

Impact of the Use of Laboratories on EFL Teaching in Primary School

By

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Abstract

The purpose of this research was to analyze Impact of the Use of Laboratories on EFL Teaching in Primary School.

The motivation of the student is one of the fundamental pillars to achieve academic success in the teaching of any subject and fundamentally in that of a second language.

Implementing a language laboratory in your school creates a learning environment much more effective than traditional classroom teaching. In addition to enhancing the abilities of students, allows a high degree of immersion and attention to diversity. A language laboratory, or classroom network, encourages student participation and the integration of different exercises in the language.

So the results showed that the most effective way to learn a language is to practice it. Concluding that in a certain way learning languages, it is comparable with learning to swim. Since theoretical knowledge is important but without practice, it will not help. and that is why, the use of the language laboratory is the best solution to be able to learn languages successfully.

Key Words: Impact, laboratory language, foreign language, teaching, primary school

Introduction

Experimental activity is one of the key aspects in the process of teaching and learning a language both for its pronunciation and linguistic signs that students must acquire for the development of certain skills and skills for which experimental work is essential. There are arguments in favor of laboratory practices in terms of their value to enhance objectives related to conceptual and procedural knowledge.

In a context in which new generations of students move in an environment, where the use of mobile devices and multimedia applications prevails, the ways of teaching traditional languages based on copying from the blackboard or memorizing endless irregular verb lists no longer have room. It is useless for the student to know the conjugation of the verb "to be",

If then before a real language situation is not able to use it. Of course, a theoretical knowledge of the language is still indispensable, but if this is not accompanied by a real practice, within a context according to the tastes and preferences of the student, over time this will lose the motivation to acquire the new language. (Aided USA Corp. 1981-2019)

For this reason, schools are increasingly aware of the need to create an environment in which students can experience a complete linguistic immersion: speaking, reading, writing, listening, interacting with other people, accessing updated multimedia materials, and all in a personalized and structured way. In short, more and more education professionals are betting on the integration of language laboratories in their centers.

Our goal is to analyze the Impact of the Use of Laboratories on EFL Teaching in Primary School, at the Center for Integrative Cigar Family Training (CFICF), in the

Caribbean sector, Municipality of Bona0, Province Monseñor Nouel, Rep. Dom., during the 2019 School year.

From this perspective, we seek to find a solution to address this problem. This arises in this institution, since the lack of use of these laboratories has led to students not having good hearing development.

The research proposal is structured in four parts: Chapter I; Introductory part of the investigation; Chapter 2: Theoretical framework of the investigation; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographical references.

Chapter I: Introductory Part of the Investigation

Statement of the Problem

The problem of the current study is to analyze the Impact of the Use of Laboratories on EFL Teaching in Primary School. The Center for Integrative Cigar Family Training (CFICF), this educational center has a language department that provides English courses, however this department has appropriate facilities such as the English laboratories that are a fundamental tool for learning that language. It does not implement any system of compulsory English in the educational program, that is, the students go out to the business market without an added value that in relation to other institutions is below their level of learning.

The implementation of the English laboratory has had a positive impact on the reputation of this study center, but the most important thing here is the aspect of quality that every educational institution is supposed to provide to its students. So this increases your problem in the process of teaching a foreign language. Consequently, the problem of the study stands out when answering the following question: What has been the impact that the use of the language laboratory has had on the students?

Justification

The problem of the current study is to analyze the Impact of the Use of Laboratories on EFL Teaching in Primary School, at the Center for Integrative Cigar Family Training (CFICF).

A language laboratory allows the integration of the language method desired by the teacher, facilitating the development of a large number of different activities in the classroom, through the use of multimedia material.

All with the use of control software, that is, through the use of a computer program that serves to control the computers of students and know what they are doing at all times. The language laboratory is a very complete instrument for the training of the auditory comprehension of languages; they are environments for studying, experimenting, learning the functioning of languages and practicing their use.

That is why the impact that the use of these laboratories has had on the teaching of a language has been of great importance, both for the students and for the teacher.

