

## EFFICACY OF THE LAB COURSES IN DEVELOPING EFL LEARNERS' LISTENING AND SPEAKING SKILLS: A PERCEPTION STUDY

Marium Jamila<sup>1</sup>

\*Md. Munibur Rahman<sup>1</sup>

Tanni Biswas<sup>2</sup>

Rupali Khanom<sup>1</sup>

Sumi Khatun<sup>1</sup>

Farhana Sultana<sup>1</sup>

[1] Jashore University of Science and Technology, Jashore 7408, Bangladesh

[2] Jahangirnagar University, Dhaka 1342, Bangladesh

\*munibur@just.edu.bd

### ABSTRACT

Laboratory courses and theoretical ones are widely used worldwide to develop second or foreign-language learners' language and communication skills to meet the multi-dimensional needs of this globalized world. This study focused on the tertiary-level students' perceptions of the efficacy of the laboratory courses in developing their English listening and speaking skills. This study collected data from 77 English department students at a public university in Bangladesh to analyze the learners' perceptions of the lab-based language courses. The findings of this mixed methods study revealed that laboratory courses have substantial positive impacts on developing the listening-speaking skills of English as a Foreign Language (EFL) learners, namely removing learning anxieties, accelerating learning mode, and removing grammatical errors. Some barriers and challenges were also identified that the students commonly faced, namely technological problems, interrupted electricity, lack of technological knowledge, and poor internet connection. In addition, this study found several feasible solutions to make laboratory courses more effective and learner-friendly. Hopefully, these findings associated with lab-based classrooms will support policymakers, educators, and future researchers in EFL contexts in reevaluating their lab-based classroom practices and reshaping the policies to ensure effective foreign language teaching-learning practices.

**Keywords:** *English Language Learners, Lab Courses, Listening Skills, Speaking Skills, Students' Perceptions*

### INTRODUCTION

English, one of the most dominant and functional languages all over the world for various compelling needs and reasons, has achieved the status of Lingua Franca in many parts of the world, including Bangladesh (Basu, 2013), where the students study English as a compulsory subject up to class twelve and beyond (Hamid & Erling, 2016). The language courses they study are supposed to focus on developing language skills: listening, speaking, reading, and writing. Listening, one of the two primary skills forms the foundation of all effective communication and linguistic efficiency among these skills. To most foreign language learners, it is one of the most difficult skills to learn or acquire (Alzamil, 2021), as they have fewer opportunities to practice and use English in an English-speaking environment. Like listening, speaking also carries greater importance as the demand for efficient and confident English speakers is increasing rapidly worldwide for international communications in various fields and circumstances (Nishanthi, 2018).

In addition, the present world emphasizes initiating or including Information and Communication Technology (ICT) in every possible sector to accelerate the cycle of holistic development where English, as a communication tool, plays a vital role. As effective teaching and learning of English are required to equip the learners with the requisite linguistic competence to compete and contribute to various fields, these teaching-learning methods, procedures, techniques, and tasks should be in keeping with modern technological trends to go in pace. The integration of technology, more specifically, the language laboratories, can substantially augment English language learners' accuracy and fluency in English (Asri et al., 2016). For this reason, English laboratory courses have been introduced in educational institutions in many countries of the world where the students can experience the target language in real-life situations in the language laboratories, which are generally well equipped with multidimensional equipment like computers, smart boards, projectors, laptops, microphones, headphones, and Wi-Fi connections. These labs are well-designed and have purpose-oriented settings and instruments, whereas traditional classrooms have stereotypical settings where foreign language learners do not have the opportunities to practice and experience listening-speaking activities in real-life situations. The concept of language labs is yet to be fully included in regular practice in Bangladesh (Rubel, 2019), and many educational institutions have no language labs. Some of them have recently introduced lab courses which are not fully functional.

