

CHAPTER I

1.1. INTRODUCTION

A lot of experts who have specialized in Technology in English Language Teaching have done research, in which they illustrate how important Technology and specifically the use of a Language Laboratory are when teaching language.

Dr. Ximena, an English teacher, who has been working for 10 years with kids, teenagers and adults, has done research about the utilization of technology in language teaching. She also has explained how the uses of different types of present technologies are important contributions to Second Language Teaching. In addition, the advantages of this technological tool system versus traditional teaching are diverse. First, the possibility that a teacher has to work with his/her students individually during the class, through an expositive class and a huge quantity of students per class is impossible. But, the use of the technology can help to reduce time and makes it easier for the teacher to complete each activity in a large class. Also, it gives teachers the opportunity to personalize their teaching by creating lessons, which can reach the students' needs.

The advantage that this type of learning has is that it develops autonomy skills of the students in relation with their own learning. In addition, the students have access to native English accents and more realistic language situations, because most of the activities that are available use daily English, and do not focus simply on grammar.

Without a doubt, the use of technology in the English learning process is a very important tool; especially, in a country and particularly in Esmeraldas City where our students have no contact with English speakers on a daily basis. And, without developing these types of linguistic skills, the possibility of learning this language decreases substantially.

Also, this blog related to: English Learning (2011), Modernizando la Enseñanza de los Laboratorios de Inglés (retrieved from the following website: www.2learnenglish.org/index.php/uncategorized/modernizando-la-ensenanza-de-los-idiomas-los-laboratorios-de-ingles/) currently shows us the following report about the importance of Language Laboratory. It tells us that presently, the Language laboratory is very valuable. Moreover, the most updated English centers have the most recent technology; because they want their students to actively learn English with different computing programs. This method of English teaching is becoming widely used. This means English Learning is not given only in the common classrooms, where the teachers and the textbooks are the only resources to teach the language. In order to complement this teaching, it is necessary to use new methodologies and a special environment where the students can work better with current tools.

For this reason, most of the people who decide to learn English are not only interested in the prestige of the institution or the recognitions that they have been awarded in this field, but how the institution imparts its English classes. In addition, some teachers are not concerned whether the technology is useful or not; because they cannot see the benefits that the technology brings to the classroom.

In fact, to carry out this CALL method, (Computer Assisted Language Laboratory) the students have to at least know basic computing. When, this (master of English language and computing) is performed, then, it is possible to live with computer benefits directly. In these English laboratories, the technology is not the only matter in which the teaching should be focused. The human capabilities are equally as important. They both need to be combined to get students to achieve their expectations.

Most of the Language centers offer access to the laboratories during, or after the classes have finished; principally, due the fact that a lot of students have other responsibilities. They use the laboratories in their free time. The English language lab possesses a motivating environment, mostly because the students are conscious that this is a great method for learning, and at the end of the course, they get the results that they had hoped for. They have the most recent equipment in English

teaching; likewise, they have a teacher who is ready to guide and help them or solve any difficulty.

Also, the language lab includes other audio-visual equipment such as: televisions, and professional tape recorders, in order to satisfy the students' needs. Both technology and languages have become two areas of great importance in recent years. Now we see that they have come together, which is one of the best benefits of the English language.

1.2. STATEMENT OF THE PROBLEM

The development of the English Language Teaching-Learning Process in public and private institutions has not been good enough to produce a good level of English in our students (B1). It has been observed that 90% of students forget what they have learnt when they pass on to the next level. This happens because of the following causes:

- **LACK OF MOTIVATION IN STUDENTS AND TEACHERS.**
Motivation is the key for the Teaching-Learning process, because if the students and teachers are unmotivated, their wishes of knowing or finding other strategies to teach or learn towards a target language level can decrease. At the same time, without motivation, the teachers cannot give security and support to their students, and they end up lowering their academic performance in the English subject.
- **LACK OF RESOURCES AND DIDACTIC MATERIALS.**
This makes the class monotonous and decreases the teaching and learning interests as well.
- **ABSENCE OF AN ENGLISH LABORATORY IN THE EDUCATIVE INSTITUTIONS.**
When there is not a language laboratory, most teachers only use textbooks in their classes. This means they are not using the technology, which is not innovative in the present education. In addition, lack of technology makes the students bored, because they feel the lessons have become routine in the classroom, in which they cannot develop their language skills.

The last cause is of much relevance, because we are living in a globalized world, where the modernization or technology advancement is constant, mainly in teaching. This forces us to update our teaching methodologies in the professional field every day.

So, how does the absence of an English Laboratory affect the English teaching-learning process?

1.3. JUSTIFICATION

Nowadays, learning English is quite necessary, due to this, it is useful in almost all areas of knowledge and human development in the globalized world.

On the other hand, the learning of a language is not the same as any other subject. Even, the four skills (writing-reading-listening-speaking) have to be exercised, so they can be communicated properly.

The language laboratory plays an important role in the learning process, because it offers a great number of advanced facilities that can help students learn a second language and develop their communicative skills. These facilities are:

- The best sample of pronunciation.
- Electronic devices that stimulate the reading and listening of students to acquire the language quickly and easily.

So, the Language Laboratory in the “San Rafael” Salesian Technical High School offers more practical and modern opportunities for English teachers and English students to teach and learn English

Besides, if the population of Esmeraldas City knows that there is a language laboratory in the high school, they will be more interested in being part of our institution. Also, the money obtained from the different uses of the laboratory can help maintain the upkeep of the English Laboratory.

1.4. OBJECTIVES

1.4.1. GENERAL:

- To improve the English Teaching-Learning process through the creation of a Language Laboratory to develop the language skills of the students of “SAN RAFAEL” Salesian High School.

1.4.2. SPECIFIC:

- To verify the weaknesses of teaching practices that teachers experience in the classroom.
- To analyze the current level of English of the students in order to know how much they need to improve.
- To design a proposal of a Language Laboratory prototype in the San Rafael high school.
- To express the Importance of a Language Laboratory to the authorities of San Rafael high school.

CHAPTER II

2.1. WHY ENGLISH LANGUAGE IS IMPORTANT.

English is currently the most wide spread language in the world, it is second only to Mandarin Chinese in terms of the amount of people who speak it, but second to none in terms of the number of people learning it.

It is currently the primary language used on the World Wide Web, and in political and business arenas. It has even become the language of today's pop culture. So yes, I definitely think that learning English is important.

While English may not have as large a quantity of speakers as Mandarin, it is still more widespread and herein lays its importance. Mandarin Chinese is hardly spoken outside of Chinese communities, however in many regions of the world where English is not the native language, it is still widely spoken and integrated in the curriculums of educational institutions and Governments. In many countries Malaysia, for example, where there are various ethnic groups with their own unique language, English is used as a mean of communicating between all of them.

So, we see that the importance of English language doesn't lie in the quantity of people that speak English but how they apply it in the real life.

Today the USA's influence on world information is dominant, English, being the native tongue, the same is true for Britain. The music and other types of media that come out of these two countries are broadcast around the world.

Most of the world's largest pop stars record English albums, which are played and requested in every corner of the earth. People who do not bother to learn English feel confused when they hear a song on the radio they don't know, while the rest of the world is singing along. With the world increasingly heading towards economic globalization it is essential that English is taught and understood around the world so that the common man can keep up with world issues (By Nickkisha, April 2007).

I chose this article because it shows the specific importance of the English language in this globalized world, and states why everyone should be interested in learning English.

2.2. TRADITIONAL ESL TEACHING METHODS

While trends in education have caused some traditional ESL teaching methods to fall into neglect, teachers often use elements of these methods with success. Each student learns differently, and one method may not fit all learning styles or situations. In addition, cultural preferences often extend to the way students are comfortable learning, and they may favor one method over another. A seasoned teacher will usually use an eclectic approach to meet the dynamic demands of the ESL classroom (Lap Tuen Wong 2001, University of Tasmania: The Needs Analysis and Characteristics of Chinese Speaking Adults).

I really agree with the eclectic approach because the Minister of Education in Ecuador is trying to train all the teachers of the country to master our teaching methods according to the different learning styles that our students have.

2.2.1. Grammar Translation

This is the oldest of the traditional methods, used in the 18th, 19th and early 20th centuries to teach classical Greek and Latin. Students study grammatical structure of the language and are given vocabulary lists to master, in addition to practice the verb formation and sentence structure. Students and teachers use their native language rather than the target language in class. Texts are translated merely as examples of grammatical structure and usage and pronunciation is not emphasized. Some students expect elements of this approach to be offered by the teacher, but used in isolation it will not result in the ability to hold a conversation with a native speaker.

(BELLAS George 2009, Total ESL: What do High Technology and Traditional English Language Teaching Methods do for students?)

Despite how this method works, there are many teachers who are still using it. That affects and stops the progress of the English learning purpose; which is to encourage our students to communicate in English.

2.2.2. Audio-Lingual

Used extensively in language labs from the 1940s through the 1960s, the ALM method emphasizes the spoken language. It focuses on grammar, and stresses rote memorization and substitution drills to teach structure. Grammatical structure is taught inductively by practice and repetition. The method focuses on listening, speaking, reading and writing in that order. Vocabulary is strictly limited to the subject matter of the units, but pronunciation is practiced rigorously as students listen to native speakers and repeat sentences and words. Though ALM produces good results for some students, it has fallen out of fashion in the ESL classroom. It is used mainly in prepackaged language courses available in bookstores and online.

(BELLAS George 2009, Total ESL: What do High Technology and Traditional English Language Teaching Methods do for students?)

This method is positive as long as it is used well. It takes parts in the behaviorism learning. Because, it is focused on what the students do. And, learning is exclusively the acquisition of new habits.

2.2.3. Direct

First used in France and Germany in the early 20th century, the direct method uses only the target language and never uses translation. Questions about a dialogue or story are asked and answered in the target language and grammar is learned inductively from practice. Verbs are conjugated only after the student has some level of control over the language. Reading is for pleasure, not for grammatical

analysis. The direct method is also referred to as the "natural" method because when children learn how to speak their first language they don't rely on another language to assist them. Likewise, reading is introduced later in the process, after the learner has sufficiently mastered speech (by Lorena Cassady, eHow contributor, Traditional ESL Methods).

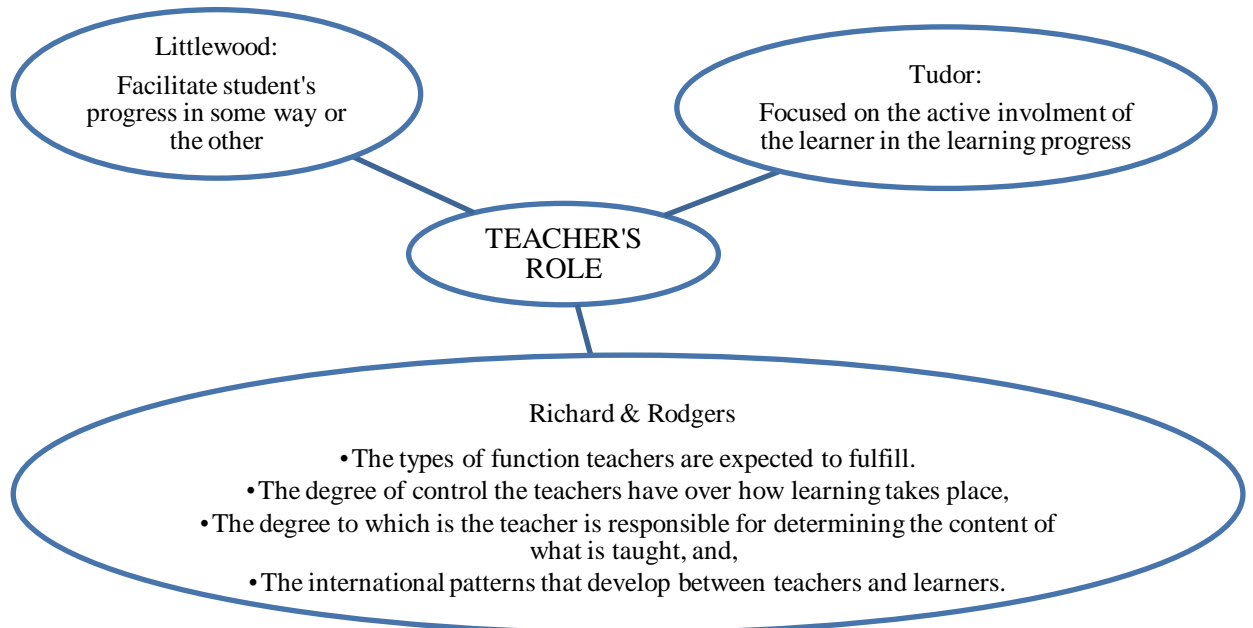
2.2.4. Communicative

This method is in wide use today and is based on communication rather than structure. It benefits beginning students because it involves them right away in speaking. They can use their native as well as the target language for clarification or expression, and mistakes are not directly corrected. In this way, teachers facilitate the exchange of meaningful communication in a low-anxiety environment. The challenge is that lack of drilling may lead to broken English in more advanced stages of language acquisition (by Lorena Cassady, eHow contributor, Traditional ESL Methods).