For this reason, it is very important to carry out an early search for symptoms and describe in our population what is the school performance in the child's area to generate the appropriate approach that allows the child to improve their learning process of another language.

A language laboratory is a great advance in the classrooms of schools, where the teacher is still the protagonist. But thanks to the educational technology that incorporates the language laboratory, the teacher will have the necessary tools to make his class fully effective.

Objective

General Objective

To analyze the Impact of the Use of Laboratories on EFL Teaching in Primary School, at the Center for Integrative Cigar Family Training (CFICF), in the Caribbean sector, Municipality of Bonaó.

Specific Objectives

1. To describe the implementation strategy of the new generation of laboratories.
2. To specify the technological configuration of the language laboratories

3. To present the motivation for the use of virtual language laboratories.
4. To research the limitations in the use of virtual laboratories.

Research Questions

1. What is the Impact of the Use of Laboratories on EFL Teaching in Primary School,
2. What Technological Configuration Language Laboratories use.
3. What motivation do they use for the use of language laboratories?
4. What limitations are presented when using these language laboratories?
5. What strategy do you use for the implementation of the new generation of virtual laboratories in the language area?

Delimitation

The following work was defined at the Center for Integrative Cigar Family Training (CFICF), located in the Caribbean sector, Municipality of Bona0, Monseñor Nouel Province, Dom. Rep. During the present school years 2019. The problem that will be treated is the Impact of the Use of Laboratories on EFL Teaching in Primary School.

Geographical Context

History of the Center

In the municipality of Bona0, Monseñor Noel, a model project of community development is located that involves agricultural production, comprehensive training center and health services. Twenty urban and rural communities of that municipality participate in the Cigar Family Community Center, which has an extensive agricultural program that works in the production of honey, shrimp ponds, fish, organic fertilizer through shading and sowing of various agricultural items, such as of vegetables, fruit trees, timber trees and others. In addition, it has a greenhouse for the production of intensive agriculture. These agricultural activities are

the sources of income for many families. All agricultural projects, including the fish pond, and the apiary, have sustainable management and environmental care.

The Cigar Family Community Center also operates with energy sustainability through a solar energy system that generates electricity in 65% of its total demand.

The center is a participatory holistic development project, promoted by the Fuente and Newman families, through the Cigar Family Charitable Foundation (CFCF) of the United States and with the support of the 20,000 members of the Cigar Family. This project has become a tourist destination not only for the quality of the cigars that the Tabacalera A. Fuente produces, but also for the socioeconomic transformations that are taking place in the surrounding communities. The project is managed by the Dominican Institute for Integral Development, Inc. (IDDI).

The center is aimed at 20 communities, including the Caribbean, El Verde, Rancho Nuevo, Los Jengibres and Los Arroyos, where in addition to the agricultural and educational component, there is a program for environmental sanitation and health, road improvement and bridge construction, strengthening of the organizational infrastructure of the communities, recreational program, sports, sustainable human development and housing improvement.

Integral formation. The most outstanding activity of this complex is the Cigar Family Integral Training Center (CFICF), a multi-sector collaboration initiative that has acquired recognition as a "Model of Excellence in Education". The Center has 455 students from pre-school to fourth year of baccalaureate, in addition to 3,200 additional young people who live in the area and who participate in complementary activities.

David Luther, explained that the center arises on the initiative of businessman Carlos Fuente, as a way to thank the community for their work. One of the main objectives is to

awaken a social conscience in the students so that once their education is completed, apply what they have learned in their communities, thus guaranteeing their future development.

Since 2002, the Cigar Family Community Plan has been implemented, becoming an international model of collaboration between the Dominican State, the private sector, civil society, Cigar Family members and local community organizations. All the projects developed in the center are sustainable not only because they have the support of financial resources, but also because the members of Cigar Family offer their time, energy and experience collaborating directly with the community. In addition, it has a primary care center with services of gynecology, pediatrics, dentistry, laboratory, outpatient consultations and also provide medicines.

Historical Backgrounds

Like all investigations, we proceeded to review the theoretical framework and previous studies related to the subject.