Furthermore, the labs are mostly experiencing multifaceted technical and practice-related problems as most educational institutions either have no updated language lab equipment or efficient instructors. Given these factors, this research aims to investigate the real scenario of listening-speaking lab courses and their efficacy in language skill development by analyzing how these courses are conducted and how these courses improve students' skills. This research also focused on other issues like major challenges and workable solutions. This study collected data from the English Department students of a public university in Bangladesh where lab-based listening-speaking courses are compulsory for first-year students to fulfill the purposes. So, the objectives of this research are:

1. To analyze the usefulness of the lab-based courses in improving learners' listening-speaking skills.
2. To investigate the barriers that students usually face in the language lab.
3. To find out some solutions to the barriers faced by the learners.

Hopefully, this study will contribute to enriching the research paradigm, bring out field-related root challenges faced by the students, and also proffer recommendations that can help other researchers and teachers develop language curriculums, design syllabi, and realize the practical scenario of EFL contexts more deeply.

## LITERATURE REVIEW

### ***Importance of Listening and Speaking in Second or Foreign Language Classrooms***

The main objective of foreign or second language contexts is to help learners achieve communicative competence (Şakiroğlu, 2020). So, the primary focus of any second or foreign classroom is usually given to the development of the listening and speaking skills of the learners. Listening is "the activity of paying attention to the speaker and to get meaning from what we hear" (Underwood, 2011, p.1 as cited in Banat, 2015, p.52), so it is regarded as "the most fundamental language skill" (Oxford, 1993, p. 205). In the 1980s, scholars like Krashen and Long put forward some theories of second language acquisition, where they noted that in the context of learning a new language, listening is crucial. The fact is that if a learner wants to develop overall language skills, he needs to be first skilled in receiving input through the process of hearing (Rost, 1994). In a language classroom, listening is the source of getting input from native speakers, language experts, teachers, or fellow mates, where the meaning of the input may at any stage be misinterpreted if the learners fail to take the input completely and clearly. As a result, the communication easily breaks down, and even the message sender feels irritated and uninterested in continuing the session. Ur (2007) listed some aspects of difficulties that students generally encounter in a language classroom, e.g., "hearing sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different

accents, using visual and aural environmental clues" (Ur, 2007, p. 11-20 as cited in Yıldırım & Yıldırım, 2016, p. 2101).

Like listening, speaking is also crucial for native and foreign language learners to communicate successfully. According to Brown (1994), speaking is the method of making meaning by producing, receiving, and then interactively processing the information. He also noted that contexts are the most important factors on which usually the meaning of the texts changes and to be skilled in this skill, learners should have a clear knowledge of how the language functions and how the people use it in their everyday activities. Speaking is idiosyncratically different from the written language; it has unique forms and conventions of use that are uncommon in written text. Being competent in this skill is crucial for a learner because most of our daily life communication is established through speaking activities and the process of expressing one to other people is not an easy task at all as it requires diverse strategies. It is a traditional public notion that people are usually judged by their verbal exposure (Mc Donough & Shaw, 2003). However, after learning a language for many years in traditional classroom settings and methods, many students struggle to express their thoughts and ideas verbally in real-life situations.

### ***What is a Language Laboratory?***

A language laboratory is a technology-based, unique, and effective instructional tool usually designed for second or foreign language learners. It works as a foundation for enriching learners' knowledge and skills of a particular language (Mambo, 2004). Usually, a lab is facilitated by modern technology tools, e.g., computers, laptops, tape recorders, projectors, sound systems, microphones, headphones, and cameras for teaching and learning purposes. On this platform, learners enjoy ample opportunities to practice, along with other language and communication skills, listening and speaking skills. The language lab provides enough time and scope to develop language skills, which are usually unavailable and rarely possible in traditional classrooms. With the support of all modern equipment, students' learning is accelerated as they practice language skills with pair, group, or individual tasks. Teachers play the role of guides or facilitators.