I consider that the Direct and Communicative methods are co-related, because the students take risks while communicating without focusing on the structure patterns. The only difference is that the Communicative method sometimes uses the native language to make clear or correct mistakes done in the target language.

2.3. CLASSROOM ROLES OF ENGLISH TEACHERS: Traditional and the Innovative.

2.3.1. The notion of 'role' and teacher roles in ELT.



Nevertheless, before thinking about how the teacher's role is incorporated into the classroom, what involves the teacher's role in the classroom; it is meaningful to have examined the traditional roles that an English language teacher has been carrying out. And identify how it affects the English learning process in the students.

2.3.2. Traditional role of English teachers

There was an article related to Classroom Roles of English Teachers which states (Contemporary Online Language Education Journal, 2011/ 1/ 33-40)

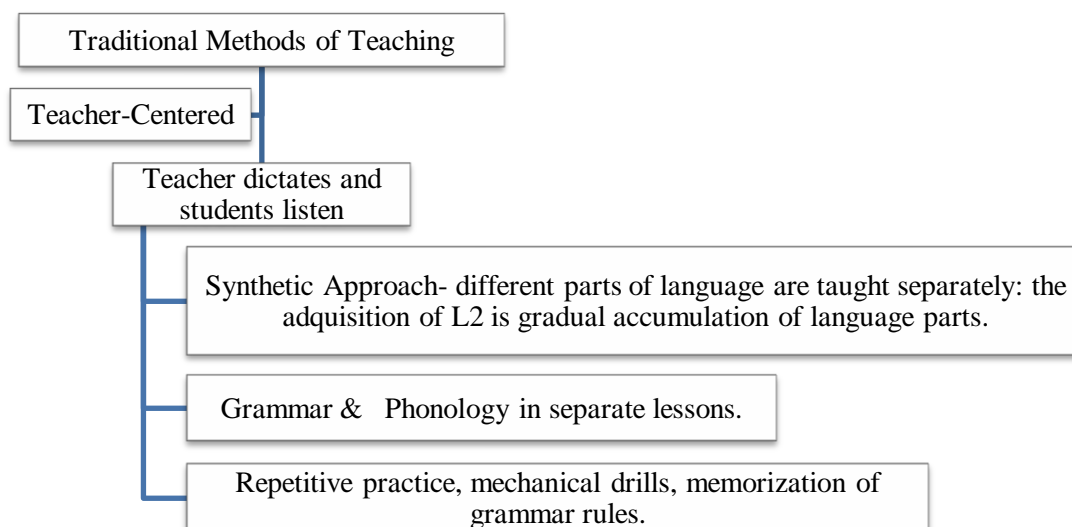


Fig 1

The figure 1 summarizes how the traditional role of the teacher works. As you can see, the students take a passive role into the classroom. This is really negative when the teachers want the students learn according to constructivism. Because the second language learners must have an active and significant interaction to practice and question the language that they are trying to learn, in this way they are able to discover and create relevant knowledge from the information given by the teacher.

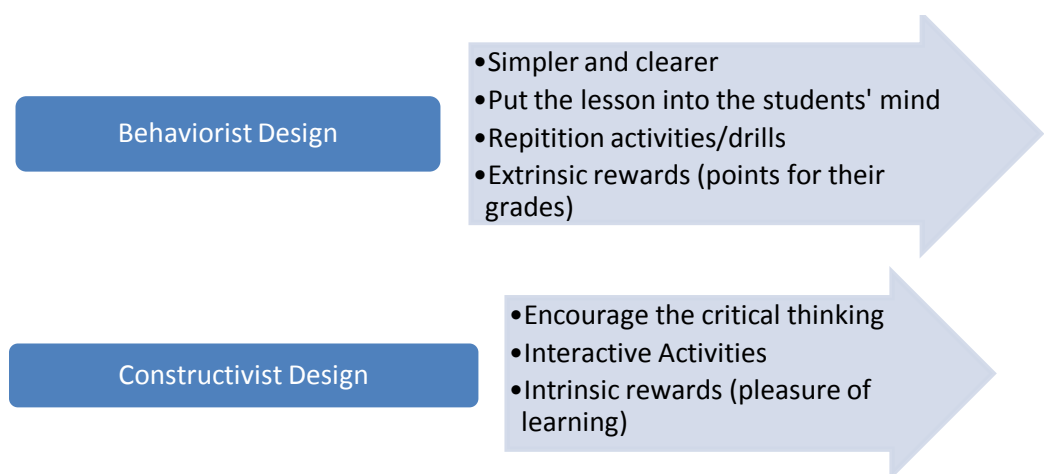
2.4. TECHNOLOGY IN LANGUAGE LEARNING

Technology in Language Teaching is not new. Indeed, technology has been around in language teaching for decades-one might argue for centuries, if we classify the blackboard as a form of technology, tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world (Gabriel Díaz Maggioli, M.A.14th March 2009).

In addition, the technology plays a meaningful role in the teaching process, since it saves time and increases the possibilities to improve the English language; because of the variety of activities it offers.

2.5. BEHAVIOURISM AND CONSTRUCTIVISM

Beatty (2003: 91) attempts to elucidate how constructivism differs radically from behaviorism suggesting that learning is a process by which learners *construct* new ideas or concepts by making use of their knowledge and experience; the learner “has greater control and responsibility over what he or she learns” (Beatty 2003: 91). Beatty (2003: 99-100) also asserts that collaboration is an important activity in CALL as it encourages social skills and thinking skills and it mirrors the way in which learners often need to work once they leave the academic setting.

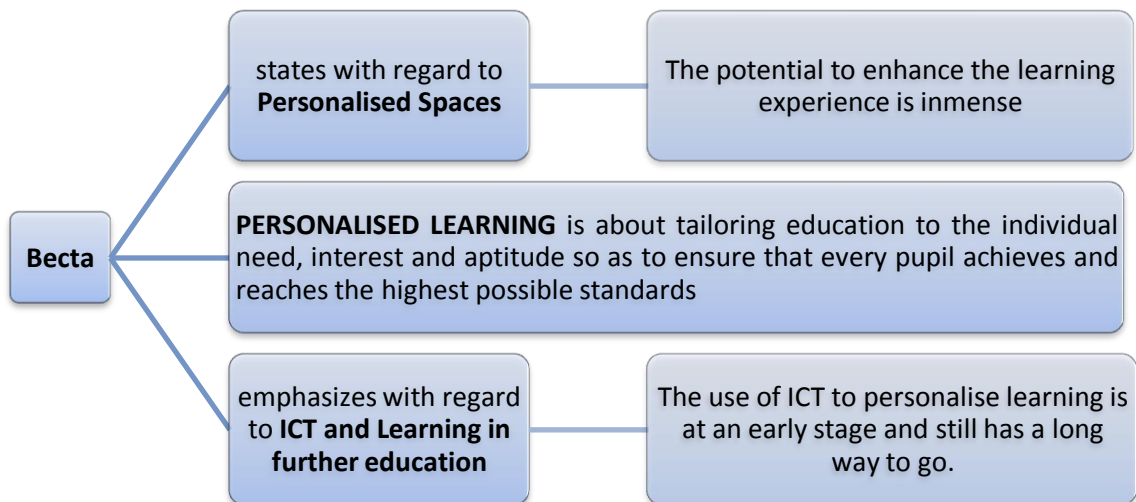


Modern language-laboratory Web pages also often refer to the concept of taking control and responsibility over learning; for instance in the Directed Independent Language Study program on the Yale University’s Center for Language Study Web page, it is stated that students “must be self-directed and self-disciplined, and they must be willing and able to assume full responsibility for their learning”.

2.5.1. AUTONOMOUS LEARNING AS A CONSTRUCT

Autonomous learning is now a language-lab *buzzword*; it has therefore become a feature of self-access centers (or language labs) (Benson 2001). In other words, it is a place where the students can learn a second language by using their own pace. For instance, the University of Hull's Open Learning Centre states that students can work independently on language learning in a comfortable and well-resourced environment.

Benson (2001) maintains that autonomous learning is learning in which the learners themselves determine the objectives, progress and evaluation of learning; autonomy refers to the learner's broad approach to the learning process, rather than a particular mode of teaching or learning.



I agree with this because the blending of technology and software offer a better option in terms of when, what and where the learners study; choosing according to their interests, style of learning and needs, which makes the students more autonomy.

2.5.2. THE DIGITAL REVOLUTION AND SELF-ACCESS

The onset of the digital revolution in the early 1980s with its CDROMs (1985), DVD players (1996), MP3 players (1998), Apple Computer iPods (2001) and the comprehensive advancement in computer hardware/software, reliable Internet services and wireless technology devices provided new tools for language labs.

Benson (2001: 114) argues that historically “self-access centres (or language labs) have occupied a central position in the practice of autonomy and many teachers have come to the idea of autonomy through their work in them”. A self-access centre is essentially a language lab in which learning resources such as audio, video and computer stations, audio/videotapes, computer software and printed materials are made directly available to learners.

However, whether or not the users of such self-access centres use materials in a way that enables them to construct new ideas and so take control over their own learning (autonomy/constructivism) or drill and repeat (behaviourism/audio-lingual) seems less relevant than whether there is any measurable outcome for the learner or tutor.

Nowadays, we can see there are quite a number of institutions that have started to teach along with the technology such as laptops and tablets in the classroom or at homes. Students can now access a number of diverse applications to master the language with.

2.6. WHAT IS A LANGUAGE LABORATORY?

A language laboratory is an audio-visual installation used in modern teaching methods to learn the foreign languages. Perhaps the first lab was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based systems using reel to reel or (latterly) cassette. But the current installations are generally multimedia computers. The language lab is a technological source for imparting skills in English.

The language lab offers an exclusive result oriented and efficient to enrich the English language learning process. The multimedia based language lab helps to learn and enhance the language proficiency by sharing the course materials with in a second where the teacher and the students involved effortlessly. The language lab is developed on the methodologies of the four skills of language.

With the most advance computer hardware performance and multimedia technology, pure software solution will become more and more common. Most of the software companies with the experience in teaching software, providing pure software based language lab solution. It contains the following advantages: Using “Function Oriented” design concept, divided teaching method, with the user-friendly interface, user can use it easily. By using professional sound technology with video broadcasting function, the language lab provides a rich environment to learn the language. Break through the traditional teaching method with the rich teaching material contents, the digital language lab motivates student’s learning attitude, providing an interactive learning environment (V.Deepika M.A, M.Phil. M.Kalaiarasan, Technology for ELT written by).

Accordingly, in our country, there are some teaching software companies in Ecuador like: Pearson/ Longman, Cambridge University Press, Oxford University and Macmillan. These companies offer us tools for teaching English paying attention to our local teaching model and context. And all those tools make the language learning easier, more pleasant and more interesting.

2.7. Advantages and Benefits of Language Laboratory

- **Auditory Oriented:** The direct sound transmission gives step-by-step guidance from the teacher to the intellectuals of the students with crystal clear clarity.
- **Better Attention:** The Lab software is more attention enthralling for the students, where they are engaged with individual systems.
- **Comprehensive quickly:** The Lab increases the pace of comprehension as preparation of the students is purely based on the level of study.
- **Damper the idea:** The Lab regulates the language through the different thoughts created in the mind of the students.
- **Effective learning:** The lab provides to learn the foreign language practice in a focused setting that eliminates the feelings of self-consciousness.
- **Focus Veracity:** By using text, audio and video can easily be integrated with actuality in everyday situations.
- **Guide the group:** It is easy to guide the groups by monitoring each student independently without disturbing the others students.
- **Have the self-evaluation:** the students can do a periodical self-evaluation to measure the progress as well as evaluate his/her language with that of the expert.
- **Independent learning:** Access to resources beyond the timetable encourages independent learning.
- **Janitor for learners:** It takes care the learners to become skilled at the language that they are learning.