In 1930 a publication of Ralph appears Waltz in which a description of the employed facilities is given that is considered as one of the first descriptions of what some call "the direct ancestor of the language laboratory". (Waltz, 1930). The use of these machines was still limited to phonetic correction.

At the beginning of the 60s many investigations were carried out among which we can mention: "The Pennsylvania Project", The Keating Report, the study of S. W. Lorge carried out in New York, that of E. W. Freedman. These investigations aimed to compare the results of a traditional teaching without laboratory and another in which the laboratory would be used. The results of these investigations could not convincingly demonstrate that the students who used the laboratory obtained better results than those who received traditional ideas. They therefore

failed to contribute to raising the prestige of the laboratory. In addition, these investigations provoked abundant criticism that questioned its validity. (Cernbalo, Harding, Holec, 1974).

The antecedents of this current should be sought first in sociolinguistics, in studies by D. Hymes (Hynes, 1966, 1972), in the works by Susan Ervin-Tripp (Ervin-Tripp, 1972) and in the theory of the facts of speech whose central idea traces the English philosopher J. L. Austin (Austin, 1970) and that he has received contributions from Searle (Searle, 1972).

These contributions can be summarized by saying that: the sociolinguistics has underlined the fact that every person who intervenes in an exchange oral, has a sociological baggage that must be taken into account. The theories of enunciation have put into evidence the repercussion that elements such as the situation, the place, etc., have in the production of statements in the discourse. And the study of the speech facts, has allowed the Language is seen as a means of acting, of carrying out any act using language. In this way, many didactic materials recent years, are based on the notion of communication competence and are based on a takes into consideration the operation of the language in communication situations.

From our study of certain "communicative" practices, we have reached the following conclusions: most practices give the laboratory the role of an apparatus for hearing authentic texts. The use of the laboratory for the practice of structures is not completely rejected. The latter leads us to respond to one of our Questions: should structural exercises be abolished? It seems that the answer, at least for now, is negative. Structural practice, even within the field of "approached communicative", still has an important place. (You can see about it: Wallet, 1978, Jupp et Holdin, 1978).

However, we must emphasize that this class of exercises should not be the only kind of practice that takes place.

Definition of Terms

1. Impact. According Von Minckwitz. The noun impact can refer to a physical force (like a collision), an influence (a bad role model or a hero), or a strong effect (a foot of snow will have an impact on driving conditions). Impact is used most often as a noun. A good teacher might have an impact (influence) on a struggling student.
2. Language Laboratory is a classroom equipped with tape recorders or computers where people can practice listening to and talking foreign languages.
(www.collinsdictionary.com)
3. A foreign language is a language originally from another country than the speaker. It is also a language not spoken in the native country of the person referred to, i.e., an English speaker living in Spain can say that Spanish is a foreign language to him or her.
4. Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things.
5. Primary or elementary education ranges from grade 1 to grades 4-7, depending on state and school district policy. Middle schools in the upper grade range (7-9) are sometimes referred to as junior high schools. Secondary or high schools enroll students in the upper grades, generally 9-12 with variations. (www.collinsdictionary.com)

Chapter II: Review of the Literature

Main Criticisms of the Language Laboratory.

Towards the beginning of the 1960s, strong criticisms began to emerge white the audio-oral method, the structural exercises and the language laboratory. Until then the audio-oral methodology seemed to rest on foundations extremely solid: on the one hand, as we mentioned, about behaviorism that in that era was booming in the United States, and on the other hand, on descriptive-structuralism linguistics, also in full swing and whose "file chefs" were Sapir and Bloomfield.

Behaviorism and structuralism linguistics they have questioned their postulates, mainly by the defenders of cognitivism in psychology, and of the generative-transformational grammar, who launch the first attacks. In 1959, the criticism made by N. Chomsky "Verbal Behavior" by B. F. Skinner, opens, so Say it, the way to the criticisms that will follow later.