### ***Lab Courses in Developing Learners' Listening and Speaking Skills***

Researchers from different parts of the world focused on the use or effectiveness of language labs in developing learners' second or foreign language skills (Asri et al., 2016; Aulia, 2016; Bedford, 1985; Dwyer et al., 2002; Ebuoh, 2021; Izumi et al., 1979; Jones et al., 2004; Krishna, 2021; Lokmacioğlu et al., 2015; Marzuki, 2014; Meddour, 2006; Mohammed, 2017; Rahamath, 2022; Roby, 2004; Rohana, 2015; Sihite, 2017; Yagub et al., 2014, etc.).

Sihite (2017) analyzed the effectiveness of language labs in second-language learning. Through purposive sampling, the researcher selected 30 students who were equally divided into experimental and controlled groups. The experimental group was taught listening skills in a language lab, and the control group was taught in a conventional setting. Pretests and posttests were conducted after two weeks of teaching listening. The findings revealed that the experimental group outperformed the control group, exposing the practical utilities of lab sessions over traditional classrooms.

De Rozari (2017) analyzed English Department students' perceptions of digital language labs. This descriptive qualitative research collected data from 95 students of Widya Mandala Catholic University and revealed the positive impact of the lab on language learning. Simultaneously, some issues like an available internet connection for students' use and upgraded tools were also demanded by the students for more successful outcomes.

A study was conducted by Mohammed (2017) to evaluate lab function in language learning. Twenty-seven English department students of Albaha University, Saudi Arabia, were randomly chosen for this descriptive and analytical approach-based research. Both pretests and posttests were conducted, where students' listening and speaking scores in posttests were significantly higher than the pretest scores. So, for its positive impacts on language skills, this study urged the implementation of lab-based courses for students of all levels and all ages to compete with the rest of the world.

Adeniyi et al. (2022) analyzed teachers' perceptions of using the language laboratory by exploiting a questionnaire survey. Data were collected from 22 lecturers at the School of Languages, Adeniran Ogunsanya College of Education, Oto/Ijanikin, Lagos. The research findings revealed that in molding the teaching process, language labs played great roles and thus became a necessary part of language education. Besides mentioning lab utilities, this study also analyzed the challenges like interrupted power supply, lack of equipment, lab assistants, and awareness among the lecturers regarding the utilities of technology tools while recommending additional resources, constant power supply, and teachers' training to resolve the defined problems.

Matthew (2020) studied the influences of language labs on effective English language teaching and learning and related problems in this regard. Twenty-five students and five teachers of Osun State University participated in the study, and the majority of them claimed that language labs are the perfect places to exhibit learners' performance properly. Lab sessions helped learners develop their pronunciation, oral, and written skills by using video and audio-based lessons. Students got equal opportunities for learning and thus got motivated to develop their language skills further.

Though different studies on the use of overall technology in Bangladeshi English language classrooms are available, the specific research works related to using language labs are not of that scale in this context. Some of the researchers, e.g., Hafiz (2013), tried to shed light on this field, but the overall studies on this field are not noteworthy enough to analyze or evaluate the complete picture of language lab-based activities or the perceptions of the teachers and students of the lab courses in developing Bangladeshi EFL learners' skills. So, this study aimed to uncover that part. The findings of this study are supposed to benefit the students, instructors, education policymakers, and other relevant stakeholders of both Bangladeshi and other EFL contexts.

## **METHODOLOGY**

### ***Research Approach***

This research has been carried out using a mixed-methods approach to examine the learners' views on the utility and efficacy of the lab courses in developing their English listening and speaking skills. Combining different approaches can strengthen the acceptance of particular research (Greene & Carcelli, 1997). Following this concept, this study collected quantitative data with a close-ended and qualitative data with an open-ended questionnaire. The purposive sampling method was followed to collect data from the students.

### ***Sources of Data***

Both primary and secondary data were collected to meet the purposes of this study. Primary data were collected through a student questionnaire, and secondary data sources were from field-related articles, research papers and books.