- **Kaput the fear:** The automated learning environment removes one's fear and creates a happy learning situation. Learn the need: The lab fulfills the need of the learner that is learning the language skills in an effective way.
- **Medium of interactivity:** The students can record their own voice and play back the recordings, interact with the each other and the teacher, and store the results.

Today's educational climate is increasingly diverse. The language lab plays a key role to learn the foreign language in a happy atmosphere and in a successful way. Both the teacher and the students' inputs¹ are very important in this kind of learning activity. The efforts of the teachers and learners make the above points victorious. The computers are just an aid and not a solution. The well planned contents and practice help the learners learn the language very quickly. Though the language lab is believed as self-learning accessible, we need an expert to handle the classes. In multicultural countries, students are trying to learn the English language and its proficiency. So, we need a good solution that can make possible the learning and teaching process of the second language possible.

Foreign language learning lends itself naturally to the use of media. The content that is now used in the new language labs is much richer and self-authored or free: now not just audios, but video, flash based games, Internet etc. And the speed and variety of the delivery of media from teacher to student, student to teacher, is quicker and therefore much more engaging for both teacher and student.

The students feel different when they learn in different atmospheres. Apart from the traditional classroom, the lab creates an easy atmosphere. The language lab plays a pivotal role in learning the spoken English. The basic proficiency in spoken English is imparted to students through the language lab. It is concluded that the language lab is the solution and need at the moment of learning the

¹ Input: refers to oral or written language that a learner receives.

English language. *The quality of the language proficiency will be more when they learn it from the multimedia, digital and computerized Language Lab.*

We need some trained expert to teach the faculties to know how to handle the English language lab and English students properly. (Spacing)

Surely language laboratories represent the single largest investment and installment of audio resources in education. By high merit of its unique equipment and its unambiguous pedagogy, it stands alone. The computer now fulfills all the needs of language educators and gives life to language for many learners (V.Deepika M.A, M.Phil. M.Kalaiarasan, Technology for ELT written by).

2.8. USE OF LANGUAGE LAB IN ENGLISH LANGUAGE LEARNING/TEACHING

According to the link: <http://www.articlesbase.com/languages-articles/use-of-language-lab-in-english-language-learningteaching-978617.html> explains each element that works in an English Language Laboratory such as:

2.8.1. Pedagogy of Learning through Technology

Assimilating what has been learned, these are generally guided exercises. They are used to help students assimilate grammatical and lexical structures, as well as phonetics. They consist of the following:

Repetition Exercises (Word Pronunciation, Sentence Pronunciation).

Substitution /Transformation Exercises (Sentence Practice, Grammar Practice).

2.8.2. Putting the Rules into Practice

These are guided exercises. Their objective is to highlight specific functional components within a language:

- Reflection on the organization of sentence components (Word Order).
- The use of vocabulary and grammar in fill-in-the-blanks exercises, which require students to analyze a sentence in its entirety in order to place the correct word (The Right Word, Fill-in-the-Blanks).
- Vocabulary practice with association exercises, which consist of matching a word with its synonym, antonym or a related image (Word Association, Picture / Word Association).
- Reflection on vocabulary or grammar using texts or lexical groups, in which students must identify words belonging to a specific grammatical or lexical group (Words and Functions, Words and Topics).

2.8.3. Mastering the English Language

The objective of these types of exercises is to put the acquired knowledge into practice through written expression. The exercises consist of: *Guided Expression* consisting of the transformation of context (Text Transformation) *Semi-guided Expression*, in which it is necessary to write texts based on an image or video, or to write a summary of a longer text (Written Expression).

2.8.4. Strategies of Teaching/Learning

A learner can respond easily using the communicative mode of teaching. Communicative method for learning languages combines extensive, high-

quality content with flexible and interactive multimedia technology. This comprehensive language-learning method can act as a total solution for self-teaching, as well as a teaching support to formal courses.

Through a wide range of activities, a variety of skills are aimed to develop in a learner. In order to communicate a learner needs: oral and written comprehension, as well as oral and written expression. It also addresses the concepts of grammar, lexicon, phonetics and conjugation. In order to achieve this objective, there are three possible Learning Modes:

The **Guided Mode** offers a step-by-step study course. Organized into Learning Paths, this mode focuses on the acquisition of functional language patterns across a broad spectrum of themes. In this mode a learner at lower intermediate level can learn pronunciation, grammar, functions of words and vocabulary by applying and practicing the rules.

The **Free-to-Roam Mode** gives a student the option of learning by topic or by linguistic skill. This mode is particularly useful for students who are at intermediate level of learning and also for teachers who want to familiarize themselves with the content available to them.

The **Dynamic Mode** takes a student under its wing. By analyzing a student's results, this mode adapts the course of study to ensure that it corresponds to the student's needs and abilities. The activities offered evolve in relation to the student's results and original objectives. Advanced learners can immediately be immersed in an authentic learning context through:

-The various dialogues and videos, which illustrate every day and professional life.

-In line with current pedagogical trends, familiarizing students with the voicing of the language using recordings made by native speakers.

-Subsequently, students will address concepts of grammar, lexicon, phonetics and conjugation they have previously met in context, allowing them to understand and retain these notions.

-Finally, in order to reinforce the knowledge they have acquired, students will be asked to apply it in a practical context.

All the modes can be applied for the learners of the same class according to their abilities and capabilities. Thus individualized learning can be encouraged, through using the cultural texts, images, maps and corresponding activities.

2.8.5. Methodology of Instruction

It is followed in the Communicative and integrated approach. It keeps the ability to use language to communicate as central goal, to make meaning-focused activity, which simulates real life transactions; crucially activity is on the learner's part, with the teacher being more of a facilitator and guide. The type of Syllabus framed is Analytic. It equips the learner with language to use it in a variety of situations (real or simulated) covering the varied purposes for which they have to communicate in corporate world.

The learner analyses this complete and develops a sense of the patterns of usage. Thus they learn language naturally by being immersed in its communicative use. In these activities, learners move from controlled practice of a conditional form presented in an Audio or Video form or Reading text or the combination of both to the activity in which they have to produce in Spoken or Written mode. This Presentation-Practice-Production (PPP) model is followed in the lesson plans.

2.8.6. Use of Language Laboratory with Teacher's Console

Language Lab can be used for teaching/learning through teacher's Console and Language Learning Software. It acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching. Learners can act and respond in a variety of ways at their own pace. Language lab may have the following objectives, purposes, and functions to work upon.

2.8.6.1. Objectives:

- a. To maintain good linguistic competence- through accuracy in grammar, Pronunciation & Vocabulary.
- b. To develop pragmatic competence, to understand the grammatical form & function & scale of formality. To enrich the discourse competence, to prepare the learner to be able to produce contextualize written text and speech.
- c. To acquire strategic competence to use both spoken & written language to use in a wide range of communication strategies.

2.8.6.2. Purposes of Teacher's Console;

Stay in control- monitoring the students from the teacher's PC when they are on self-learning like when the students can practice recorded exercises and follow language programs either individually or in groups, and the teacher can listen to each student's performance. Reinforce learning- facilitating broadcast and sharing files from teacher's PC to the other student workstations through audio, video, text and image. Teaching with software that is approachable- pairing and grouping the students to facilitate group discussions. Also, it has content authoring to create course material and tests to ensure the best learning results.

2.8.6.3. Stay in Control

New ways of learning and interacting in the classroom demand new ways of managing student activity. Many software language learning solutions keep teachers and learners firmly at the center of learning activity with a suite of classroom management tools: control web browsing; manage chat sessions; monitor students' on-screen work and activities; black out screens; lock cursors and keyboards to focus attention on a given task; shut down, log off or restart student computers etc.

2.8.6.4. **Reinforce Learning**

Teachers can use communication tools that are familiar to their students, such as text messaging or chat, to communicate with them in an engaging way and by creating more opportunities to interact in the target language. Learners can reinforce their language in various activities. They can revise pronunciation, grammar, vocabulary, sentence structure and conversations.

2.8.6.5. **Teaching with Software that is Approachable**

Teachers will be perfectly at ease by using teaching software, as the interfaces are user-friendly and activity-driven, so that activities that are not in use cannot be accidentally selected to confuse the teacher and disrupt the lesson. No specialized IT skills are needed in the comfortable teaching and learning environment provided by the interface.

2.8.6.6. **To Ensure the Best Learning Results**

Language Learning Software gives learners access to resources for independent or supplemental learning and study. This unique learning-on-demand feature creates additional learning opportunities and reinforces classroom activity. It is possible to conduct & practice tests and get results in individualized manner.

2.8.6.7. **Functions of teacher's console:**

- a. **Live Audio & Video broadcasting** To broadcast live Audio and Video from news and educational channels of TV or from internet To broadcast the teacher's screen or a selected student's to other computers To broadcast Audio and Video from any analog source i.e. DVD, MP3 & CD etc.

- b. Monitoring the student's workstations** To Monitor students' screens as a whole and also on individual basis from the teacher's workstation To take control or terminate applications on any student computer
- c. Speech drill exercises** to practice voice-based activities like speech drill exercises through model imitation, voice recording, voice graph and variable speed playback to neutralize accent & acquire fluency.
- d. Group Discussions** To bring the students into random or standard groups to conduct group discussions and role-plays from their workstations. Live recording of discussion content for each group so that the teacher can provide feedback on their performance.
- e. Content Authoring and Conducting online examination** To combine text, video, images and audio to design customized course materials. To create, edit and score exams, quizzes and tests using text, graphics, audio and video.

2.8.7. **Techniques to Improve Macro Skills of English Language Through Language Laboratory**

Among the four-macro skills of language learning, listening and reading are receptive skills whereas speaking and writing are the productive skills. These skills can be improved effectively, when the learner learns at his own pace. With the help of the functional tool- Language Lab with Teacher's Console, language skills can be learnt, practiced and evaluated through the techniques followed.

2.8.7.1. **Techniques to Improve Listening**

The primary form of linguistic communication is speech, and listening is the most important receptive skill for foreign language students. An ability to listen and interpret many shades of meaning from what is heard is a fundamental communicative ability.

Teaching listening involves training in some ‘enabling skills’ — perception of sounds, stress, intonation patterns, accents, attitudes and so on, as well as ‘practice’ in various styles of listening comprehension.

2.8.7.1.1. Perception / Pronunciation

Accurate perception of the sounds of the language is the first stage that leads to interpretation and comprehension. When listening to a foreign language, we need to know the sounds, rhythms, and tunes and stress patterns of that language. All the pronunciation work that we do will benefit the students’ listening ability.

a. Phonetics: The sounds of the English language can be written down using the International Phonetic Alphabet (IPA), which is used in all Longman dictionaries. Use of minimal pair perception exercises (ship/sheep, ten /then) helps students learn the sounds of English. It can be well practiced on pronunciation exercises with the help of software or by using CDs in language lab.

b. Interpretation: We listen to interpret meaning. Most of the exercises that students will do focus on listening comprehension, which is, interpreting meaning from spoken language.

c. Listening to words: In written language, there are convenient white spaces between words. Whereas spoken language is a continuous stream of sound. The learner has to pay attention to understand the meaning of the words that are spoken.

2.8.7.1.2 Tools for Listening

a. Acoustics: Our ability to hear is essential for our ability to listen. The first set of ideas concerns the production, corruption, transmission and reception of spoken language.

b. Usage of language laboratory: Earphones and headphones deliver undistorted sound directly to the ears. It is better practiced in a language laboratory with the

help of headphones and earphones; this provides ideal conditions for intensive listening.