According to Chornskv, the Skinner model (E-R), can by itself, explain in. what form a individual can produce new statements that I had never said or heard before. In addition, Chomsky refuses to see the language as a system of habits acquired through a process of analogy and generalization (Chornsky, 1969). Main criticisms of the language laboratory. Towards the beginning of the 1960s, strong criticisms began to emerge white the audio-oral method, the structural exercises and the language laboratory. Until then the audio-oral methodology seemed to rest on foundations extremely solid: on the one hand, as we mentioned, about behaviorism that in that era was booming in the United States, and on the other hand, on descriptive-structuralism linguistics, also in full swing and whose "file chefs" were Sapir and Bloomfield.

Implementation Stratification of the New Generation of Laboratories

For this reason, language laboratories were designed with a new concept: spaces to practice, experiment and study the oral and contextual aspects of languages in individual or collaborative activities, independently or with the teacher's guidance. This meant modifying the configuration of previous laboratories: changing the traditional fixed individual cabins by cabins optional individual, work systems totally dependent on the teacher's team by distributed systems that allow the individual and collaborative work of the students and add the necessary resources to perform research, experiments and works of a scientific or technical nature. In short, it was to extend the functions of traditional language laboratories, aimed at training students in the oral aspects of languages to new functions that enable the empirical study of languages. (Lopez, et al., 2008).

To implement these new language laboratories, a strategy was designed and implemented based on the collaboration of all the agents involved, teachers, technicians, educational center, company, and in the recognition and support of the teacher involved in the change. Despite the long tradition of language laboratories in our Center and their potential applications in the present and future school context, it was difficult, on the one hand, to know a priori if it really would be profitable to build a new generation of laboratories, the auspicious moment for this change, how to plan it and what was the appropriate technology. On the other hand, there was no background in the Spanish educational context about similar actions. The few references dealt, mostly, with the use basic of language laboratories as a general service of universities for language learning. (Sánchez and Gairín, 2008).

In the new academic context, language laboratories, as well as other ICT tools such as e-learning platforms, offered an ideal support for students and teachers to carry out more flexible, personalized, collaborative and constructive teaching methods. Oriented towards personalized, participative and responsible student learning in face of less personalized, unilateral and instructive teaching of previous stages. (Lopez, et al., 2008).

Technological Configuration of the Language Laboratories

The new language laboratories base their operation on: i) multimedia technology, for the treatment and analysis of linguistic productions in any text, audio, image and video format, ii) communication technology, for the transmission of multimedia materials in local networks, laboratories and in the universal Internet network. (Lahoz, 2008);

These technologies allow to configure the laboratories in two levels of work: 1) The physical level of the laboratory that is the real laboratory formed by the local network of intranet computers, digital audio transmission devices and furniture. 2) The virtual level, which is the work space created on the Internet through e-learning tools of the virtual campus of the university: Course Management Systems, or Learning Management Systems (LMS), educational digital repositories, digital libraries, video libraries and even social networks applied to learning.

Both levels should be integrated, as far as possible, into a single specific laboratory management application. This configuration allows teachers and students: (i) work face-to-face, semi-face-to-face or virtually. (ii) use materials created by their teacher, by other teaching teams, by students and materials accessible on the Internet; (iii) create and disseminate their own materials in the laboratory, on their personal computers or on the Internet. (Ruiz Perez et al., 2009)

The configuration of the physical space of the laboratory must also follow the criteria of being open and flexible to allow: (i) the diversity and the permanent evolution of the models and didactic methods and researchers used within the physical space of the laboratory, (ii) accessibility to the devices to ensure work in the laboratory of any person with or without motor, visual or auditory disability. For this, the furniture must be multifunctional, allowing for both individual and collaborative work.

The hardware and software equipment of the new laboratories should also be more open and flexible than that of traditional laboratories. To this end, traditional audio management functions are extended to: (i) the management of multimedia content, the processing and analysis of information in any audio, image and video format; (ii) the local or universal distributed management of materials and didactic and research activities.

In short, digital language laboratories can and should be configured in an open and flexible way to support the use of any type of technology and any way of empirical work of teaching, learning and research of languages.

