
THE SIGNIFICANCE OF LANGUAGE LABORATORY IN TEACHING GRAMMAR

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Abstract: This paper aims to examine the significance of teaching grammar through Communicative tongue in the English. Teaching English Grammar accepts many changes even from the traditional methods to the learner-centric manner. All the methods become helpful to the student university in language training Colleges to enhance their knowledge in Grammar. This article describes the students' enthusiasm in the learning process of English Grammar when the teaching method becomes flexible and involves them as the energetic associate. In that method the teachers can concentrate in using the different electrical non-electrical gadgets like smart phones tabs which have the Camera Video recording and Voice recording features. It is a fact that they have become the important part of the students' daily live. Hence in this article, we focus on how the video-recording works in the tongue labs where every student's performance is examined and evaluated attentively.

Keywords: Grammar, Language, Smart phones, teaching technique.

Introduction: Communication notes to the exchange of concept and ideas with the intention of conveying data. Effective Communications starts with audition. A teacher who is able to communicate well with students can inspire them to listen and participate. Students learn at their own pace and assess their proficiency by listening to audio and video materials to develop their listening speaking reading and writing proficiency. Language Laboratories are necessary for the effective teaching of English pronunciation and communication proficiency. The language laboratory plays an important role in the language learning. As it is a technology aid for learning it has a number of advanced facilities that can help a student to learn a language with proficiency. This paper attempts to highlight the importance of an English laboratory in developing communication proficiency. Language Laboratory According to the 'Oxford Advanced Learners Dictionary' Language laboratories are study rooms equipped with electronic sound-reproduction devices enabling students to hear model pronunciations of foreign languages and to record and hear their. Most laboratories provide a master control board that permits a teacher to listen to and correct any student. The purpose of a language lab is to enable students to actively participate in language learning exercises and get more practice than in a traditional home room environment.

Interplay is one of those words used widely with many meanings which can be used to describe almost any element of learning or teaching in the classroom even to the point of the interaction between a learners. Many methods and interactive learning programmers have become common words in teaching circles and it is necessary to differentiate specific. In this paper interaction is the process of communication both verbal and non-verbal vocal and non-vocal between non-native speakers. It implies

that there is a two-way tongue and it includes the element of negotiation described.

Language learning: The change from teacher directed instruction to learner-centered learning has led to numerous studies of tongue learning from student landscape. A strong share of these papers relate to learners' beliefs about the nature of tongue and processes of tongue learning. Beliefs according to Arnold (2003) very big filters of reality "and can be of enormous influence on the success of their speaking. Lists which shape thoughts and beliefs include past experiences and numerous personal agents. It is hard to overestimate the importance of attitude and genuine interest. If Student University are question what is the most important student characteristic associated with successful papers they usually mention traits such as orientation motivation and interest in learning reviews the published studies of learners' beliefs and reemphasizes his previous assertion that attitudes toward learning and the perceptions and beliefs which determine them have a profound influence on learning treatment. Also propose that teachers should take students' beliefs into consideration in spite of the difficulty of implementation. Attention to be given to person variables such as intentions and beliefs about learning abilities which learners bring to the homeroom.

Review Of Literature: Teaching grammar may deal with focusing on a form or forms. In focus on forms, we teach language features based on a structural syllabus specifying the features to be taught and their sequence. Activities used in this criterion are mostly grammar translations, mimicry, or memorization. Focus on form, on the other hand, is in the instruction whose main emphasis remains on communicative activities or tasks, yet in these activities the teacher intervenes to make students more accurate in language use whenever needed. The

categories in this study are the comparison of the implicit FFI versus explicit FFI. Implicit FFI is provided in activities that are separated from the communicative use of language, but it occurs as part of a program that also includes CLT (Communicative Language Teaching) and CBI (Content Based Instruction). In explicit FFI, learners' attention is drawn to language form during communicative or content-based instruction. In English language teaching, there has always been an argument among many scholars (e.g., R. Ellis, 2006) on the best and effective way to teach grammar. To date, many different methods and approaches have come into and gone out of existence. It is commonly assumed that grammar knowledge is consisted of two types: explicit and implicit knowledge. According to N. Ellis (2005), these two types of knowledge are distinct and exist in separate parts of the brain. Further, R. Ellis (2006) lists seven criteria that can be used to distinguish between explicit and implicit grammar knowledge. These criteria include, among others: level of awareness, accessibility and whether learners can verbalize the knowledge. The distinction between explicit and implicit FFI could be considered in relation to another common distinction-isolated versus integrative FFI (Lightbown&Spada, 1990). Recently, a plethora of studies and reviews on second language acquisition (SLA) research have shown that FFI has potential for learners and develop learners' awareness of target language (Spada, 2006). Long (1991) distinguished "focus on forms" and "focus on form" instruction. Focus-on-forms is evident in the traditional approach to grammar teaching based on a synthetic syllabus. The underlying assumption is that language learning is a process of accumulating distinct entities. In such an approach, learners are required to treat language primarily as an "object" to be studied and practiced bit by bit and to function as "students" rather than as "users" of the language (Ellis, 2006). In contrast, focus-on-form "draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1991, pp. 45-46). According to Long and Robinson (1998) such an approach is to be distinguished not only focus-on-form but also form focus-on-meaning, where there is no attempt to induce attention to linguistic form at all. Implicit FFI and explicit FFI are differentiated in terms of a number of characteristics. Ellis (2010) presents these characteristics in Table 1 as follows.