2.8.7.1.3. Organizing Listening Comprehension Activities

As in reading comprehension, there should always be a ‘purpose’ in listening. In most cases, this will be some form of comprehension. We should establish regular ‘procedures’ for listening activities in which students will develop from general (gist) to specific comprehension through repeated listening and a specific activity at each stage.

a. Understanding the setting: After the first listening, students should be able to understand the setting of the recording — where the speakers are from, how many speakers there are, the ages, roles, professions, moods of the speakers, etc., and what they are talking about. This encourages students to think about the setting so that they can go on to speculate about the content of what the speakers will say. This first listening allows the students to get accustomed to the voices.

b. Pre-teach difficult vocabulary: Teaching isolated and meaningless lists of words and phrases is probably not a good idea. Teachers may choose to introduce the setting before the students listen. This provides an opportunity to elicit or introduce and explain the sort of language we might hear in that setting. This language is listed on the board and students listen and mark what they actually heard.

c. Focused listening: Listening tasks should give the students a reason for listening and focus their attention. These listening tasks should be set before the students listen. This intense listening requires intense concentration. Therefore the listening task can be limited for ten to fifteen minutes.

d. Comprehending: In large classes we will probably have different levels of competence. There is no reason why all the students need to work on the same task. Equally, if we have more than 6 questions, groups of students can be given questions 1-5, questions 6-10 and so on. After listening students share their answers.

e. Analysis: After students have understood the gist and some important details of a recording, it can be analyzed in more detail and investigate the way in which the speakers have expressed the ideas. How much have they revealed their mood, their opinions and so on? Analysis of the speed and style of speech, the use of hesitation, repetition, false starts, paraphrasing and so on can also be practiced.

f. Graded Listening tasks: We teach listening by building up comprehension from general understanding to identifying specific information. We can also grade the listening tasks from easy to more difficult by the form of questions we use and it can be evaluated based on the kind of output by the learners in the form of writing or speaking.

2.8.7.2. Techniques to Improve Speaking

Students' speech evaluation is possible through the digital recorder modules in language learning software. Students' audio recordings can be scored or saved for later evaluation. The Teachers can Record their own voice notes that students can hear later as they review their work.

a. Group Discussions & Role Plays: The students on different workstations can be grouped and put into random pairs or groups to participate in role-plays and group discussions. Teachers can listen directly or intervene as when required to control, monitor and evaluate the process. It can also be recorded and saved for evaluation later.

b. Digital Recorder: This software module allows students to experience interactive multimedia programs while simultaneously recording their own voices for practice. Using this, students feel like they are interacting with a live native speaker and they can increase their comprehension, vocabulary and speaking skills. By adding subtitles, reading skills are also increased. Quizzes and tests can be prepared by using text, graphics, video and audio materials. These quizzes are graded automatically

c. Voice Recognition Technology: This technology is integrated into the Pronunciation module of the software. Using the built in microphone on your computer, the learner will be able to repeat words after they hear from a native speaker through computer speakers. The software will analyze their pronunciation

and compare a waveform representation of the native speaker's pronunciation with a waveform of their pronunciation. Accuracy scales on the screen will display their voice match to the native speaker on a scale of "Bad", "Acceptable", and "Good".

2.8.7.3. Techniques to improve Reading & Writing

The key to learning a language is the frequent exposure and use of vocabulary and grammar. The average person must be exposed to a word or phrase 100s of times before integrating it into fluent conversation. The major thresholds of gaining language fluency are the learner's ability to:

Learn a base vocabulary of approximately 2000 words for day-to-day use
Learn the rules of grammar
Vocabulary Lessons
Grammar Exercises
Interactive Stories/situations

a) Grammar Exercises – Reading, Writing, Comprehension

The goal of these exercises is to build the knowledge of how the words fit together to make sense. Some of the exercises may be translations; others can be designed to teach the learner to think in English by asking them to change a phrase in a specific way. This feature requires to type responses within the exercises, providing a practical and effective form of writing instruction.

Reading Comprehensions can be given in the form of stories, case lets, cases, descriptions and narrations. The learners can be encouraged by allowing them to follow the different methods of reading such as, skimming and scanning. They can be followed by activities in groups through exercises on word meanings, vocabulary, fill in the missing information, writing summary / gist. Note taking, thought provoking questions for group discussions, brainstorming sessions etc.

b) Writing exercises:

Writing can be practiced through typing on gap fill exercises and model format for e-mails, letters, memos, reports and resumes. They can also prepare the paper for presentations. These can be observed and edited by the instructor through the Teacher's Console.

Written Assistance: -

The teacher can send messages to guide learners with their work and learner can reply. The teacher can also initiate a text chat session with single & multiple learners. In this feedback can be given on the spot.

Track learning progress through Language Learning Software

Language learning software provides teachers with a number of methods for evaluating students' performance and tracking their progress. By using writing, listening, recorded and Web-based activities to stimulate learners to make use of their growing oral and written language skills, store results for comparison over time, so the teacher/learner can measure progress.

Exam module under the Teacher's Console provides a complete interactive and automatic quiz module. They can contain text, graphics, audio, video in the quiz. This allows teacher to use virtually any media available to create tests and evaluate the learners. Ex. Question types may include multiple choices, true/false, fill in the blanks and essay. Speaking can also be evaluated through digital recorder module. Students' working on assignments or conversations in groups can be evaluated. Their audio recordings can be scored in and saved for evaluations.

Reports and statistics for tests are immediately available at the end of the each session, giving the important details of the class, individual student and individual question in tabular, graphical representation or pie diagram model.

2.8.8. Conclusion

There is always a way to improve and development in any field and for any subject. It should be reached with dedication and eagerness. Many Language teachers are still using the traditional teaching methods. It is time that our teaching methods have to become more modern. Unless the new technology is adopted in English language teaching, we cannot impart language skills in our learners at the pace of growing competition. This is very important in our society.

It is noticeable; these are a few of many techniques those can be used to improve language skills through technology in the present generation. It can be implemented

for a learner of any age at any stage. It will be more effective if technology is introduced from the elementary level. Also, comprehensive language learning (language along with skills) is practicable through the teaching in the classroom and language laboratory, like the other subjects do.

2.9. TYPES OF LANGUAGE LABORATORY

The language laboratory supports teachers in bringing foreign language instruction. Four kinds of laboratories are being focused on here ([http://wikieducator.org/images/f/f2/LESSON TWO.pdf](http://wikieducator.org/images/f/f2/LESSON_TWO.pdf)):

2.9.1. Conventional Laboratory

This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it and learn the pronunciation. As it is used in a normal classroom setup, it is prone to distractions and this type of laboratory is no longer common.

Nowadays, this is not useful because no there are laboratories of languages where the teacher can integrate all the four skills of the language, not only the listening skill like this kind of laboratory. This type of laboratory is based on listen and repeat or listens and complete activities; which is not practical to master the English.

2.9.2. Lingua Phone Laboratory

This is again a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible.

There is also a modernized lingua phone laboratory available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the left side and as a repeater on the right side that helps one to record one's voice and play it back for comparison.

2.9.2.1. Disadvantages of Conventional and Lingua Phone Laboratory

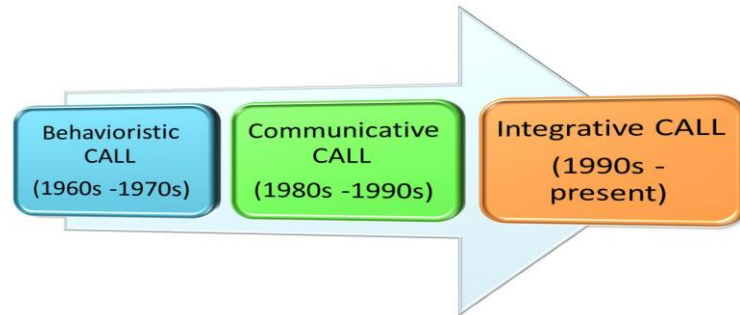
Nowadays, these two types of laboratories (Conventional and Lingua Phone Lab) are not useful because now, there are laboratories of languages where the teacher can integrate all the four skills of the language, not only the listening skill like this kind of laboratory. Such laboratories are based on listen and repeat or listen and complete activities; which is not practical to master the English in all the dimensions. In addition, there is a minimal interaction between teachers and students and no interaction between students. Moreover, the students become like a machine (only follow instructions of a machine or teacher) and do not construct her or his own knowledge about English.

2.9.3. Computer Assisted Language Laboratory (CALL)

CALL uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a

connection to the Internet. These are called **Web Assisted Language Laboratories (WALL)**.

The development of CALL has been gradual, and this development has been categorized into three distinct phases:



Though the development of CALL has been gradual, its acceptance has come slowly and unevenly.

As we can assume from its label, **the behaviorist CALL** in the 1960s – 1970s refers to the use of technology in language teaching and learning which is much influenced by the approach of behaviorism to language teaching. In this approach, technology was employed to build the expected behaviors by providing repeated drills. Mistakes were highly avoided because learners’ accurate production was paramount.

In the 1980s, people started to value learner’s fluency as no less important than accuracy. **Communicative** language teaching was proposed as more effective and more encouraging to improve learners’ oral production. Communication exercises were encouraged and learners’ errors or mistakes should not stop students from using the language for communication. Technology in this perspective aimed at providing stimulus to discussion, writing, and critical thinking without giving too much emphasis on correcting learners’ errors.

In more current practice, the use of technology in language learning and teaching has employed **socio-cognitive²/ socio-constructive³ approach** to language

² Socio-Cognitive: focused on mechanical features of language learning and teaching.

teaching and learning in which social interaction is seen as an essential factor to learning. ICT⁴ (Information and Communication Technology) is brought to the language teaching and learning to provide authentic materials so that learners can perform real-life tasks by using the technology. Learners are given more control over their learning formulated as ‘agency’, i.e. “*the satisfying power to take meaningful action and see the results of our decisions and choices*” Murray, 1997, in Chen, n. d.).

The above-mentioned stages of technology use in language teaching and learning has shown us that the course of technology use in language teaching and learning is not (only) determined by the advancement of technology itself but rather shaped by pedagogues view on teaching and learning. Teachers will still be the key essential element of impacts in language teaching and learning, as they are the ones who combine and tailor the technology and pedagogy in the teaching and learning process

2.9.4. Multimedia Hi-Tech Language Laboratory

There is a lot of software available on the market that can be used in the multimedia language laboratory, for example:

Renet
Aristoclass
Hiclass
Globarina
Console OCL-908W
Histudio MHi Tech
Online Software

³ Socio-Constructive: learning takes place in a socio-cultural environment and view learners as active constructors of their own learning environment.

⁴ ICT refers to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system.

As you can see, there are many kinds of language laboratories. Some of them have been restructured and modernized with the advancement of the technology. On the other hand, the teacher can use any of them taking account their needs and possibilities of payment and space.

2.10. TYPES OF LABORATORY INSTALLATIONS

The different Regardless of the type of language laboratory being used, the first consideration should always be Simplicity of Operation and Control ([http://wikieducator.org/images/f/f2/LESSON TWO.pdf](http://wikieducator.org/images/f/f2/LESSON_TWO.pdf)).

The language laboratory supports teachers in bringing foreign language instruction. Four kinds of laboratories are being focused on here: Conventional Lab, Lingua Phone Laboratory, Computer Assisted Language Laboratory and Multimedia Hi-Tech Language Laboratory.

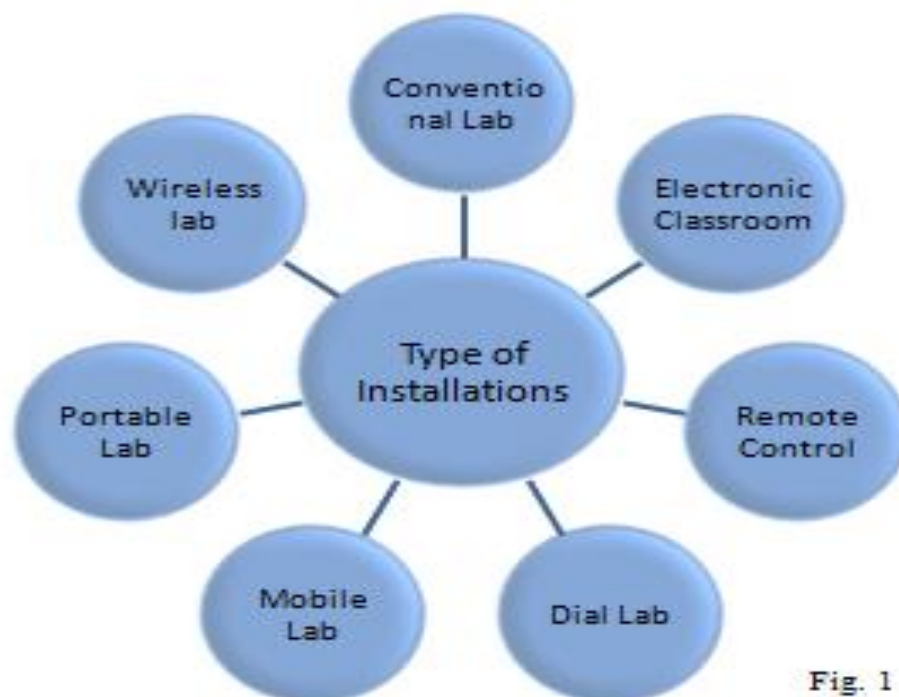


Fig. 1

2.10.1. CONVENTIONAL LAB.

Here, the teacher's console is located in front of the array of booths; Distribution switches enable the teacher to determine which students will hear which source.