### ***Research Tools***

The questionnaire which was used in this study to collect the necessary data consisted of two parts. Part 1 was designed (See Appendix) to collect the demographic information (age and gender) of the respondents. Part 2 was dedicated to collecting quantitative and qualitative data. It had two phases. Phase I of this part (See Appendix) included 15 closed-ended statements to analyze the students' perceptions of lab courses. Likert scale-based five-point options were provided to the participants (Strongly Agree = SA, Agree = A, Undecided = U, Disagree = D, and Strongly Disagree = SD), and the participants were requested to select one particular option for each item that best expresses their opinions or preferences.

Phase II of part 2 (See Appendix) was designed to collect detailed information (using two open-ended items) from the participants regarding the barriers they regularly faced while taking lab courses. This part also collected students' suggestions that could overcome their perceived barriers. The quantitative method helped analyze and present the numerical data, whereas the qualitative approach helped to go far beyond the numerical data to understand the participants' unobserved opinions reflected in the

open-ended part of the questionnaire. Altogether, combining these two methods helped get a real scenario and a deeper understanding of learners' views on the practicality and problematic areas of lab-based listening-speaking courses.

### ***Participants and Setting***

Data were collected from the English department students at a public university in Bangladesh. A purposive sampling method was followed to collect the data. The data were collected from 77 participants, of which 47 were selected from session 2021-2022 of the Bachelor of Arts (Honors) program, and 30 students were from session 2020-2021. The participants were selected based on their availability in the classrooms. The lab courses were compulsory for the students (in their 1st-year 1st-semester syllabus). All of these students participated in the closed-ended (for collecting quantitative data) and open-ended (for collecting qualitative data) parts of the questionnaire. As the participants who took part in the survey responded to the questionnaire items properly, all of these students' responses (a total of 77) were counted as valid data. The participants filled out the questionnaire and gave their opinions about the lab courses. The participants were kept anonymous and numbered in the following way: S1, S2, S3... S77.

### ***Data Analysis***

The quantitative data were analyzed in terms of percentage and frequency using MS Excel, and the result was presented through table, pie chart, and column chart. The qualitative content analysis procedure was followed to analyze the qualitative data. The independent responses to the open-ended questions were analyzed in terms of themes. Several subthemes were analyzed and discussed under two broad themes, namely "Barriers/Limitations" and "Suggestions" (see Appendix). Necessary extracts from students' comments were presented verbatim. As accurately analyzing the qualitative data is difficult, the researchers consciously avoided all kinds of biases and cross-checked all the data three times to ensure the reliability issue.

### ***Trustworthiness***

Some related literature, like Adeniyi et al. (2022) and Sihite (2017), were consulted to develop and design the questionnaire, and field experts' suggestions were incorporated in the final draft of the questionnaire to ensure reliability and validity. The mixed-methods research technique was followed to ensure trustworthiness and gain detailed information. The triangulation of quantitative and qualitative methods helped ensure the validity of the research findings. The Cronbach's alpha value of the quantitative data was 0.937, indicating the data's internal consistency and reliability. The researchers also kept the respondents anonymous in getting more authentic and spontaneous responses. The students were assured that the survey responses would not impact their academic grades and would be used only for research. This technique also helped to achieve more reliable findings. Moreover, attempts like doing an in-depth analysis of previous research and comparing their findings with this research's findings were made to increase the credibility of this present study.

## **FINDINGS AND DISCUSSION**

### ***Part 1 of the Questionnaire***

Part 1 of the questionnaire was designed to collect participants' demographic information. This part collected information on two specific aspects, i.e., students' gender and age. Of the total participants, 35 (45%) students were male and 42 (55%) were female students, whereas 60 students (78%) were of age ranging from 18 – 21 years, and 17 were from 22 – 25 years (22%).

