déroulée en deux chapitres, le premier est lié à l'aspect théorique, qui à son tour s'est concentré sur les informations de base, les quatre compétences, la partie et les aides pédagogiques de toutes sortes, ainsi qu'une description détaillée des laboratoires d'enseignement des langues et l'énumération de ses avantages. Le deuxième chapitre est consacré à la collecte et à l'analyse des données. L'objectif principal de cette étude est d'examiner et de tester l'effet du laboratoire de langues en tant qu'outil pédagogique pour améliorer et motiver l'étudiant à développer des compétences linguistiques dans le but de tester l'hypothèse de savoir si le laboratoire de langues affecte le processus d'apprentissage et d'enseignement. Les résultats de questionnaire présentés aux étudiants et professeurs du Centre universitaire de Naama ont finalement confirmé cette hypothèse.

ملخص :

لطالما ارتبط تعلم لغة أجنبية جديدة باكتساب مهارات اللغة الأربعة :الاستماع المحادثة القراءة 'الكتابة. والضمان و تسهيل اكتساب المهارات هذا كان الأستاذ مطالباً استعمال مختلف الوسائل التعليمية . من بين هذه الوسائل , نجد ما يسمى ب"مخبر اللغة" الذي يعد أكثرها شيوعاً و استعمالاً.

يتمحور هذا البحث حول واحد هذا الموضوع التي يشكل جدال في مجال تعليم اللغة اجنبية. حيث يتطرق إلى موضوع دور مخبر اللغة في تحسين و تكوير المهارات الاربعة وتأثيره على عملية التعلم و التعليم عند طلبة السنة الثانية تخصص لغة انجليزية بالمركز الجامعي الصالحي احمد بالنعامة. تكون هذا البحث من فصلين الاول يتعلق بالجانب النظري والذي بدوره تركز حول المعلومات الأساسية المهارات الاربعة الجزء و الوسائل التعليمية بكافة انواعها كما تطرا الى الوصف مفصل لمخابر تعليم اللغة و تعداد فوائده . الفصل الثاني مخصص لجمع المعطيات وتحليلها. يتمثل الهدف الرئيسي لهذه الدراسة في فحص واختبار تأثير مختبر اللغة باعتباره أداة تعليمية في تحسين وتحفيز الطالب لتطوير مهارات اللغة بهدف اختبار فرضية ما إذا كان مختبر اللغة يؤثر على عملية التعلم و التعليم .نتائج الاستجواب التي تم تقديمه لطلبة و اساتذة المركز الجامعي بالنعامة أكدت هذه الفرضية في نهاية المطاف.