2.10.2. REMOTE – CONTROLLED

This arrangement enables students to control specific tape decks located elsewhere at remote locations. The actual equipment installation is similar to that of a conventional laboratory room. The electronics are relatively more complex, though. Here, the STUDENT can; start, stop, backtrack, and rewind at will, without actually including combinations e.g. Listen, Respond, and Record. Both library operations are available.



2.10.2.1. ADVANTAGES OF THE REMOTE LAB INCLUDE

The student is freed from handling tapes. Maintenance problems are reduced as students cannot damage tape decks. Semi-automatic operation of the lab, without much supervision, is possible. Remote decks may be permanently loaded with the current tape enabling students to go to certain booths and immediately work in library mode.

2.10.3. DIAL LAB.

The Dial Access Lab needs more spaces than the Conventional Lab. It also needs more technicians at any given time. It is basically a broadcast operation. Depending on the size of operation, any number of students can access a particular tape at any given time. Usually, a number of rooms are used to provide space for the different programs mounted; video and /or computer interface may be added again, depending on the size of the operation, The student needs a minimum of equipment, namely, an activated headset, a dial or touch-tone selector, and controls for a remote selector.



2.10.4. PORTABLE LAB

This is similar to the Mobile Lab except that instead of being placed on wheels, it is placed in weather–proofed packages enclosed in containers with handles. Batteries or portable electric generators either power it. It is ideal for poverty stricken areas.



2.10.5. ELECTRONIC CLASSROOM

These are specially equipped classrooms that serve the dual purposes of regular classes and language lab. Specially designed convertible desks open up to reveal controls as well as provide booth dividers for each student. Wiring and headset storage are the main problems here. This is a compromise solution to the problem of space shortage.



2.10.6. MOBILE LAB

This is basically a console on wheels with storage spaces for headsets. It is best used within a single building where it can be moved from one room to another (Writing is very minimal).

2.10.6.1. ADVANTAGE AND DISADVANTAGE

A: Any classroom may be turned into a lab.

D: Equipment is heavy and hampers free movement. It requires time and energy to set up.



2.10.7. WIRELESS LAB

The wires connecting the sources to student headsets are replaced by radio transmission in a wireless laboratory. The console contains a small transmitter that serves this purpose. Monitoring and intercom are NOT possible with this lab. (It combines well with the Mobile Lab, though the important functions of monitoring and intercom are forfeited)



If we read with awareness how these types of installations work and compare with the modern language laboratory installation that is used recently; we can say that the present installation is the union of best characteristics of the previous ones.

Additionally, modern language labs offer a wide range of language-learning services and facilities to develop the students' English language skills and as persons. Why as persons? Because the students have more interaction among them, in that way they learn to be a collaborative and respectful person.

MODERN LANGUAGE LAB INSTALLATION



Students' consola

- The students have their own set of multimedia computing (monitor , CPU, headphones, microphones and module).



Installation

- USB connector for communication with peripherals.
- OPTIMAS system through an intuitive graphical interface, which allows an immediate use of online students, it also allows an easy management of the Optimas classroom professor, through icons that represents to students in the class individually.



Teacher's consola

- 1 RC-150 headset Roycan DD Teacher stereo headphones with microphone capsule sensitivity and high dynamic-way.
- 1 PROFESSOR Communication Equipment OP +08 M

2.11. PROPOSAL

IMPROVEMENT OF ENGLISH TEACHING-LEARNING PROCESS THROUGH THE CREATION OF LANGUAGE LABORATORY IN THE SAN RAFAEL SALESIAN TECHNICAL HIGH SCHOOL OF ESMERALDAS CITY IN 2013.

2.11.1. INFORMATIVE DATA

EDUCATIVE INSTITUTE: “SAN RAFAEL” SALESIAN TECHNICAL HIGH SCHOOL

SPONSOR COMMITTEE: HEADMASTER – ACADEMIC AND PROJECT COMMITTEE

TECHNICAL SUPPORT: AREA DIRECTOR

GEOGRAPHICAL LOCATION: PARROQUIA “SIMON PLATA TORRES”, CANTON ESMERALDAS, PROVINCE ESMERALDAS.

PARTICIPANTS AND BENEFICIARY PERSON: AUTHORITIES, DOCENTS, STUDENTS AND PARTENTS

RESPONSIBE PROJECT TEAM: HEADMASTER AND COORDINATOR OF THE HIGH SCHOOL

PROJECT DIRECTOR: STUDENT, MEDINA MARIDUEÑA Xiomara Elizabeth

PROJECT NATURE: Educative

2.11.2. JUSTIFICATION.

Being good at English speaking is vital for people who want to do business globally or need to succeed in the present competitive industry. The universal language regularly refers to the impartially accented, grammatically stringent appearance of language connected with anchor and the media. In the era of information technology, where the world is enthusiastically growing into an effective global village chat, English is a meaningful way to communicate with the other people who come from different corners of the world.

Today, speaking English is becoming mandatory for everybody and the best way to talk with people of different regions. There are many types of language learning software designed by IT companies to help people learn English at their desk. This unique digital language lab program provides an interactive environment for scholars to discover, learn and understand the international language with the most uncomplicated way.

Designed with novel technology, the advance English language software provides multimedia content and live practice labs for easy learning. Program act as a complete e-learning solution and polishes the listening, speaking, reading and writing skills of people. The language lab software comes in various formats and facilities rapid English learning to students. The biggest advantage of using such program is that one can easily access the contents and resources from anywhere at any time.

These days language laboratory software is in high demand not only among students but also for working professionals. The user-friendly program allows them to easily have a live class teaching experience from anywhere in real time. It allows students to experience record and merge their own voices and compare it through graph for practice. One can even enhance their English voice conversation by dynamic interaction and real-time discussion with the

students. Hence, people can efficiently improve their comprehension, vocabulary and speaking skills without any hesitation.

The advance language learning software is highly useful for teachers. It allows them to create multimedia based voice practice labs and sessions with different kinds of text based evaluation and online tests etc. Moreover, it even facilitates educator to create the exam papers, generate reports in an easy-to-use interface. The easy to use program is designed to create interactive digital English courses simply and spontaneously.

With the vast reach of Internet the e-learning trends has increased a lot. Today, there are thousands of organizations offering various learning software to improve the English speaking and writing skills of people in a most efficient way. Thus, people can easily have their learning sessions at home instead of going to classroom. Thus, in present date digital language laboratory programs is the most effective means to learn and improve English communication.

2.11.3. OBJETIVES

2.11.3.1. GENERAL OBJETIVE.

Improving teaching and learning process through the creation of a language laboratory to develop language and communication skills of students from RAFAL SAN Salesian High School, Esmeraldas city, 2013.

2.11.3.2. SPECIFIC OBJETIVES.

- To promote an updated English language teaching through the use of technology in the institution.
- To expose the benefits of an English laboratory to the process of teaching and learning.
- To get a better score for the accreditation of the institution.

2.11.4. FEASIBILITY ANALYSIS

It is feasible to do this work because they have the necessary information about the language laboratories; there is the possibility of cooperation of those who work in the institution. And also, the literature and economic resources are available. Besides, it will help the process of accreditation.

2.11.5. REASONS TO ACQUIRE AN ENGLISH LABORATORY.

Modern language laboratories play a vital role in language learning in the 21st century. In fact, for students who are part of the generation of the video / Internet / cell phone, the modern language laboratories play an important role in grabbing the attention of students and keep them motivated to learn.

A. What is a language laboratory?

In general, for any subject, a laboratory differs from a regular classroom, providing students and teachers with the necessary tools to provide practical experience with the material in question. This differentiation is applied to the laboratories of physics, chemistry labs, English and other languages labs.

B. What practical means does it have for language learning?

In language laboratories, students do not play a passive role in the classroom. Students listen to multimedia materials in which native speakers of the foreign languages are speaking in a context that is authentic and practical.

1. Modern (communicative approach) teaching styles.
2. Stimulation, authentic multimedia materials for learning.
3. Materials of multipath and differential ones that challenge all students.
4. Blended learning approaches that involve multiple content and source types.
5. Pair work and small group work to encourage sharing and interaction.

The entire highlight exposed above, are essential for learners to acquire a second language easier, faster and more interesting.

2.11.6. QUOTATION OF OPTIMAS STANDARD (ROYCAN)

2.11.6.1. OPTIMAS® STANDARD

Multimedia Technology for Info-Tech classrooms

Memory-Budget 43929-210/12

For 36 students

Validity: 2 months

43929 - COL. TEC. SALESIANO SAN RAFAEL

593, 56

ESMERALDAS - ECUADOR

OPTIMAS® STANDARD

This is a revolutionary new technology based on hardware and software designed to optimize the use of the computer classrooms, teaching spaces into true multi-purpose (screening room, language laboratory or visual art space). It is the first system capable of transmitting audio and video resources through a single computer network in real time.

The amount \$ 20,988.00 is valid until Wednesday, April 25th 2012. (The amount can change according the company's policy).

By ROYCAN

AUDIOSISTEMAS, S.A.

PAUL SOLER ORTIZ

According with the established Organic Law 15/1999 of Data Protection, inform that the personal data you facilitate us will be incorporated to Client Card Index which titular is Roycan Audiosistemas SA, authorizing their treatment for internal use, such as the proposal, contract of products and lending of services.

We also inform you that you may exercise your rights of access, rectification, cancellation and opposition by writing to our office: Roycan Audiosistemas SA: Industrial Pol L'Andana • Ctra Ademuz, 9'25 km • 46980 Paterna (Valencia) Spain.

OPTIMAS STANDARD

IMAGES OF THE ENGLISH LABORATORY



Universidad Autónoma Manizales



Univ. Trnava Eslovaquia

2.11.7. QUOTATION OF TECNIDIGITAL

TECNIDIGITAL SERVICE CÍA. LTDA.

Poniendo La Tecnología Al Servicio de la Educación
 Ruiz De Castilla N26-53 y Sosaya □320 3797 □09 746 6519c / 08 751 3460m E-
 Mail: Asael@Tecnidigital.Ec

O F F E R N°. 2K120504-02

We make it a pleasure since 1989 Fecha: 07-may-2012

Customer: **COLEGIO SALESIANO TÉCNICO “San. RAFAEL”**

Address: ESMERALDAS City.

ENGLISH LAB					
ITEM	QUANTITY	OWNER	DETAILS	Unit Price	Subtotal
1	36	PERPETUAL LICENSES OF LANGUAGE	SYSTEMA LTS ENGLISH Deluxev.10, License CLUF foward 8°. SGS for Basic.	22.918.27	22.918.21
2	36	STUDENT: UNIT OF WORK SYSTEM	Intel atom D425, RAM 4Gb, HD-500Gb Serial-ATA, flat screen of 18", in/out audio stereo, NIC 0/100, keyboard and mouse		
3	1	AUDIOVISUAL ENVIROMENT	AUDIO: speakers 50w stereo 2.0 VISUAL: technology of projection 3LCD, 2500 lumens, Contrast of 2000:1, ceiling support and screen.		
4	1	DATA NETWORK	Cat 5e_normalized: switch 10/100 ethernet, open rack, organizer, lying in gutter dexson, every active and passive element of connectivity.		
5	1	ELECTRICAL NETWORK	Rush, polarized load center, 5 balanced circuits, dexson distribution channel, double shots.		
6	36	HEADPHONE SERVICES	Headband with speakers and microphone. Installation, programming, configuration, training, support and preventive maintenance.		