Motivation for the Use of Virtual Language Laboratories

The easy access to Internet, both for the speed and the low cost of the service, has driven the use of virtual tools in the learning processes. Developments in the environments have increased the motivation to incorporate them into education at all levels (Cartwright and Valentine, 2002).

Among the advantages of the use of virtual language laboratories in the teaching-learning process are the methodological variety, flexibility and easy access to computer applications, an attractive content presentation, the possibility of having new environments and situations, a problem like this. as the optimization of resources and costs. Since a

virtual language laboratory is based on models that run on computers, its configuration and set-up is much simpler than in analogous laboratories. In addition, virtual spaces have a much higher degree of robustness and security because, since there are no real devices, they cannot cause problems in the environment (Calvo et al., 2008).

The virtual language laboratories, on the other hand, are developed as a computer system accessible through the Internet and, through a simple browser, you can simulate a process where the practices are carried out following a procedure similar to a conventional laboratory, through dynamic objects, programmed through Java applets, Flash, CGIs, java scripts, PHP, etc., including images and animations (Lorandi et al., 2011).

The areas that benefit from the use of this tool are several: occupational health, environment, economics, distance education and collaborative learning: Virtual language laboratories represent a creative, modern and economic option for university institutions and educational centers that require these spaces within their training processes (Monge and Méndez, 2007, Muhamad, Zaman and Ahmad, 2012). With its application, two didactic objectives will be achieved simultaneously: a) to carry out practices related to the subject by expanding the availability of laboratories and b) to train our students in the use of ICT (Calvo et al., 2008).

Also, a virtual laboratory can facilitate the realization of practices or experiences to a greater number of students, although they do not coincide in the same physical space, simulated and even, interactively, taking the laboratory to the home of our students (Lorandi et al. 2011).

From a behavioral point of view, the laboratory provides each student with their own learning environment, encouraging the participation of those who are more timid, who

in this case have the opportunity to explore the experience at their own pace, increasing the probability of achieving the competencies. Desired students learn by trial and error, without being ashamed to perform the same practice several times, since they can repeat them without limit; without fear of damaging any tool or equipment (Rosado y Herreros, 2009).

Limitations on the Use of Virtual Language Laboratories

As a disadvantage with respect to real laboratories, it should be noted that virtual laboratories are limited by the model and, in order to be manageable, they tend to be simplified, thus losing information with respect to the real system (Calvo et al., 2008).

The use of this tool is subject to a selection process very similar to that of any didactic material, that is, not any virtual laboratory can be applied to some real experience. As in real space, the delimitation of contents, the specification of the necessary resources and the organization of experiences are key. In this sense, the role of the teacher in choosing the tool is fundamental, through a process of prior evaluation and according to the level of the group of students, because the practice of a first level of English is not the same, to a group that is in medium or advanced English (Lorenzo, 2013)

The evaluation of the digital didactic resource is key for its application in each level of the language; this involves criteria such as presentation, content, ease of use, timeliness and interactivity. However, this is considered a disadvantage at this time because there is no homogeneity in the competences of teachers for ICT management. Due to the challenge of ICT in a teaching sector, there is an understandable resistance to the use of virtual laboratories in educational institutions where the use of traditional resources predominates, both in the educational model and in the language laboratory (Lorandi et al. ., 2011).

Chapter III: Methodology and Data Collection

In section we define the methodology of the investigation, with different stages to follow to improve the problems that arise during it.

Method: The method we use in this analytical research and observation, where we analyze the data as accurately as possible what happens in reality.

Technique: For the data collection we use the interview technique that will be applied to the teachers of the Center for Integrative Cigar Family Training (CFICF).

Design of the Investigation: The research has a non-experimental design, since what is done is to observe the phenomena as they occur in their natural context and then update them.

Research Instruments: According to the purpose of the research, the proposal comprises five stages: the real experience, the virtual experience, an activity derived from the simulation, the preparation of a report and the evaluation. The laboratory work of language occupies a central place since all the senses participate and this contact with the elements that make up the system under study is essential for the construction of procedural competences. Two instruments were used to collect information, one was the observation technique (to directly observe the problem) and the questionnaire was administered to teachers to gather information about this situation, it was carried out during the 2018-2019 school year.