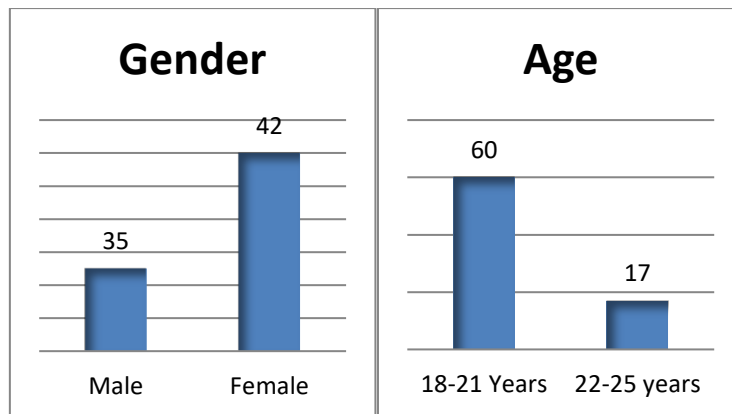


Figure 1. Number Of Participants Based on Gender and Age

**Part 2 of the Questionnaire**

This main part of the questionnaire had two phases. Phase I of part 2 consisted of a five-point Likert scale-based 15 close-ended items to accumulate participants’ views on language lab facilities, effects, efficacy, and necessity of the lab courses in boosting listening-speaking skills, teaching methods, and other related issues to examine learners’ overall impression of the lab courses in foreign language learning.

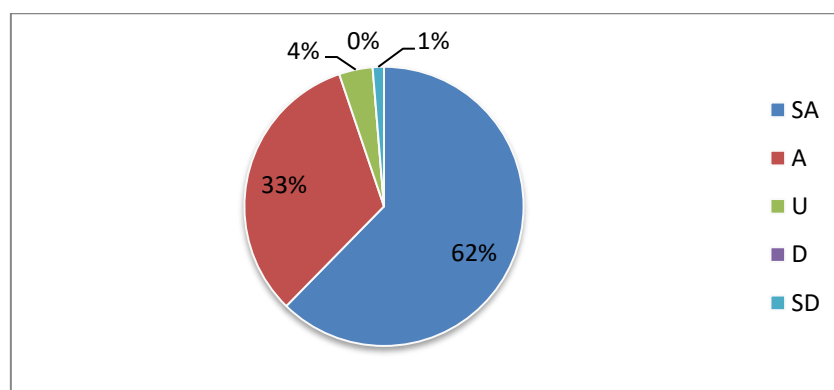
The findings of the first and second items of Phase I of Part 2 (see appendix) exposed that the departmental language lab was equipped with multi-dimensional technologies like computers, microphones, multimedia projectors, headphones, etc. (74% of the students strongly agreed and 25% agreed) which offered a dynamic platform for mastering listening and speaking skills (67% strongly agreed and 23% agreed).

Table 1. Students’ Perceptions of the Lab Course

SN	Items	Mean	Std. Dev.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Our language lab is equipped with different types of technology tools (such as computers, headphones, microphones, multimedia projectors, etc.).	4.71	0.534	57 (74%)	19 (25%)	0 (0%)	1 (1%)	0 (0%)
2	The language lab is a dynamic learning platform to improve our listening and speaking skills.	4.53	0.882	53 (67%)	18 (23%)	2 (2%)	2 (3%)	2 (3%)
3	In the lab, we comfortably listen, interact, and share our opinions about what we have learned.	4.50	0.681	46 (60%)	25 (32%)	5 (7%)	1 (1%)	0 (0%)
4	Our lab provides us with a variety of native speakers’ voices (from online sources) rather than only our course teachers’ voices.	4.54	0.851	54 (70%)	16 (21%)	3 (4%)	3 (4%)	1 (1%)
5	The lab allows us enough time for auditory experiences.	4.27	1.046	45 (59%)	17 (22%)	7 (9%)	7 (9%)	1 (1%)