GENERAL SPECIFICATIONS

Price:**22,918.27**

* Installation, Configuration and Programming: 20 working days.

* Training: 6 hours.

* Warranty: One year against manufacturing defects.

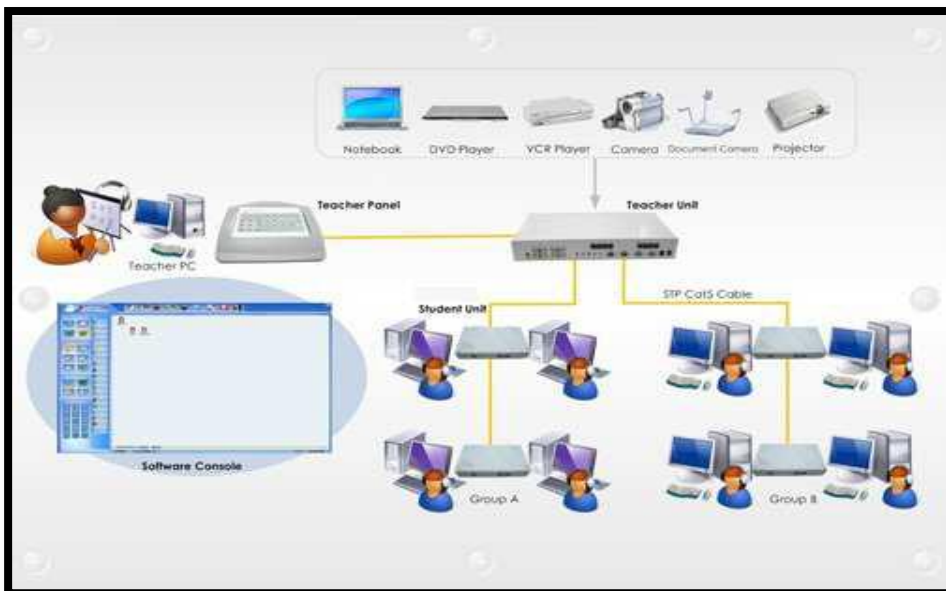
* Payment: 70% with order and balance upon delivery.

* Price does not include VAT.René Villacís V., Ing

TDS ECUADOR

TECHNIDIGITAL

IMAGES OF THE ENGLISH LABORATORY



2.11.8. MANAGEMENT

The authorities of the “SAN RAFAEL” Salesian Technical High School will provide the administration of this proposal about creating a language lab.

2.11.9. ESTIMATED ASSESSMENT

The assessment to follow in order to show how the student’s level is getting higher, the teacher analyzes the process of learning and evaluates the student every term of the school year. So, the teacher can write a report of the student’s English language improvement.

2.11.10. ANNEXES

Annex 1

Minimum Requirements teacher's computer

Pentium IV 3.2 GHz or AMD Athlon 64 6000 +.

2 GB RAM (768 MB free).

80 Gb of free hard disk.

PCI-Express Graphics Card 256 Mb

Resolution 1024x768 32 bits.

Network card 10/100 Mbps

4 USB 2.0 connectors free.

Microsoft Windows XP SP2. (. NET Framework 2.0)

Microsoft Windows 7 (32/64 bits)

Computer requirements of the student

Pentium IV 2.8 GHz or AMD Athlon 64 5000 +.

512 MB RAM (256 MB free).

40 Gb of free hard disk.

128 Mb AGP Graphics Card

800x600 32-bit resolution.

Network card 10/100 Mbps

2 USB 2.0 free.

Microsoft Windows XP SP2 (. NET Framework 2.0)

Microsoft Windows 7 (32/64 bits)

Annex 3

Minimum requirements of the local network of the classroom

- The switch must support 802.1p QoS specially designed for transmitting data traffic in high-performance multimedia at layer 2.
- Although it can be used a 10/100Mbps Switch is advised for optimum operating speed is 10/100/1000 Mbps
- If the switch is manageable, may need additional internal configuration is done on the computer tech center.
- Any software that limits or reduces the computer resources, or other application that filters or blocks communication through the network, preventing operation at 100% of the system, the responsibility of the center.
- For installation / configuration software will be necessary to have a user account with administrative privileges.
- Likewise any configuration and / or additional installation of third party software, made by technicians Roycan and explicit request of the Center, will be billed separately.
- Roycan always guarantee all the support necessary for the proper fulfillment of the above requirements.

Note: The network must be wired, could not use WiFi SWITCH, without having been previously approved by Roycan.

OPTIMAS SYSTEM

- Hub converter audio and video signals
- OPTIMASTER Module that connects via a single USB connection different imaging devices (camcorder, DVD, VCR, etc...) Converting the analog signal to digital signal for broadcast through the network or for recording.
- Sound Mixer OP+08

Special equipment Optimas System that provides the necessary hardware to ensure the following advanced audio functions:

- Recording the voices of students.
- Transmission of sound from PC Professor to students.
- Hardware OPTIMAS Professor. Composed of:

1 RC-150 headset Roycan DD Teacher stereo headphones with microphone capsule sensitivity and high dynamic-way.

1 PROFESSOR Communication Equipment OP +08 M

It provides the computer with hardware necessary to ensure safe operation of Optimal and maximum audio quality.

- Sound card stereo amplification system.
- Sound controls for headphone volume in hardware.
- USB connector for communication with peripherals.
- Connection security headset.
- Support for high-impact thermoplastic fixation table.

- Hardware OPTIMAS Student. Integrated by:

-STUDENT communication equipment OP +08 M

It provides the computer with hardware necessary to ensure safe operation of Optimal and maximum audio quality.

- Sound card stereo amplification system.
- Sound controls for headphone volume in hardware.
- USB connector for communication with peripherals.
- Connection security headset.
- Support for high-impact thermoplastic fixation table.
- Microcasco Roycan RC-150 DD
- For students, the stereo headphones with microphone capsule sensitivity and high dynamic-way.

SOFTWARE LICENSING MANAGEMENT OPTIMAS STANDARD

OPTIMAS system through an intuitive graphical interface, which allows an immediate use of online students, it also allows an easy management of the Optimas classroom professor, through icons that represents to students in the class individually.

STANDARD OPTIMAL System:

-It has up to four simultaneous group works that allow a higher customization of the activities to be done by the students or groups of students in the classroom.

- It incorporates features to manage different optional Optimas modules.

(Test module)

- It allows operation under Windows Operating Systems and Linux (To run Linux or mixed environments, it needs the optional Optimas Global Master).

It incorporates the following subsystems:

a. Optimas Standard Emission System Audiovisual

It is responsible for the spread of image and sound, to the seats of the students. Any resource or material may be received by the students with the highest quality, in real-time and without noticeable delays, all through a single network. The main functions are:

- Image and Sound Multicast.
- Until 5 simultaneous broadcast channels.
- Different sources of dissemination.
- Demo mode.

b. Optimal Communication System Standard

The communication is fundamental for learning, so that Optimas provides different ways to meet the needs of communication between teacher and students or between students, as oral as written mode. The main functions are:

- Teacher-Students oral communication.
- Communication between groups of students.
- Written communication between students and / or student-teacher.
- Conversations with friends.
- Recording student interventions.
- Request for help.

c. Optimas Standard Control System

The control system prevents the typical problems of discipline and lack of attention that usually presents in conventional computing rooms. Professor Optimas provides various functions to facilitate the tasks of monitoring and supervising the work of their students in class. The main functions are:

- Monitoring of the student voice.

- Monitoring of the screen image of one or more students.
- Remote Control.
- Implementation and application remote denial
- Attention.
- On and off remote equipment.

d. System management and Optimas Standard customization

The management system and customizing Optimas, allows the teacher to adapt the work environment needs, thereby it increases with facility and speed of use of the tool. The main functions are:

- Personal identification of students.
- Advanced management of folders, and user privileges.
- The teacher setting.
- Virtual classroom setting.
- Custom Profiles.

ADDITIONAL LICENCE AND SOFTWARE

a. License Module Testing

Tool to create tests and exercises accessible, effective and motivating, minimizing the time devoted to statistics and control tests. Its main functions are:

- Creating and editing multiple choice exams or multiple choice
- Labeling of questions and answers
- Management of Questions & Answers

- Specifications subject to data and evaluation
- Random function for creating different tests
- Ability to control the maximum time for the exam
- Return path for the collection of tests
- Possibility of not presented
- Can be rated negatively incorrect answers
- Ability to link answers both questions as web links to html files, gifs, jpg, videos and files supported by Explorer 5x
 - Encryption security exams and student teacher
 - Automatic correction
 - Correction for question or answer
 - Ability to override question / answer and further correction
 - Various types of statistics
 - Availability of charts and lists of questions and student response
- Data export to HTML, Excel, Word, TXT
 - Exporting graphs to GIF, WMF, JPG, PNG, BMP, etc..

TECHNICAL SERVICES

-Transport of all materials at Target Center will be at the risk of Roycan, transportation of all contained materials in this budget.

- Installation and commissioning

The acquired software system installation in the equipment of the students stays in. and the operation of the same on the classroom network, as long as they comply the required characteristics in ANNEX technical requirements. Any other configuration work and / or repair of equipment and software necessary to make the operation of the system or are additionally required for the center, will be billed separately to this budget.

SYSTEM TECHNICAL EXPLANATION

After installation of the classroom, there should be an explanation of the different elements presented in the same, thereby that its physical use, succeeds. Next, an explanation will perform the work environment, so that the teacher can begin managing the various tools and start practicing with their own materials, delivering textbooks currently used in the classroom.

- CD with software and manual pdf
- CD containing the training tool TRAINING
- Quick guide on paper

3.4. - 2 Year Warranty.

CHAPTER III

3. METHODOLOGY

3.1. METHODS

The method that was used is the Scientific Method, because it refers to a body of techniques for investigating phenomena, developing new knowledge, or modifying and integrating prior knowledge about how useful the use of a language laboratory in the teaching process is. And also, this research is based on gathering empirical and measurable evidence subject to specific principles of reasoning.

3.2. TECHNIQUES

The techniques that were used in this thesis project were the quantitative to interpret and understand the answers of the teachers in the interview. This was applied in order to better understand what they think about how useful the language laboratory in the language teaching is. In addition, it was used the qualitative technique because the researcher did a statistical report (with correlations, comparisons and statistical significance of findings) in the interpretations of the survey results.

3.3. RESEARCH DESIGN

The type of research is descriptive, proposal and bibliographical.

DESCRIPTIVE: Because the researcher followed the stages of a descriptive research and can describe how to work with the Technology and the benefits that a language laboratory offers in the teaching-learning process of English language.

PROPOSAL: Because the creation of an English Language Laboratory will be proposed in order to be carried out in the San Rafael Technical High School; in order to enhance the English Teaching System.

BIBLIOGRAPHICAL: Because the literacy of this research was taken from some books to clarify how a language laboratory improves the English level of the students.

3.4. POPULATION AND SAMPLES

3.4.1. POPULATION

- Students and teachers from San Rafael High School.
- Students and teachers from Sagrado Corazón High School.
- Teachers from San Rafael, Sagrado Corazón and Naval Liceo High School.

3.4.2. SAMPLE

- 24 Students and 1 English teacher from San Rafael High School.
- 46 Students and 1 English teacher from “Sagrado Corazón” High School.

3.4.2.1. SAMPLING METHOD

- A **probability sampling** scheme is one in which every unit in the population has an opportunity (greater than zero) of being chosen in the sample, and this probability can be accurately determined. The combination of these characters makes it possible to not produce biased estimates of population sums, by allowance-sampled units according to their probability of selection.

3.4.2.2. TYPE OF SAMPLING

- **Simple Random Sample:** in this method every person from the population has the same probability of being chosen.