The research described in this paper belongs to the ESP field and also as it is for French students in France learning English to the field of EFL. It is also centered in the learning-centered field of study. There is no magic in ESP or EFL acquisition. The pedagogical principles of interactive learning in a

language laboratory can be applied just as well in ordinary EFL or ESL learning condition.

Among the four macro skills of language learning listening and reading are receptive skills whereas speaking and writing are the productive proficiency. With the help of a language lab language skills can be learnt practiced and evaluated through the following materiel. Listening and speaking skills when listening to a foreign language we need to know the sounds tunes and stress patterns of that tongue. It is better practiced in a language lab with the help of head phones. This provides ideal conditions for intensive listening. It can also be recorded and saved for later evaluation. The learners can be encouraged by allowing them to follow the different methods of reading such as skimming. Writing can be practiced through typing on gap fill exercises and model format for letters, reports and resumes. These can be observed and edited by the instructor through the teacher's.

Task has been defined in many different ways and for this study the author uses the following definition:

a piece of classroom work which involves learners in comprehending manipulating producing or interacting in the target language while their attention is principally focused on meaning rather.

Doughty and Pica (1986) looked at information gap tasks to see whether or not they facilitated second-language acquisition and found evidence that a task with a requirement for information exchange was crucial to the generation of conversational modification. They also found that the participation pattern as well as the task type had an effect on the conversational modification of interaction finding that most modification was obtained when the participants were non-native speakers (NNS) and when the participants had heterogeneous levels.

To be effective group interaction must be carefully planned by the classroom teacher to include a requirement for a two-way or multi-way exchange of data.

Method:

Search Parameters: Our first step was to conduct a broad search of the literature in order to establish a beginning pool of writings from which the final body of relevant works would. we conducted exhaustive reviews of the literatures on discussion practices as they relate to the promotion of students' high-level thinking and comprehension of text by carrying out systematic searches of five major databases in the social sciences keyed on the names of researchers who have played major roles in the conceptualization of a given approach (Raphael & McMahon, 1994) titles of the approaches. We also investigated secondary other printed sources and associated sites. Each reference pertinent to the approaches was summarized in a highly customized EndNote library

fields. This procedure resulted in the references being initially classified levels. References were labeled as directly pertained to one of our nine targeted the label was assigned to references that described other empirical research on the role of discussion in promoting students' comprehension, learning, or thinking. Level 3 references elaborated on the theoretical underpinnings of discussion as a means of promoting learning and comprehension while references were classified as Level 4 if they provided information on methodological tools that might be useful in understanding students' unfolding interpretations of discussion or in assessing the quality of their interpretation. The current analysis were those references classified as Level Criteria for Inclusion to distill the research literature on classroom discussions for the meta-analysis established several criteria. First to be included in the meta-analysis a document must be a report of an empirical.

Question

1. Can the incorporation of organization improve the tertiary student's attitudes towards English reading if they found organizers effective on fostering their reading abilities?
2. Can organizers generated by students as post-reading activity facilitate tertiary students reading comprehension?

English Language Teachers: Teachers of English have a responsibility to help the students in overcoming their fears about communicating and to assist students in developing more positive perceptions of communication actuality. The English language teacher is not just a teacher of grammar and sentence construction. He is expected to play an active role as a counsellor communication specialist and soft skills. A teacher should be aware of the latest technologies explore new ideas and have a certain amount of specialization in the object. Language teachers motivate the students in lab sessions by conducting classes on personality development, interpersonal skills and soft skills which are essential factors to mould them into a perfect.

Techniques to improve language skills through a language lab among the four macro skills of language learning listening and reading are receptive skills

whereas speaking and writing are the productive. With the help of a language lab language skills can be learnt practiced and evaluated through the following materiel. Listening and speaking proficiency: When listening to a foreign language we need to know the sounds rhythms tunes and stress patterns of that tongue. It is better practiced in a language lab with the help of head phones. This provides ideal conditions for intensive... Student's speech evaluation is possible through the digital recorder modules in language learning. Writing can be practiced through typing on gap fill exercises and model format for letters reports and summary. These can be observed and edited by the instructor through the teacher's comfort.

Conclusion: Like many other pieces of research and life itself, the data produced by this study and the discussion around it is kaleidoscopic, lacking a neat and spick and span pattern. Moreover, there have been many uncontrolled variables which may have influenced the results obtained. For one thing, the nature of the academic experience the participants in this study went through was not examined closely. So, ascribing change in their liking or dislike for grammar, or their motivation or demotivation, to any exact source will be problematic. However, taking a coarse-grained look at the exploration, one can say that academic experience in an EFL context, particularly engagement with content materials augments motivation for grammar learning, breeds positive attitude toward it and induces more realistic perception of need for grammar. The following translated excerpts from remarks made by a female interviewee reflect the ideas expressed by the majority of the other interviewees and are consistent with the questionnaire results in large measure. A language lab acts as a platform for learning practicing and producing language skills through interactive lessons and communication mode of training. The uses of Language Research Centers are considered to be a radical shift from the teacher-centered approach to an independent and enjoyable learning. Learners can act and respond in a variety of ways at their own velocity. The language laboratory exists to help one to use technology effectively to discuss.

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