6	The lab helps us reduce our language learning anxieties.	4.54	0.698	48 (62%)	25 (33%)	3 (4%)	0 (0%)	1 (1%)
7	The lab sessions effectively accomplish our presentation skills.	4.37	0.707	36 (47%)	36 (47%)	4 (5%)	0 (0%)	1 (1%)
8	These courses help us overcome common grammatical mistakes.	3.90	1.078	26 (34%)	30 (39%)	12 (15%)	6 (8%)	3 (4%)
9	These lab sessions help develop our pronunciation skills.	4.36	0.958	45 (58%)	22 (29%)	5 (6%)	3 (4%)	2 (3%)
10	In the lab, multimedia resources motivate us to participate actively in classroom practices.	4.35	0.774	37 (48%)	33 (43%)	5 (7%)	1 (1%)	1 (1%)
11	Our teachers provide us with sufficient time to take part in pair or group tasks.	4.62	0.629	53 (69%)	20 (26%)	3 (4%)	1 (1%)	0 (0%)
12	Our teachers encourage every student to participate actively in listening and speaking activities.	4.74	0.547	60 (78%)	15 (20%)	1 (1%)	1 (1%)	0 (0%)
13	Our teachers provide additional resources to help us enhance our listening abilities.	4.57	0.750	52 (69%)	20 (26%)	3 (3%)	1 (1%)	1 (1%)
14	Our teachers provide us with instructional materials (audio and video) to practice speaking fluently.	4.54	0.735	49 (64%)	24 (31%)	2 (3%)	1 (1%)	1 (1%)
15	I think the lab courses help us learn faster than in a regular classroom setting.	4.46	0.787	46 (60%)	24 (31%)	5 (7%)	1 (1%)	1 (1%)
<i>N= 77</i>		4.46	0.777					

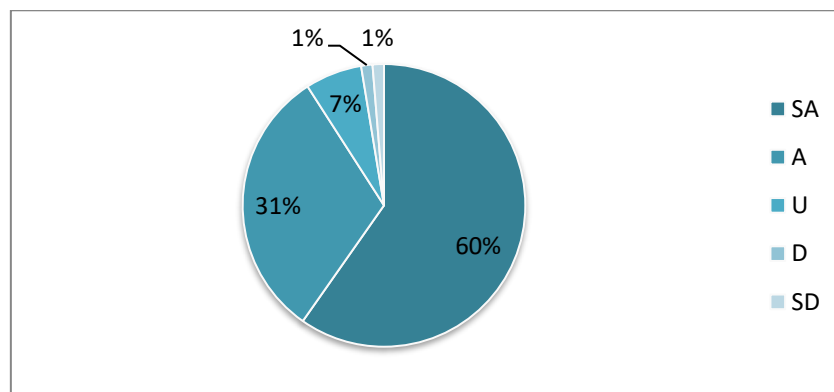
The majority of the students (60% strongly agreed and 32% agreed) in the language lab enjoyed the facilities of listening, interacting, and sharing their opinions in a comfortable environment (item 3). In the development of specific language and communication abilities, most of the participants (70% strongly agreed and 20% agreed) believed that in lab sessions, they had more exposure to the native speakers' voices (audio and video materials) instead of their teachers' voices only (item 4) as well as they got (59% strongly agreed and 22% agreed) enough time for experiencing auditory texts (item 5).



**Figure 2.** "The lab helps us reduce our language learning anxieties"

Lab sessions helped learners overcome their learning anxieties (strongly agreed 62% and 33% agreed on item 6) ultimately resulted in accomplishing their presentation skills (47% strongly agreed and 47% agreed), avoiding common grammatical mistakes (34% strongly agreed and 39% agreed), improving pronunciation skills (58% strongly agreed and 29% agreed) as well as motivating them (48% strongly agreed and 33% agreed) to actively participate in classroom activities (findings of items 7, 8, 9, and 10). Regarding teaching practices in lab courses, 95% (69% strongly agreed and 26% agreed) of the