3.5. RELATION MATRIX

DIAGNOSIS OBJECTIVES	VARIABLES	INDICATORS	TECHNIQUES	DATA SOURCE	ITEMS
To Know if the students use a Language Lab. In their English class.	Use of a Language Lab in the English class.	Technological resources in the high schools: Sagrado Corazón and San Rafael.	Survey	Students and Teachers	Closed question
To know if the students would be motivated to learn through Language Lab.	Level of Motivation	Types of Motivation	Survey	Students	Closed question
To know if the language laboratory use facilitates the teaching-learning process of English.	Benefits of the English Lab use.	Ventajas del uso del laboratorio	Survey and interview	Students and Teachers	Closed question
To know how the students would like to take the English classes in the Language Lab.	Classroom Management	Activities to perform in an English Lab.	Survey	Students	Multiple Choice
To know what activities they would like to do in the Language Lab.	Activity Lesson	Learning Styles	Survey and interview	Students and Teachers	Multiple Choice

3.6. DATA COLLECTION PROCEDURES

- **Document Review**
- **Paper-pencil-questionnaires** can be sent to a large number of people and saves the researcher time and money. People are more truthful while responding to the questionnaires

regarding controversial issues in particular due to the fact that their responses are anonymous. But they also have drawbacks. Majority of the people who receive questionnaires don't return them and those who do might not be representative of the originally selected sample.

- **Interview**

Face -to -face interviews enable the researcher to create a rapport with potential interviewee and there for gain their help. These interviews produce chief response rates in survey research. They also permit the researcher to elucidate ambiguous answers and when appropriate, pursue follow-up information. Disadvantages include impractical when large samples are involved in wasting of time , and in cost that is expensive.

3.7. INSTRUMENTS

According to the definition retrieved from: <http://people.uwec.edu/piercech/researchmethods/data%20collection%20methods/data%20collection%20methods.htm>, **sample surveys** are shorter surveys designed to be administered to a sub-population selected by some other instrument (often a census) that focus on specific issues. They are often put into the field to answer specific questions about a population. As such, they provide the opportunity to ask more detailed questions.

3.8. DATA ANALYZES AND INTERPRETATION

To do the study was applied surveys and interviews to students and teachers in “San Rafael” high school and “Sagrado Corazón” about the use of a language laboratory in the English teaching-learning process to improve the level of the students.

In this chapter is shown the gotten results through the questionnaire about the improvement of English teaching-learning process and some interesting data of the applied surveys in both high schools, that are analyzing graphically and are so useful to answer the questions of the current research work.

Subsequently, it will analyze the answers of the students in order to identify the strengths and weaknesses in the English teaching-learning process as San Rafael as Sagrado Corazón high school.

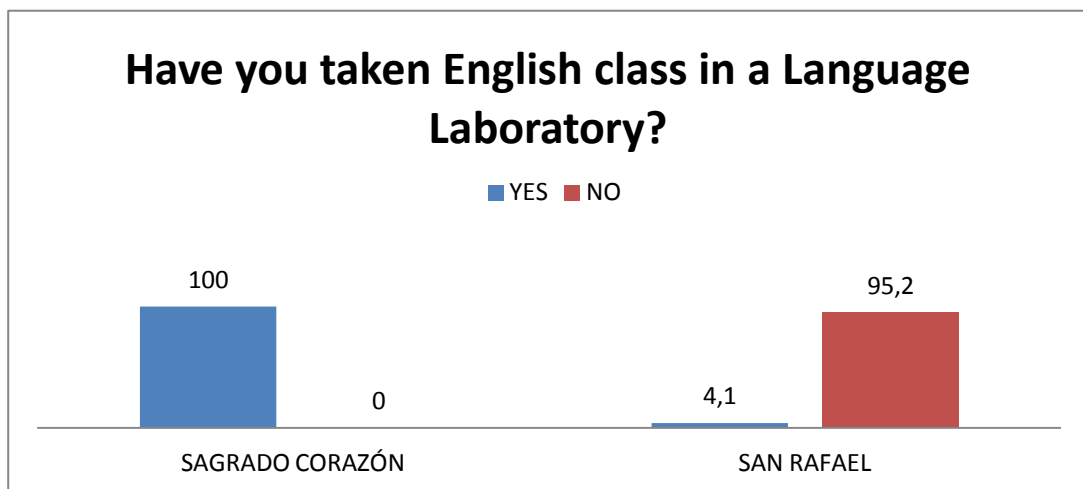
To interpret the results, the survey was written with closed-questions to get more exact answers. So, it can show the acceptance of a language laboratory by the students and teachers.

CHAPTER IV

4. RESULTS AND INTERPRETATION PER RESEARCH QUESTION.

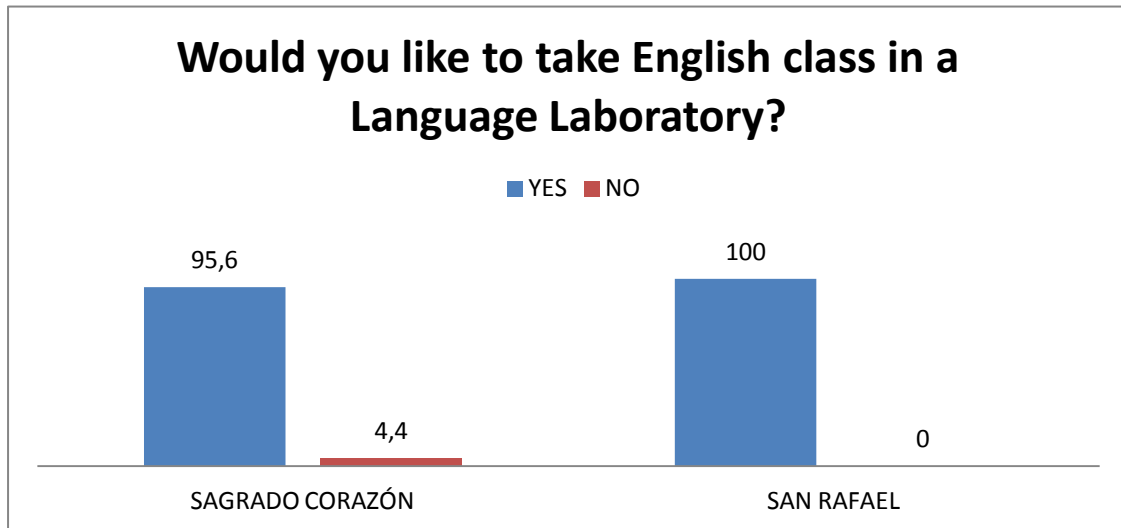
4.1. RESEARCH SURVEY

QUESTION ONE



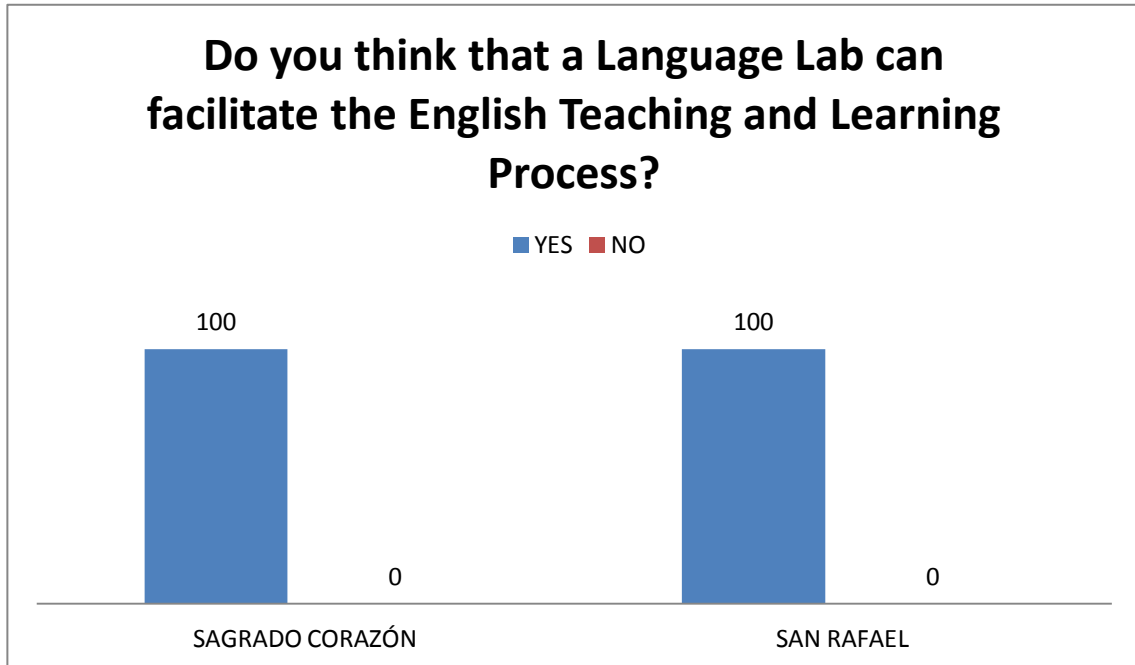
This diagram shows that all students in Sagrado Corazón High School have attended English class in a laboratory and most students of San Rafael high school have not, only a 4.1% of the students have already attended an English class in the lab.

QUESTION TWO



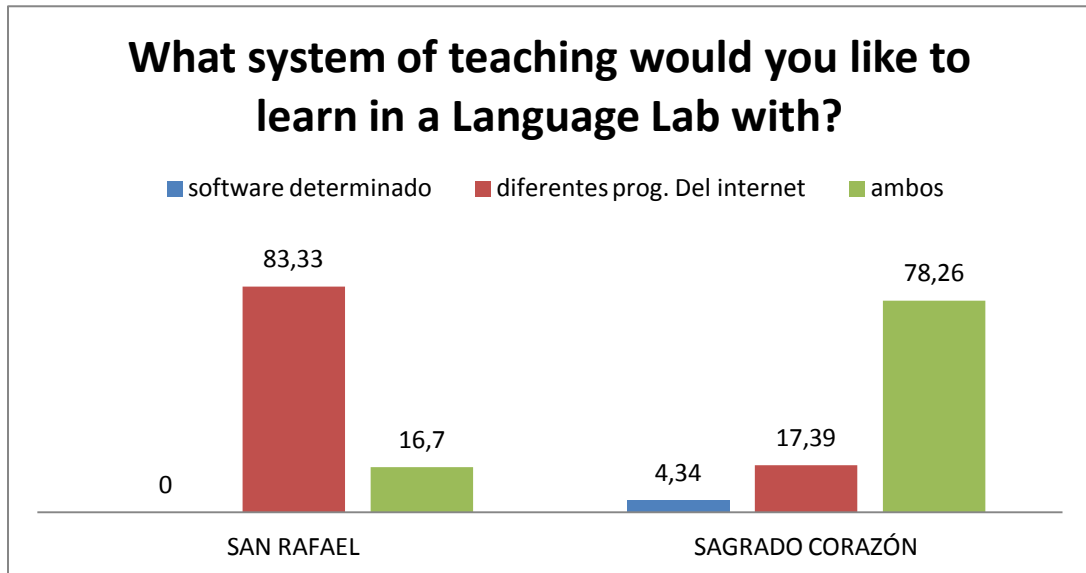
These results show that most of the students in San Rafael school are interested in taking class in a language laboratory. Because, they are bored of the typical classroom to attend their English class principally. So they would like to change the environment and try something new and updated according to the current technology for teaching.

QUESTION THREE



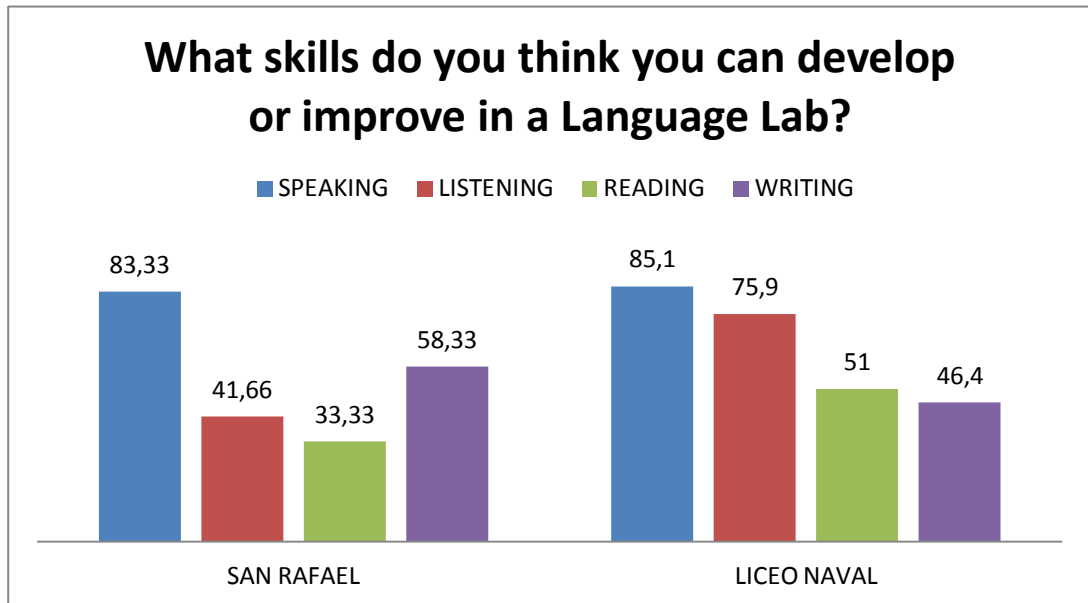
According to this graph, all the students know the importance and the benefits of learning English through teaching using the language laboratory. This is very important for the educational proposal.

