*History Research Journal*

ISSN: 0976-5425
Vol-5-Issue-4-July-August-2019

# Language Lab for English Speaking Skills and Creativity

**Dr.K.J.Vargheese**

Associate Professor of English

Christ College,Irinjalakuda,Kerala

***Abstract****:The need for competence in modern foreign languages increases steadily, especially in the present context of globalization and increase in logarithmic proportions 0f facilities for transport and communication This paper examines the role of language lab in English language teaching by focusing on creativity and speaking skills. It also explains how language lab emphasizes situational use of language to meet the student's imagination and generation of new ideas. It concludes with the fact that even in this information age language lab is still a dream for arts and science students in India.*

*Keywords: ICT Revolution, Language Lab, Multimedia, Creativity, CALL*

## Introduction

In the world of globalization, the concept of information handling has become virtual for the survival in a competitive world. The implications of ICT revolution for Language teaching are two faceted- firstly, it has led to the shifting of language teaching learning out of the traditional class room and secondly it has necessitated IT personnel with high communicative competence.

Creative individuals are a great asset to the society and the aim of education is to nurture the child‘s capabilities to the fullest extent and to bring about all round development in the child. If this aim has to be realized, we will have to teach the child to think creatively about the ‘yet to be discovered‘. As it is said to teach towards creativity is to teach towards the future of the society, the education is a powerful instrument for the developing creativity and creative thinking among adolescents and youths. This is a major challenge in the area of education and the result of such education is the need of the hour.

## Creativity

Creativity is a mental and social process involving their discovery of new ideas, concepts or new associations of the creative mind between existing ideas and concepts. Torrance (1969) defines creativity as a process of becoming sensitive to a problem, identifying, searching, framing hypothesis, testing and retesting and reporting the results. Here creativity means simply the act of making something new.

 Copyright ⓒ 2019 Authors

ISSN: 0976-5425
Vol-5-Issue-4-July-August-2019

According to Torrance (1962) creativity has three components. They are

a) Fluency –it refers to the quality of output.

- Associative fluency is the ability to think of words rapidly that meet certain requirement such as synonyms and antonyms.
- Ideational fluency is the rate at which the person can think of ideas

b) Flexibility- it is the ability to shift from one track of thought to another.

- Spontaneous flexibility is the ability to strike out a number of differences directing in one thing.
- Adaptive flexibility is the ability to change direction of one's thinking in order to keep with changing problem or situation

c) Originality- it is a divergent thinking ability that makes an original and uncommon response revealing clarity and individuality.

One of the unobvious acts of creativity is the use of the language. Beyond the early childhood the use of language both recognizing it and producing it, is highly automated ability. The nature of a language is such that vast majority of the utterances produced or heard are done so for the first time. Most of what one hears and speaks are created.

There are studies conducted to analyze how instructional materials help children‘s creativity and its effectiveness in fostering creativity. The results of these studies have shown that the differences of the mean scores were consistently significant both in case of flexibility and originality, which are the components of creativity.

It is often said that in second language acquisition or learning, if the learner is to be able to use language creatively in a similar way to native speaker, he must be able to produce and understand sentences he has never previously encountered. For this purpose for the better attainment of the aural oral skills language lab can be effectively made use of.

**Language Lab**

A language lab is a teaching tool requiring the implementation of well constructed tasks based on the students needs. It includes an inquisitive mind of the learner who in turn is motivated by variety of resources. Language lab is very useful for assessing the students’ speech. It provides the students with the technical tools to get the best samples of pronunciation of language. Electronic devices used in lab will stimulate the eyes and ears of the learner to acquire language quickly and

 Copyright ⓒ 2019 Authors

ISSN: 0976-5425
Vol-5-Issue-4-July-August-2019

easily. Lab offers broadcasted TV programmes, web assisted materials or videotaped lessons in the target language.