participants believed that their teachers provided sufficient time for practicing in pair and group tasks (item 11). Ninety-eight percent of students (78% strongly agreed and 20% agreed) believed that teachers always encouraged them to be active in learning tasks (item 12); 94% of the participants (69% strongly agreed and 26% agreed) opined that for enhancing their listening, teachers gave them additional resources while 95% of participants (64% strongly agreed and 31% agreed) believed that for improving speaking skills, teachers provided them subject related different audio and video scripts as well. On the last item (item 15), most participants (60% strongly agreed and 31% agreed) believed that lab sessions are more effective than traditional classroom activities to accelerate listening-speaking skills. The overall mean value of the data in Table 1 expressing students' perceptions of lab courses was 4.46, and the overall standard deviation was 0.77.



**Figure 3.** "I think the lab courses help us learn faster than in a regular classroom setting"

Through two open-ended items, Phase II of Part 2 of the questionnaire collected qualitative data related to the barriers students usually faced in the lab and in grasping the lab course contents and the solutions they thought would solve those problems. The thematic analysis process revealed some common obstacles or difficulties felt by the learners, e.g., lack of modern and up-to-date equipment, technical glitches, sudden power outages, narrow space of classroom for doing group tasks, no scope to direct or face-to-face native speakers' contact, and lack of technical knowledge among students. Some of the excerpts of students' comments are as follows:

- *The PCs are slow and some of them do not work properly. Also, the gadgets (headset, mouse, keyboard) do not function properly sometimes. (S60)*
- *Sometimes when I give [take] our listening test, our computers suddenly switch [gets switched] off and it is a big problem for us. (S33)*
- *1st-year students are not necessarily equipped with the required ability to cope with the lab environment initially. (S5)*
- *Sometimes students face technical difficulties when they run computers. (S23)*
- *Though we had [a] presentation, it was only in front of our people, not in front of a mass crowd [crowd]. (S30)*
- *Heavy chairs are slightly hard to move. As we have to do group tasks often, we have to change the sitting [seating] arrangement. (S60)*
- *The lab room does not have enough seats for every student ... (S37)*

Besides mentioning the barriers, the students also suggested some measures for more effective or successful outcomes, e.g., the inclusion of the latest technology tools, inviting native speakers to offer real learning platforms, arranging dedicated generators for uninterrupted power supply to the lab, fixing technical glitches instantly, recruiting lab technicians for smooth functioning of the equipment, choosing materials considering learners' proficiency levels and interests, continuing the courses in the next years, more spacious classrooms, removing unnecessary or unused/malfunctioned stuff from the lab or arranging public speaking sessions before a large audience. Some of them in their verbatim statement are:



- *Authority can manage more updated tools. (S1)*
- *We need more group tasks. (S55)*
- *Authority should fix all the technical glitches. (S17)*
- *Teachers can show us funny videos that will be more interesting for us. (S59).*
- *We have to give presentations regularly. (S27)*
- *It would be nice if we had a large room for all the students. (S76)*
- *Technicians should be appointed to solve technological problems. Some equipment [equipment] should be changed which do not function at all. (S15)*
- *A dedicated generator should be arranged for a lab class. (S8)*
- *Course time should be increased or should be included in other years' syllabuses as well. (S25)*

## LIMITATIONS

This study collected data from 77 students. It would be better if the study could include teachers as well as more students from other consecutive years' who also took compulsory lab courses in their first years at this university and more participants from some private and other public universities. This study also intended to conduct interview sessions with the students, but due to time constraints, it could not be materialized. However, despite these limitations, this study tried to conduct the research sincerely and objectively.

## CONCLUSIONS AND RECOMMENDATIONS

This study measures the students' perceptions of the lab courses in improving their listening and speaking skills based on the data collected from tertiary-level foreign language learners. The overall findings of the study prove their inclination towards lab courses in developing the above-mentioned skills, as the majority of the students opine that the lab courses have positive impacts on their individual and group-wise language learning processes.