Population: The universe of study in this project is the students of the English area of the basic level. The research was conducted during English classes.

Schedule (Chronogram) of Activities

Calendar of Activities

This represents a 5 week empirical research activities at the Center for Integrative Cigar Family Training (CFICF).

Activity	Week 1	Week 2	Week 3	Week 4	Week 5
Elaboration of the project	X				
Search documentary references	X				
Reading documents	X	X			
Application Survey		X			
Organization analysis of the results			X		
Drafting the first draft report			X		
Drawing the second draft report			X	X	
Final Presentation of the report					X

Chapter IV: The Results and Data Analysis

Expect Results

In this Chapter, the results provided by the search of the instruments applied according to the purposes of this study provide the following:

The language laboratories have been used by five teachers who teach the subject in languages. Although it represents less than half of language teachers, it is a reasonable figure considering that the laboratories have been only operational only during the academic year 2018-2019. If you compare these figures with those of previous courses, you can observe an increase in the number of weekly hours, number of subjects taught and number of teachers.

From the qualitative and didactic point of view, the opinion of the professors who use the laboratories confirms that the laboratories facilitate and motivate the teaching and learning of the languages. Teachers also considered that training and personalized support are more effective for the preparation of courses. They consider essential the availability of a technician to help them in the possible blockages that occur during a session, either due to technical failures or due to lack of skill. They need quality teaching materials but they do not have the knowledge or time to build them. These results seem to confirm that the performance has been adequate since the performance of the laboratories has been growing and they contribute to Valuable information for the consolidation and evolution of language laboratories.

Conclusion

Language laboratories are much more than an instrument for discourse training and for listening to languages. They are spaces for studying and experimenting with real samples of languages, learning the functioning of languages and exercising in their use.

The advanced use of laboratories for learning foreign languages serve as a starting point for the design of the same.

Therefore, it is essential to configure them using advanced multimedia technology and communication and organization models to create local and virtual workspaces, which with any type of tool are necessary for the processing of teaching materials.

However, the operation of the laboratories is based on the use of advanced communications and multimedia technology that is little known by teachers and students; the results of the first use seem to have been effective in building and launching the new language laboratories.

Language laboratories are considered the basic resource for language learning since it is a basic competence in the educational context.

The "modern" laboratory is therefore an "audio-visual laboratory", which can offer a wide range of possibilities to exploit the image and sound at the same time, thus restoring the non-verbal aspect of communication, necessary for the development of communication competence. The laboratory can also serve in courses based on the pedagogical application of global comprehension of texts, or courses of "instrumental management

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Attached

Universidad Autónoma de Santo Domingo
UASD



Faculty of Humanities
The School of Foreign Languages
EFL Bachelor's Degree Program
Regional Center of Bonao, D.R.

Name: _____ Number: _____ Age: _____

Institution: _____ Teacher's Name: _____ Sex: _____

In the following questions, choose the answer you most consider.

1. Classification the environment experiment of laboratories

- a. Virtual
- b. Analogous

2. What digital tool used in the laboratories of language.

- a.. Multimedia
- b. Simulator
- c. Other

3. Do you consider that uses of language laboratories how useful tool in the process of teaching language.

- a.. Yes
- b. No
- c. Sometime

4. The Professors of languages useful constantly the laboratories

- a. Sometime
- b. Always
- c. Never

5. What is the opinion of teachers who use the laboratories?
- a. Facilitate learning
 - b. Motivate the learning of language
 - c. A and B are true
6. Consider the teacher that the training is more personality
- a. Yes
 - b. Not
7. Does is necessary the availability a specialize technician in the course for help them during a section of classes.
- a. Yes
 - b. No
 - C. Never
8. How pedagogical proposal believe necessary the use of these laboratories as a complementary activity.
- A) Yes
 - b) Not

Thanks