

## LNG 242 LANGUAGE LAB METHODS AND PRACTICES

### Lecture 9: Classroom and Laboratory Interrelation of Procedures

**The classroom and the Language Laboratory are complementary parts of an effective instructional system. The language lab provides an efficient means of presentation of pattern and other audiolingual drills requiring much repetition.** This frees classroom time and students are able to use their lab-acquired fluency for dialogue exploitation, recombination drills cultural studies conversation and other creative (foreign language) exercises.

The language lab also helps equip students to express themselves correctly without embarrassment (and have a lot of fun doing so).

Pre-Laboratory Student Preparation.

Student must be informed precisely *what* is to be learned, how it is to be accomplished, and what the utterances *mean*.

Teacher must state the grammatical structure to be learned in the lab, provide an oral demonstration and elicit an inductive conclusion from students regarding the “rule” involved. This must be followed by a live rehearsal of the tape drill so that the audiolingual mechanism will be familiar.

#### **Inductive Preparation**

Here, the teacher gives the student organized examples of a new structure, comparing it with a now structure. The comparisons could be in the realm of word order, meaning, and inflection, or any other grammatical structure. This oral presentation is similar to the familiar textbook presentation, except the columns are given orally. Once the new principle has been presented inductively, and the reinforcement has been given, teacher stimulates the laboratory by using a pattern drill in class. (This makes further practice in the lab more effective)

#### **Pattern Drills in Class**

Drills tape may be used in class after laboratory preparation to check the effectiveness and to emphasize the importance of such work to class performance. The four-phase pattern drill is easily used this way. Individual responses are alternated with choral responses on each frame of the four-phase drill performed “live” in class as follows:

- i. The stimulus is given by the teacher. The teacher indicated which student is to respond individually
- ii. The individual indicated gives the response.
- iii. The correct response is given by the teacher
- iv. All students repeat the correct response in unison.

## **Echeloned Schedule**

The audio-lingual skills are taught first, and the graphic skills last. The written forms of words are withheld until the student has good control of the spoken forms. (In secondary schools and in universities, the graphic presentation lags behind audio lingual presentation by only a few days.)

## **Deferment of Printed Materials**

Direct association of (foreign language) utterances with situation or concrete object is desirable, while reliance upon printed material should be avoided. Initially, maximum use must be made of visual aids, sketches, movement acting, gesticulation, and other ways of making the situation vivid without written aids.

Printed material in the laboratory are not encourage, for the reason that tapes use sound as the primary vehicle of teaching; printed form of what is heard may negate their usefulness. (Workbooks, when concerned with phonemic discrimination drills, true-false statements, comprehension test and dictation are useful in the lab)

## **Listening Practice**

Student must NOT be asked to “listen and repeat”. They must be made keenly aware of the differences between the new sounds and “similar” sound in their native language before any attempt is made at pronunciation. Same-Different judge must first be elicited from student have been (using minimal pairs, where appropriate).

When student have been given adequate training as critical listeners, the teacher can then ask them to identify the correct “words” etc

## **Introduction of Pronunciation**

Ideally, the student must first hear the sound, and then imitate the sound. But hearing is not as simple as it appears because accurate and discrimination hearing is usually not a habit of most student. Speaking, or imitating the sound heard, is also a complicated matter when some of the sound are absolutely new to the student. (A point of departure is the identification of sounds that will present special teaching problems. Theses are sounds not normally used in their native language

## **Speaking**

As soon as the student have learned to identify the new sound correctly, and to discern it from other sound that are close and likely to be confused with it, the hearing phase is

momentarily replaced by the speaking phase of instruction. (Student must be given rather specific physiological and/or articulatory information) Good will and sounds to imitate are not enough.

If necessary, go from “mouth position” drills, through “sound production” method to “pronunciation drills

### **Visual Patterns (noun-unit presentation)**

A small collection of simple drawings could be used to introduce all the sounds of the language, then to show the structure of short utterances and of complete sentences. (You can do this effectively by starting with say 30 nouns from the first few lessons.)

### **Dialog Method**

The dialogue method employs a carefully devised conversational exchange as the basis for memorization, structure drill, and question-and-answer drill, recombination of structures into new conversations and ultimate conversion of the material into original conversations by the students. (It has the advantage of incorporating both authentic linguistic and cultural content, of generating interest on the part of the students and furnishing an aid to the memory by means of the continuity and the “props”.

A dialogue should be carefully constructed. It must be interesting to the students for whom it is intended. It should have a controlled vocabulary and limited number of structures, and it must be authentic.

### **Filmstrips and Slides.**

Visual aids reinforce the impression made by language, and make an object, situation, or event more memorable to the student. (Professionally prepared filmstrip and slides are available.)

An individual picture may always serve as the basis for a large number of questions. It does not really matter how picture is presented. Lots of different questions can be generated.

### **Sound Films**

Motion films (in color with sound tracks) are readily available to the language teacher. When the sound track is not available in the target language, it is possible to prepare a narration in the target language, record it on the tape, and synchronized it for use in the lab. An important feature of the foreign language, teaching films is that they involve the student both passively and actively: the student should be induced to respond, imitate and reply during the performance of the film, not merely watch it passively

## **Television**

Most of the advantages of the motion picture pertain also to television. TV makes it possible for many schools to use a set of expensive films, to standardize a curriculum for a while school system, and to make wide use of its most talented teachers. In most cases TV is supplementary to regular school work.