QUESTION FOUR



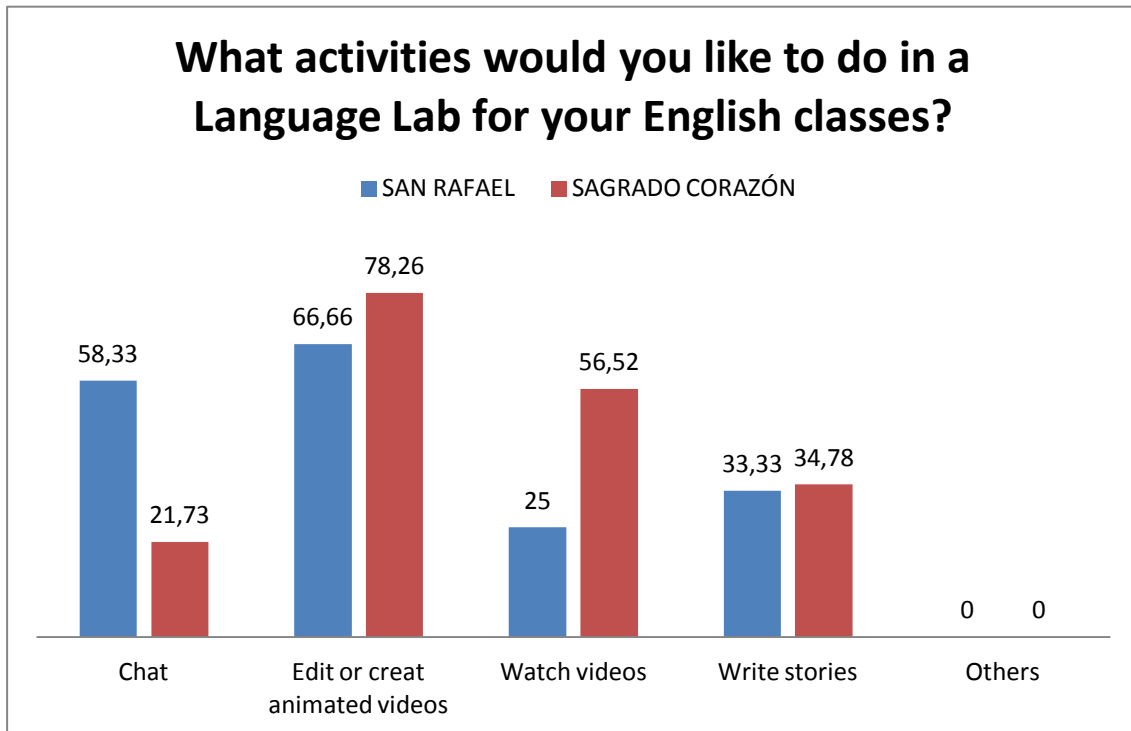
The teenager students like the variety, and the graph displays that. Also, the use of both options (determined software and different programs of Internet) is useful because with predetermined software it helps gain more control of the class and with the internet it can work with updated immediate and real information, which makes it valuable.

QUESTION FIVE



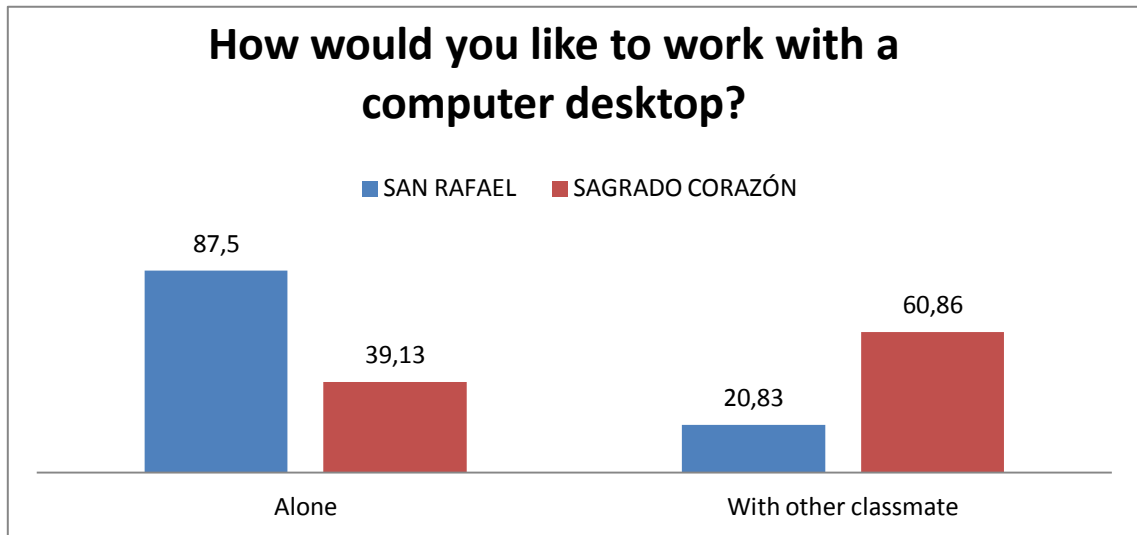
This graphic illustrates that the most students are most concerned about exercising and improving their speaking and listening skills, followed by their reading and writing skills. And also, they think that a language laboratory can help them to develop their skills.

QUESTION SIX



The results of this graph shows us how interested the students are in developing all the skills to improve their level of English mainly, the speaking skill where they have faced many problems such as: miss-pronunciation, intonation, etc.

QUESTION SEVEN



There are two points of views according the graph above; the first one is the San Rafael students are more interested in working alone than with a partner, which means they want to learn at their own pace. The second one is that the Sagrado Corazón students think that it is better to share a computer with a partner student will be able to exchange their knowledge. In that way if someone knows more than the other he/she can help each other.

CHAPTER V

5.1. DISCUSSION

5.1.1. Discussion about Students Survey's Results

The survey applied shows that all students from San Rafael high school are very interested in learning English with a language laboratory to change the monotony of teaching. Also, they know it can help them to develop their skills, and increase their levels of English.

Besides, teachers know they should teach using the ICTs in the classrooms. Principally, with a language laboratory; the students learn at their own pace with a variety of updated materials which are useful in enhancing the student's skills.

In addition, the teachers can know the weaknesses and strengths of the students individually, so teachers can help the students by giving specific tasks to practice. Moreover, students get the habit of self-study; therefore students become more autonomous.

At the same time, the students will be prepared to take the exam given by the Ministry of Education of Ecuador.

In short, the use of a language laboratory for their English lessons allows students to reach a B1 level (according the CEFR) and compensate for the lack of ready communicative situations outside the classroom, which is characteristic of context such as Ecuador where English is learned as a foreign language. Moreover, the institution can take advantage of the output features of the students as bilingual to success and reach an A category in its accreditation (made by The Ecuadorian Ministry of Education).

5.1.2. Discussion about English Teachers Interview's Results

All the teachers of English are sure that using a language laboratory is very useful to develop and enhance the skills of the students. Even, most of the teachers have experienced that the students of a multi-level class can learn better because of the variety of activities focused on the different styles of learning and students' pace.

However, it is a quite expensive teaching tool, but it is not a boundary, because if the language laboratory is well-managed, it can be paid by itself. Moreover, the students are the first beneficiaries, which is the important issue.

5.2. CONCLUSIONS AND RECOMMENDATIONS

5.2.1. CONCLUSIONS

- The language laboratory plays an important role in the English teaching-learning process nowadays.
- The students become autonomous learners through the use of a language lab.
- The teachers can control the activities in his/her class better. Also, they can personalize their teaching process according to the students' needs.
- The language laboratory is useful to get a B1 level of students at the end of the high school course, which is advantageous for the prestige of the institution.

5.2.2. RECOMMENDATIONS

- To analyze each proposal and choose the best one according to the institution and students' needs.
- To create a language laboratory as soon as possible, because the price is getting higher. In addition, the evaluation for the accreditation of the institution made by the Ministry of Education will happen next year.
- The high school can manage this laboratory through the offering of some English courses or English teachers training (those programs have to be paid by the participants), so, the institution can pay the loan that they will ask for acquisition of the laboratory.

CHAPTER VI

6. REFERENCES

6.1. GLOSSARY

HEADSET: It is headphones combined with a microphone or one headphone with a microphone.

SHRUNK: To become or make smaller in size or amount. To move back or away in fear.

COACHING: To provide equipment and support in a wide variety of ways to perform at your best through the individual and private assistance.

PAPERLESS: Not requiring paper because of the use of computers and other electronic media to record, convey and store information.

STRIVE: To exert much effort or energy, endeavor. To struggle or fight forcefully.

DISSEMINATE: To spread abroad, to become diffused.

SPECTRUM: A broad sequence or range of related qualities, ideas or activities.

SYLLABUS: An outline or a summary of the main points of a text, lecture or course of study.

PLAYBACK: The act or process of replaying a newly made audio or video recording as to monitor quality. A method used to reproduce sound recording.

UNDIRTORTED: Without alteration or miss-representation.

TRACKING: The placing of students in any of several courses of study according to ability, achievement, or needs.

PRONE: Having a tendency; inclined.

BEHAVIORISTIC: Relating to behaviorism (a school of psychology that confines itself to the study of observable and quantifiable aspects of behavior and excludes subjective phenomena, such as emotions or motives).

UNEVENLY: Not equal, as in size, length or quality. Having ill-matched opponents.

KAPUT: Destroyed or Killed.

PIVOTAL: Essential, being crucial importance.

EASE: Simplicity. Freedom from difficulty or hardship or effort.

WING: Section. A stage area out of the audience.

FORFEITED: Surrendered as a penalty.

ENTHRALLING: Enchanting. Capturing interest as if by a spell.

JANITOR: Caretaker. It takes care of something or someone.

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8. ATTACHMENTS

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Buenos días queridos alumnos, como estudiante de 8vo semestre de la carrera de Lingüística Aplicada de la Universidad Católica del Ecuador Sede Esmeraldas debo realizar esta encuesta acerca de la Enseñanza y Aprendizaje del idioma inglés a través de un Laboratorio de idiomas para poder ser la respectiva investigación de la tesis de grado.

ENCUESTA

INSTRUCCIONES:

- Subraye o encierre la respuesta seleccionada.
- El número de respuestas se encuentra detallada en las preguntas.
- No utilizar borradores ni correctores. No hacer tachones.

PREGUNTAS:

1. ¿Ha recibido clases de inglés en un Laboratorio?

Si

No

2. ¿Le gustaría recibir las clases de inglés en un Laboratorio de Idiomas?

Si

No

3. ¿Cree que un Laboratorio de Idiomas facilite el Proceso de Enseñanza y Aprendizaje de un segundo idioma?

Si

No

4. ¿Cómo le gustaría recibir las clases en el laboratorio?

Con un software determinado

Ambos

Diferentes programas del internet

5. ¿Qué destreza cree usted que puede mejorar en un Laboratorio de Inglés?

Destreza de hablar

Destreza de leer

Destreza de escuchar

Destreza de escribir

6. ¿Qué actividades le gustaría realizar en las clases de inglés en un Laboratorio? (varias respuestas son disponibles)

Chat

Ver videos

Hacer y crear diálogos
animados

Escribir historias

Otros:

GRACIAS POR SU COLABORACIÓN.