This study also presents lab-based practical difficulties that teachers and students regularly face, like technological glitches, sudden power cuts, learners' poor technological knowledge, poor internet connection, etc. As lab courses are found useful for foreign language learners' skills development, time-befitting and need-based measures should be taken to address the field-specific barriers. So, based on the literature review and participants' feedback, this study brings out the following suggestions:

1. To keep pace with the first world, the equipment of all EFL labs should be updated with the latest technology;
2. It is necessary to ensure the constant presence of a lab technician to fix the faulty tools instantly as well as to check or repair the tools regularly.
3. Every lab should have a dedicated generator facility for uninterrupted electricity.
4. Spacious classrooms with movable seating arrangements are also a prerequisite to get the students effectively engaged in pair or group tasks and discussions.
5. Teachers should offer students multiple scopes for practicing public speaking.
6. Students' proficiency level-based short and funny video materials seemed to be more effective and interesting to the students than long videos.
7. Some sessions should be arranged where students can get close and direct contact with some native experts (face to face) to improve their listening and speaking skills in an authentic environment and manner.
8. The lab-based practical courses should not only be part of the first or second year, rather these practical courses should continue till the last academic year.
9. The teachers should be skilled in operating technological tools.

This study believes that if the above issues can be considered, the ultimate success of the EFL teaching-learning objectives will be achieved. The findings of this study on the utilities of lab-based courses in EFL contexts, associated barriers, and possible solutions to overcome context-specific barriers may assist

educators, researchers, and policymakers in rethinking and reshaping their current technology-based English language classroom practices to achieve desired outcomes.

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## APPENDIX

### Questionnaire

#### **Part 1** General Information

Please put a tick mark on the right option.

**1. Age (years):**

i. 18-21 ii. 22-25 iii. Above 25

**2. Gender:**

i. Male ii. Female

#### **Part 2**

#### **Students' views on the use of lab courses in developing tertiary-level learners' listening and speaking skills**

##### Phase I

Please circle your answer on a scale from 1 to 5, whereby **5** indicates 'Strongly Agree or **SA**', **4** indicates 'Agree or **A**', **3** indicates 'Undecided or **U**', **2** indicates 'Disagree or **D**' and **1** indicates 'Strongly Disagree or **SD**'.

		SA	A	U	D	SD
1.	Our language lab is equipped with different types of technology tools (such as computers, headphones, microphones, multimedia projectors, etc.).	5	4	3	2	1
2.	The language lab is a dynamic learning platform to improve our listening and speaking skills.	5	4	3	2	1
3.	In the lab, we comfortably listen, interact, and share our opinions about what we have learned.	5	4	3	2	1
4.	Our lab provides us with a variety of native speakers' voices (from online sources) rather than only our course teachers' voices.	5	4	3	2	1
5.	The lab allows us enough time for auditory experiences.	5	4	3	2	1
6.	The lab helps us reduce our language learning anxieties.	5	4	3	2	1
7.	The lab sessions effectively accomplish our presentation skills.	5	4	3	2	1
8.	These courses help us overcome common grammatical mistakes.	5	4	3	2	1
9.	These lab sessions help develop our pronunciation skills.	5	4	3	2	1
10.	In the lab, multimedia resources motivate us to participate actively in classroom practices.	5	4	3	2	1
11.	Our teachers provide us with sufficient time to take part in pair or group tasks.	5	4	3	2	1
12.	Our teachers encourage every student to participate actively in listening and speaking activities.	5	4	3	2	1
13.	Our teachers provide additional resources to help us enhance our listening abilities.	5	4	3	2	1
14.	Our teachers provide us with instructional materials (audio and video) to practice speaking fluently.	5	4	3	2	1
15.	I think the lab courses help us learn faster than in a regular classroom setting.	5	4	3	2	1

**Phase II**

Your valuable insights are expected on the following issue.

<b>Issue</b>	<b>Barriers/Limitations</b>	<b>Suggestions</b>
Lab courses for developing university-level learners' listening and speaking skills.		

**Thank you so much.**