**Kinds of language laboratory**

- Conventional Lab : It is the primitive form of language lab. It has a tape recorder and a few academic cassettes in target language to teach learners. Teacher plays it and the learner listens to it and learns the pronunciation
- Modernized Lingua phone Lab: This system uses and electronic device which has two functions- as a cassette player on the left side and as a repeater on the right side to record one‘s voice and play back it for correction and comparison
- CALL Lab: It uses the computer to teach language and course materials are fed into the computer and are displayed according to the features available in the system. lf the computer has an internet connection and it becomes internet facilitated language lab with a lot of sources from the internet.
- Multimedia High Tech Language Lab: This type of lab gives a lot of multimedia materials for language learning and maximum interaction is facilitated.

As it is understood language lab has the following advantages

- Each student may have an opportunity to hear native speech clearly and distinctly.
- Student may hear this authentic speech as frequently as he and his teacher desires
- Learner provides unchanging model of the native speech for the student to imitate
- Student may, listen to a great variety of voices both male and female.
- Each student can learn at his own pace and immediate feedback is possible.
- It is possible to concentrate on problems of individual students.
- Demarcation of gifted average and poor category becomes void.
- Weak learner is also getting influenced in activities.
- Language lab may be perfectly adapted to any communicative method.

The main functions of language lab are to make the individual practice of students more effective and to increase their productivity. The language teachers need only to focus on the students language production and the mistakes encountered. All the language skills and sub skills can be easily improved depending on the level reached by the learner.

Language lab employs tasks that require students to meet their imagination and generate new ideas. This might provide creative learners with more chance to practice that is to produce more

 Copyright ⓒ 2019 Authors

ISSN: 0976-5425
Vol-5-Issue-4-July-August-2019

comprehensible output which could lead to a greater success in second language acquisition. Short videos, pictures for creating stories and scenes for descriptions can be used for developing speaking skills.

**Language Lab for Speaking Skill and Creativity**

For a simple task of dialogues used for developing the speaking skill in a lab includes four stages of teaching process.

- Hearing the dialogue through head set.
- Repetition making the learners repeat the dialogue individually
- Expansion guiding them in expansion of basic dialogue
- Free Expression allowing them to freely express their own thoughts

All these four stages are paralleled by four stages in learning process

- Hearing the sentences
- Repeating the sentences
- Generalizing the sentences
- Producing new sentences

The pictures, photographs and short video clips used creatively by the teacher for lab also provide an opportunity to free expression.

This fourth stage of learning process producing new sentences – includes creativity, the ability to create new ideas. So language lab emphasizes functional and situational use of language and involves communicative tasks that require students to refer and generate ideas. The multimedia programmes and tasks in the language lab help the students in divergent thinking and thus to be creative and imaginative.

**Conclusion**

In contrast to other materials aids like radios, tape recorders, DVD players and TV sets, language teachers must take into account some key considerations before using the language lab. It should not be seen either as the teacher or teaching method. The curriculum of the present educational system in India does not mostly have a laboratory session for languages (except in some engineering colleges). It is packed with theories of English Language and Literature. Only those who study science and

 Copyright ⓒ 2019 Authors

ISSN: 0976-5425
Vol-5-Issue-4-July-August-2019

technical subjects have practical work in a laboratory. Hence language lab learning is some-thing new to some Indian students whereas it is common in Western Countries to train children in the laboratory to enrich their language learning experience and develop their creativity.

**References**

Agarwal. J C. Theoretical Foundations of Sociological Bases of education. New Delhi: Vikas Publishing House P Ltd. 1975

Damodar.G, Shailaja, P. and Rajeshwar. M. IT Revolution. Globalization and the Teaching of English. New Delhi: Atlantic Publishers. 2008.

Hameed, A. Meharunnisa. ICT: A Critical Tool in Education for Sustainable Development. Endeavours in Education Vol.4. Issue 1. jan 2013.

Pushpa R Namdeo. Task Based Language Teaching: A Lingual Innovation. Edutrack Vol.13. No 5. Jan 2014. P 13-15

Sharma, Praveen. Teaching Skills and Method. Delhi: Shipra Publications. 2011.

Torrance, E.P. Guiding creative Talent. NJ: Prentice Hall. 1962

Torrance, E.P. Encouraging Creativity in the Classroom. Minneapolis University: Minnesta Press. 1969.

 Copyright ⓒ 2019 Authors